

Marshall Memo 662

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

November 21, 2016

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Quotes of the Week

“We don’t know what will happen. But we can know what matters. Freedom matters, dignity, opportunity, kindness. The list goes on, and for most people it is written in their hearts. The list got lost in this election, yet there it was in everyday lives, in families, schools, neighborhoods... We must reorganize ourselves around creativity, flexibility, experimentation, and goodwill.”

David Von Drehle in “Message Delivered” in *Time Magazine*, November 21, 2016, <http://time.com/4564440/donald-trump-wins-2/>

“Creativity is intelligence having fun.”

Albert Einstein, quoted in “At the Intersection of Creativity and Civic Engagement: Adolescents’ Literacies in Action” by Thomas Bean and Judith Dunkerly-Bean in *Journal of Adolescent & Adult Literacy*, Nov./Dec. 2016 (Vol. 60, #3, p. 248)

“Being literate in the language of your immigrant ancestors (whether that language is Spanish, Korean, Mandarin, or Armenian) makes you wiser and more powerful.”

Héctor Tobar (see item #1)

“Keeping an exemplary teacher’s knowledge isolated inside a classroom isn’t just poor practice, it’s almost malpractice.”

Joan Richardson (see item #2)

“If you wanted to create an environment to churn out really angsty people, we’ve done it... It’s that they’re in a cauldron of stimulus they can’t get away from, or don’t want to get away from, or don’t know how to get away from.”

Janis Whitlock on the rise of anxiety and depression among U.S. teens (see item #5)

1. A Passionate Argument for Bilingual Education

In this *New York Times* article, author and journalism professor Héctor Tobar (University of Oregon) recalls growing up in California in the era when bilingual education was prohibited by the 1998 Unz ballot initiative (the state reversed course by passing Proposition 58 earlier this month). “Like millions of Latino kids educated in California public schools,” says Tobar, the child of immigrants from Guatemala, “I never took a class in Spanish grammar or Spanish literature, nor was I ever asked to write a single word with an accent or a squiggly tilde over it. In the 70s, Spanish was the language of poverty and backwardness in the eyes of some school administrators, and many others. Supposedly, we got smarter by forgetting Spanish. By the time I was a teenager, I spoke the language at the level of a second grader. My English was perfect, but in Spanish I was a nincompoop.”

Tobar believes that every child in the U.S. should learn English, but also that “Being literate in the language of your immigrant ancestors (whether that language is Spanish, Korean, Mandarin, or Armenian) makes you wiser and more powerful.” He studied Spanish in college and spent a year in a Mexican university “to reboot and upgrade my bilingual brain.” As a result, he says, “Shakespeare and Cervantes now live in my frontal lobe. Seinfeld and the Mexican comedian Cantinflas, too. Bob Dylan and the Chilean songwriter Violeta Parra... With Spanish endearments and ample use of the subjunctive tense and the diminutive, I have learned that to know a language is to enter into another way of being... It was only as a fluent Spanish speaker that I finally came to know my true self. Who I was and where I came from.”

As a truly bilingual adult, Tobar sees the way people around him take on another dimension in their native language. His father has spoken English for 50 years and presents as a charming, accomplished American. But in Spanish, “his full talents as a sardonic raconteur are on display,” says Tobar; “he’s even prone to the occasional philosophical soliloquy.” His mother is also fluent in English, “but in Spanish she’s a storyteller with a deeply romantic bent and a flair for the ironic.” Returning as an adult to Guatemala, Tobar had his first grown-up conversations with family members and learned about their village