Marshall Memo 108

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 24, 2005

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Quotes of the Week

"Change is always a threat when done to me; it can be an opportunity when done by me."
Rosabeth Moss Kanter (see item #1)

"We've got to stop using assessments as a hammer and begin to use them appropriately, as a diagnostic and learning tool."
Kurt Landgraf, president of Educational Testing Service (see item #2)

"As instruction is occurring, teachers need information to evaluate whether their teaching strategies are working."
James Pellegrino, University of Illinois at Chicago professor (see item #2)

"We want to make two promises to every child: We will teach you to read, and we will help you become a *reader* – a literate person who experiences the power and joy of comprehending."
Patricia Scharer, Gay Su Pinnell, Carol Lyons, and Irene Fountas (see item #3)

"Students do not first learn to decode and then become readers; they must be engaged in reading, thinking about, and discussing interesting texts from the beginning."
Ibid.

"They thirst for the story."
High-school teacher Susan Ferguson on her students' attitude to reading (see item #4)

"We have to figure out why poor girls who move to middle-class schools do better, but poor boys who make the same move often do worse. We have to absorb the obvious lesson of every airport bookstore, which is that men and women like to read totally different sorts of books, and see if we can apply this fact when designing curriculums."
David Brooks, New York Times columnist (see item #9b)

1. If You Build It, They Won't Come; Five Ways to Lead Change

Harvard Business School Professor Rosabeth Moss Kanter has these words of wisdom for public school educators:

"Change is a loaded word that evokes strong emotions. Those emotions are often negative – but not always. It's your job as a leader to minimize resistance and maximize commitment to change. In short, you have to move the system from 'resistance is everywhere' to 'resistance is futile.' The goal is to make any particular change journey seem so natural and exciting that people want to go on it.

"Start by noting one of the common characteristics of the way all of us (myself included) respond to the idea of change. *Change is always a threat when done to me; it can be an opportunity when done by me.* People hate change when it is someone else's plan, when it is imposed on them, when they are told what to do and exactly how they must do it, when they are threatened with punishment if they don't do it. People love change when it is shaped by them, when they are in control of it, when it is their chance to make a difference. In fact, then they don't even call it 'change' – it's a project, a venture, a dream come to life. It's their passion turned into a professional pursuit."

Kanter has five suggestions for school leaders to get their staff on board with change efforts:

• *"Discover the things your people really care about, and see how the change can connect with their goals.* That means making sure to know more about people than simply their teaching assignment or organizational role, and to conduct lots of conversations about hopes and aspirations.

• *"Present broad goals and general outlines, and find ways for the rest of the people to shape the details.* Even if it's your idea or the change is a mandatory district requirement, there are often some open areas in which people can participate in defining the change. Even small items can make people feel that they have ownership of the change and are still in control.

• *"Find out what else is going on, and how close it is to completion, before rushing into a major new initiative.* Leave room in the implementation of the change for local differences.

• *"Don't oversell the opportunities while downplaying the dangers.* No one will believe you anyway. Pep talks that don't acknowledge the hard work people are about to do will backfire. It's better to anticipate the problems and difficulties and tell people that you will support them through it all, while praising them (if not rewarding them) for their extra efforts.

• *"Load the dice to ensure that the people around you are likely to become champions and cheerleaders for change…* It always helps to recruit people for attitudes, beliefs, and behaviors as well as technical skills."

"From 'Resistance Is Everywhere' to 'Resistance Is Futile': Helpful Hints for Leading Change" by Rosabeth Moss Kanter in the Change Toolkit of Reinventing Education.Org: Educational Leadership, spotted in *PEN Weekly NewsBlast*, Oct. 21, 2005. The article is available at http://snipurl.com/KantorOnChange.

2. Making Better Use of Classroom Tests

A New York conference on October 10-11 focused on how to make better use of classroom tests. "We've got to stop using assessments as a hammer and begin to use them appropriately, as a diagnostic and learning tool," said Kurt Landgraf, president of Educational Testing Service. Conference participants noted that teachers give tests and quizzes all the time, but their tests are often far from perfect. In addition, teachers tend to use tests to give summative grades rather than modifying instruction or providing their students with detailed feedback.

Ideally, the experts agreed, assessments should allow continual tailoring of instruction based on students' responses – either through better teacher questioning techniques, computer-based systems, or better use of tests. "As instruction is occurring," said James Pellegrino, a professor at the University of Illinois at Chicago, "teachers need information to evaluate whether their teaching strategies are working." The problem, Pellegrino said, is that it's harder than we think to implement formative assessments in schools. Susanna Navarro, an El Paso, Texas educator, agreed: "Formative assessment is still not seen as integral to lesson planning," she said. And British formative assessments guru Dylan Wiliam noted: "The challenge is to get teachers doing this at scale."

There was agreement that the potential of formative assessments is greatly enhanced when teachers collaborate with colleagues to design tests and look at student work. "When this is done by teachers working together," said Navarro, "the entire intellectual capital of the school is enhanced."

University of Colorado (Boulder) professor Lorrie Shepard worries that commercial test publishers are hijacking the term "formative assessments" and marketing exams that may waste classroom time. She urges publishers and states to focus on rich curriculum units with accompanying assessments that model good instructional and testing practices for teachers.

James Pellegrino has recently analyzed the assessments built into four popular math programs being used in the Chicago Public Schools: Everyday Mathematics, Math Trailblazers, Connected Mathematics, and Math Thematics. He found the assessments quite well-aligned with national standards and rich with open-response problems, journal prompts, laboratory investigations, and long-term projects that require students to do mathematical reasoning. But when he interviewed teachers using the math programs, he found they were unclear on which standards were being assessed, the level of cognitive knowledge being

tapped, the range of expected student performance, or how to adjust instruction based on students' responses.

"Purpose of Testing Needs to Shift, Experts Say" by Lynn Olson in *Education Week*, Oct. 19. 2005 (Vol. 25, #8, p. 7), no free e-link available

3. The Keys to Early Literacy

"We want to make two promises to every child," say Literacy Collaborative creators Irene Fountas, Gay Su Pinnell, Carol Lyons, and Patricia Scharer in this *Educational Leadership* article: "We will teach you to read, and we will help you become a *reader* – a literate person who experiences the power and joy of comprehending."

"These two promises are inseparable," they continue. "Learning to comprehend is an ongoing process, a thinking process that expands across time as the individual encounters different texts, in different ways, for different purposes. Students do not first learn to decode and then become readers; they must be engaged in reading, thinking about, and discussing interesting texts from the beginning… Our challenge, then, is not only to ensure acquisition of basic skills but also to guarantee high levels of comprehension and a positive emotional response to reading."

But Fountas, Pinnell, Lyons, and Scharer fear that external pressures are preventing many teachers from fulfilling this mission. "If we spend a great deal of time on whole-class drills that are too easy for some students and too hard for others," they write, "how will we meet the needs of all students? If we teach students through stories that do not make sense to them, what are they learning about the act of reading? If students get an overload of isolated phonics instruction, what will they miss in terms of opportunities to behave as real readers and writers?"

"This is not an anti-phonics article," the authors hasten to add. But they want to put phonics in the context of reading and hearing real books. The article continues with insights about readers, teachers, texts, and emotions.

Readers

"Reading is thinking cued by written language," they say. "We cannot think for students… But we can teach in a way that gives students an idea of what effective readers do and support them in using these strategies daily:"

• *Effective readers think within the text* (literal comprehension). In fiction, they identify the characters and follow the story. In nonfiction, they understand the topic, learn facts, and remember important information – or know how to locate it.

• *Effective readers think beyond the text* (inferential comprehension). "They draw on their own knowledge and experience to make sense of what they are reading. They make connections to their own lives. They imagine what the characters are feeling; they infer what the author is implying. They make predictions and then confirm or disprove them."

• *Effective readers think about the text* (evaluative comprehension). They step back and appreciate or critique how the writing is crafted, its organization, and its underlying structures.

Teachers

Strong literacy teachers orchestrate a series of classroom components: interactive read-alouds, literature circles, guided reading, independent reading, writing workshop, word study, content-area study, and shared reading. Here are some details:

• *Interactive read-aloud and literature discussion* – When a teacher reads appropriate texts aloud to the whole class, students get a massive infusion of comprehensible written language, expand their vocabularies, learn new concepts, and share and understand texts. In effective read-alouds, teachers:

- Create a community of readers.
- Teach students how to talk with one another about texts.
- Provide meaningful, enjoyable group experiences.
- Give students opportunities to process language and think about texts that are too difficult for most of them to read independently.
- Engage readers in thoughtful discussion (the teacher pauses and invites responses).
- Model and provide group support for fluent, appropriately phrased reading.

These interactive read-aloud sessions are the foundation for small-group literature discussion. Groups of 4-6 students are guided by the teacher in reading and discussing a common text. These discussions extend students' understanding and set a clear expectation that reading is about meaning.

• *Guided reading* – Small homogeneous groups of students work with the teacher on a common book that is at their instructional level, i.e., too difficult for them to read well without support. The teacher introduces the book and students read it, either softly or silently. The teacher observes, notes students' reading behaviors, and sometimes interacts briefly with individual students. Then students discuss the story (literal, interpretive, and evaluative comprehension) and the teacher helps them learn reading strategies and works on phonics and word study. The teacher may also extend the text through writing, drawing, discussion, drama, or another kind of analysis.

Texts

"Without interesting and engaging texts," say the authors, "reading instruction is joyless. We need texts that captivate students even at the beginning levels." Every classroom needs an abundance of three kinds of books:

• *Books to read aloud* – Wonderful picture books are available in every genre: fantasy, informational, biography, and poetry.

• *Leveled books* – These are organized on a gradient of difficulty and provide a ladder of support so students can take on increasingly difficult texts.

• *Classroom libraries* – Students can choose from a rich variety of books for independent reading, not necessarily at their current level. Research shows that the amount of reading students do has a direct effect on reading and vocabulary growth.

Emotions

It's vital that students' early experiences with reading are positive, with teachers conveying genuine interest and high expectations. "The brain's organization reflects its experience," write the authors. "If the child's experience is characterized by fear, anxiety, stress, and helplessness, then the chemical responses to these emotions become the most powerful architects of the brain. Fortunately, emotionally positive learning experiences can change children's attitudes and provide motivation to learn."

"Becoming an Engaged Reader" by Patricia Scharer, Gay Su Pinnell, Carol Lyons, and Irene Fountas in *Educational Leadership*, October 2005 (Vol. 63, #2, p. 24-29), no e-link available

4. Pre-Reading Strategies with a High-School Novel

When she first began teaching foreign language in an Illinois high school, Susan Ferguson would ask her students to read passages in German and answer comprehension questions. They did pretty well, but often had very little idea what the passages were about. She gives an example to illustrate how this is possible:

The mogernous pizertial ardman spugled luftmently aun der leserte.

1. What spugled aun der leserte?
2. What did the ardman do?
3. What kind of ardman spugled aun der leserte?
4. How did the ardman spugle?
5. Where did the ardman spugle?

Without having any idea what it all means, we can figure out that the answers were (1) the ardman; (2) spugled; (3) mogernous, pizertial; (4) luftmently; and (5) aun der leserte.

Ferguson realized that her students were smart readers but not *comprehending* readers; they were just transferring vocabulary from the text to their answers. So she began using strategies to activate students' interest and comprehension.

Here's an example of how she handled a novel, *Drei Männer im Schnee* (*Three Men in the Snow*), by Eric Kästner. The book gets off to a slow start and was always challenging to teach. So before handing out the books, Ferguson asked students to respond to these writing prompts, in German, in their notebooks.

- What is friendship?
- How do you know that someone is a true friend?
- What are the five most important things in your life?
- What is something important that money can't buy?

The next day, Ferguson had students share their journal responses with a partner and discuss their thoughts. They didn't know it, but students were discussing ideas that were central to the plot of the novel as they exchanged ideas: "A friend likes you for who you are, not what you have… A real friend likes to talk with you and spend time with you." Ferguson then had students discuss their journal responses in cooperative groups and then as a whole

class. The discussion was rich, prompted by the fact that students had committed their own thoughts to paper.

Ferguson then told students that a "mystery man" would visit the class the next day and they should be prepared to interview him in German. The mystery man, of course, was Ferguson in disguise, her hair tucked into a black derby, playing the part of Eduard Tobler, the central character of the novel – a wealthy but lonely man living in Berlin in 1932. As students peppered Tobler with questions, they learned that his wife had died, that he lived with his lovely daughter, that he didn't know much about Adolf Hitler, and that he was ambivalent about being rich because he never knew whether people liked him for who he was or for his money. Still in character, Ferguson had students devise a plan for him to go anonymously to a hotel in Switzerland, dressed as a poor man (as Tobler does in the novel).

By this time, students knew a lot about the novel's plot and main characters and they were hooked. "They could hardly wait to begin reading the novel," writes Ferguson, "because their minds were full of questions. They also felt a sense of ownership of the story's main problem. Students plunged in with the purpose of learning about Tobler's adventure and finding out whether he does indeed find a friend."

As students read, Ferguson gave them activities that helped them organize their thoughts, clarify their understanding, and refine their reading purpose. Students monitored their own comprehension, summarized and evaluated what they read, and applied what they were learning (for example, constructing a "map" of Tobler's character with supporting evidence from the text).

"Since I changed my approach," concludes Ferguson, "reading has become an integral part of our German class, and a joy to the students. Students use reading strategies in their new language… They access prior knowledge; set a purpose for reading; actively construct meaning; and synthesize, summarize, and apply what they have read. They no longer halfheartedly pick out vocabulary words to discover who *spugled aun der leserte*. They thirst for the story."

"Breathing Life Into Foreign Language Reading" by Susan Ferguson in *Educational Leadership*, October 2005 (Vol. 63, #2, p. 63-65), no e-link available

5. Helping Students Read with Purpose

A few years ago, Colorado English teacher Cris Tovani asked her high-school colleagues which reading comprehension skill students struggled with the most. The overwhelming response: students didn't know how to tell what is important; they had trouble telling big ideas from minutiae. Teachers saw it all the time when students highlighted almost every textbook line in yellow.

Tovani tried to figure out the problem by reading a chapter in a difficult chemistry textbook. Her mind wandered and she had to force herself to concentrate. The problem, she realized, was that she had no specific purpose for reading the chapter and was overwhelmed by all the technical information. Now she understood why her students had so much trouble

reading material that was difficult and unfamiliar. They didn't start with a clear idea of what they were looking for.

Tovani thinks that this is a key ingredient missing from most classrooms – including her own. "Too many educators," she writes, "seem to expect students to read the teacher's mind." So why aren't teachers clear about what they want? Perhaps it's part of an unconscious strategy to make students better thinkers. "Do I assume that if I told students what is important they wouldn't read or think?" Tovani asks. "That I would be shirking my responsibilities by not making students figure out what's important on their own? Do I reason that no one in the 'real world' is going to tell them what's important when they read something, so they'd better start figuring it out now?"

Tovani became an advocate for giving students clear direction before they read something and equipping them with tools to find purpose on their own. For example, a history teacher asking students to read material about the period just before the U.S. Civil War, planning to discuss the causes of the war, should get students to focus on that goal, perhaps telling them: "Tomorrow we are going to work on an activity that will increase your understanding about how the Civil War got started. While reading this assignment, figure out three incidents that contributed to the war. Mark those places with sticky notes, and on each sticky note describe the incident in your own words."

Even if teachers give more direction, Tovani knows that students will be on their own with much of their reading. She suggests that they invent their own motivating purpose for reading a passage – create a fake purpose. Here are her suggestions to students:

• *Be a selfish reader*. "I tell students to ask themselves how what they read is going to affect them personally… How could I use this information? How is this information different from what I already know? Could this make my life easier in any way?... When they expect to get something out of a reading, students put more effort into the task."

• *Reread with a new purpose*. After reading something and feeling confused or succumbing to distractions, re-read with a mission: coming up with a question for the teacher, paraphrasing the passage, visualizing what happened in a section, and looking for a answer to a previously asked question.

• *Read to connect*. Students should think of experiences or information they're already familiar with.

Tovani also gives her students the "comprehension constructor," a sheet with hints on finding information in nonfiction books:

- Study the front and back covers and table of contents of the book and skim through the pages. Jot down four questions you have about the topic.
- Decide which parts of the book you will read. As you read, jot on sticky notes information you learn that helps you address your questions. You should have at least eight sticky notes.
- Write down what you have learned about this topic. Include new questions and any new connections you've made about the subject.

"The Power of Purposeful Reading" by Cris Tovani in *Educational Leadership*, October 2005 (Vol. 63, #2, p. 48-51), no e-link available

6. Beginning Each Class with Sustained Silent Reading

In this article, Montana high-school English teacher Steve Gardiner describes how for the last 27 years, he has required students to read silently for 15 minutes at the beginning of class. Students are not allowed to sleep, talk, or do homework. Any book is permissible, but not newspapers or magazines.

Gardiner swears by this approach: "It has had a tremendous impact on students. Early in each school year, when a few students are still reluctant readers, I talk to them about why they don't want to read. I usually hear comments like 'It's boring' 'or 'I'm too busy.' The joy of seeing such students take serious steps toward becoming good adult readers is the greatest satisfaction of my career."

Gardiner says that the 15 minutes also makes the rest of each class more productive. Students know the routine: they start reading as soon as they walk in and continue as he takes attendance and gets out his own book. "At the end of the 15 minutes," he reports, "students are already in 'English mode' and ready to work with words. We transition quickly to the next activity and jump in because we are already warmed up… When students are in that 'thoughtful mood,' the remainder of class activities go faster and more easily for everyone."

Gardiner's bigger agenda is giving his students a long-term reading habit. To that end, he talks constantly about what characterizes successful adult readers. They:

- Sometimes read more than one book at a time;
- Sometimes reread part or all of a book;
- Plan to have a book along when there might be waiting time;
- May quit reading a book if they choose to;
- Sometimes enjoy sharing things they've read with others, and sometimes enjoy keeping things they've read to themselves;
- Value the freedom to read whatever book they want to read at a given time.

When a student complains, "I don't understand this book," Gardiner asks, "How would a good reader handle this?" And he feels that his program has been highly successful at producing voracious adult readers year after year.

"A Skill for Life" by Steve Gardiner in *Educational Leadership*, October 2005 (Vol. 63, #2, p. 48-51), no e-link available; Gardiner can be reached at segardiner@rocketmail.com.

7. Five Steps to Deeper Comprehension

"I have heard many teachers puzzle over their students' performance on tests," writes Gwynne Ellen Ash, Texas curriculum professor. "These teachers say, 'I know they can do it; they've done it in class many times. But when it comes to the test, they just don't do it.'"

The problem, Ash believes, is that students haven't gone beyond literal comprehension and are too dependent on their teachers' scaffolding. They haven't been taught how to read and analyze a text *independently*.

The solution, she says, is Reciprocal Reading Plus, a strategy for getting students working in small groups, first reading a text silently, then taking teacher-like roles (with coaching from the teacher) and:

- Predicting
- Clarifying
- Questioning
- Summarizing
- Critically evaluating the text.

The purpose is to use peer discussion to supplement and clarify students' understanding and move them along the road to independent reading.

When it comes to critical evaluation, students need to be prompted with several questions:

- Whose story is being told? What is the perspective of the author or narrator?
- Does the author believe certain things about the story/topic/world? How can you tell? Does the author or narrator tell us about the beliefs directly, or do we need to use clues to find out?
- Whose story is not being told? Why? Would some people disagree with the author's or narrator's beliefs or arguments? What might they believe or argue instead?
- Do you agree or disagree with the things that the author would like you to believe? Why?

"What Did Abigail Mean?" by Gwynne Ellen Ash in *Educational Leadership*, October 2005 (Vol. 63, #2, p. 36-41), no e-link available

8. Worthwhile Faculty Meetings?

"Too many principals fall into the trap of using faculty meetings to inefficiently convey information," says Missouri principal Thomas Hoerr in his *Educational Leadership* column. "Information that doesn't require any discussion or learning – important as it may be – should be shared in writing. Reading off a sheet of paper to teachers can be insulting, and simply announcing something doesn't guarantee that it will be heard."

It doesn't have to be this way, says Hoerrr. He has worked to make his faculty meetings a time for teachers to learn, celebrate victories, congratulate colleagues, and think deeply and collaboratively about a topic. He involves teachers in shaping agendas and uses meetings to raise issues, ask questions, and create time for genuine discussion, often in small groups. Hoerr shares these additional tips:

• *Take time to break the ice, and not just in beginning-of-the-year meetings.* Questions like, "What book would you recommend to a friend?" help create a friendly, comfortable atmosphere.

• *Spread the air time*. Principals should not dominate meetings; everyone should have a chance to contribute.

• *Vary the location*. Having teachers host meetings in their classrooms fosters sharing and appreciation.

• *Focus meetings on particular topics.* Ask teachers to come with two or three suggestions on the subject of the day.

• *Bring food!*

"Faculty Meetings Can Be Worthwhile" by Thomas Hoerr in *Educational Leadership*, October 2005 (Vol. 63, #2, p. 87, 89), no e-link available

9. Short Items:

a. Evolution and intelligent design duke it out on the scientific method – In a sidebar of an article in the November *American School Board Journal*, evolutionary zoologist and Seattle museum director Robert George Sprackland compares evolution and intelligent design using the standards of the scientific method:

Criteria	**Evolution**	**Intelligent Design/ Creationism**
Data backed by physical evidence	Yes	No
Data backed by experimental evidence (direct cause/effect has been observed)	Repeatedly	No
Explanations based on principles and laws of chemistry and physics, without a supernatural agent	Yes	No
Description of process may be revised as new data are discovered or better understood	Yes	No
Elements of theory have been rejected, replaced with new explanations	Yes	No
Explanation backed by other branches of science:	Yes	No
Chemistry	Yes	No
Physics	Yes	No
Geology	Yes	No
Anatomy	Yes	No
Genetics	Yes	No
Molecular biology	Yes	No

"Teaching About: Origins" by Robert George Sprackland in *American School Board Journal*, November 2005 (Vol. 192, #11, p. 26-30), no e-link available. The Virtual Museum of Natural History is at http://www.curator.org

b. What will help boys do better in school? – In a recent *New York Times* column, David Brooks wrote about the trend toward greater academic achievement for girls and women

as compared to boys and men. This year in the U.S., 133 women will graduate from college for every 100 men; for African Americans, the ratio is 200 females for every 100 males.

Brooks wonders if this growing achievement gap is the result of American male culture – men being "imprisoned by their anti-intellectual machismo." But he doubts that, since thriving women and faltering men are a worldwide phenomenon; in most countries, women are graduating from high school and college at much higher rates than men. Brooks quotes Thomas Mortensen of the Pell Institute: "We conclude that the issue is far less driven by a nation's culture than it is by basic differences between males and females in the modern world."

Brooks is more drawn to the theory that schools are rigged against boys' basic temperament. "[I]f we want to help boys keep up with girls," he writes, "we have to have an honest discussion about innate differences between the sexes. We have to figure out why poor girls who move to middle-class schools do better, but poor boys who make the same move often do worse. We have to absorb the obvious lesson of every airport bookstore, which is that men and women like to read totally different sorts of books, and see if we can apply this fact when designing curriculums. If boys like to read about war and combat, why can't there be books about combat in the curriculum? Would elementary school boys do better if they spent more time outside the classroom and less time chained to a desk? Or would they thrive more in a rigorous, competitive environment?"

"Mind Over Muscle" by David Brooks, *New York Times*, Oct. 16, 2005 (no free e-link available)

c. Teaching kids to be savvy surfers - In this *Educational Leadership* article, University of Connecticut researcher Julie Coiro makes the case for teaching middle- and high-school students how to read and critically evaluate what they find on the Internet. Not a single state assessment, she says, measures the strategies needed to navigate and understand online text, but the skills are important nonetheless. Students need to know:

- Which link do I follow?
- How do I navigate within a Web site?
- How do I know this is true?
- How do I synthesize without copying?

Being an informed skeptic is a good skill, and it can be taught by having students critically evaluate Ken Umbach's online hoax "California's Velcro Crop Under Challenge" (http://www.umbachconsulting.com/miscellany/velcro.html). A naïve reader might answer several comprehension questions ("What three problems threaten the Velcro crop?") before realizing that the whole thing is a put-on. Here are some questions students might ask of any new Web site they visit:

- Does this information make sense? Be skeptical and ask around.
- Where else can I look? Search the Internet using keywords in quotation marks, or look in a book.
- Who created the Web site and why? Explore the "About Us" link with a critical eye.

- Who is the author? Search the Internet using the author's name in quotation marks.
- Who is linking to the site? Type "Link:" followed by the URL of the Web site in question into the Google search box.

"Making Sense of Online Text" by Julie Coiro in *Educational Leadership*, October 2005 (Vol. 63, #2, p. 30-35), no e-link available

d. The full-day kindergarten advantage – A new study of 8,000 U.S. public-school children says that kids who attend full-day kindergarten learn more than half-day kindergarten students; by the end of the year, they have the equivalent of an extra month of schooling. Valerie Lee, a University of Michigan (Ann Arbor) professor who was the lead author of the study, said, "If full-day kindergarten really does show these large effects, the question we have is why doesn't every school in America offer full-day kindergarten?" At present, only about half of U.S. students attend full-day kindergarten.

"Full-Day Kindergarten Produces More Learning Gains, Study Says" by Debra Viadero in *Education Week*, Oct. 19. 2005 (Vol. 25, #8, p. 1, 16), no free e-link available

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 best practices in K-12 education. Kim Marshall, drawing on 35 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 42 carefully-chosen publications (see list to the right), sifts through scores of 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 (with occasional breaks; there were 50 issues in 2004-05).

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- How to change access e-mail or password

Publications covered:

(those read this week are underlined)

American Educational Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Update (ASCD)
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Staff Development
Middle School Journal
NABE News
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
Theory Into Practice

E-links will be provided whenever possible.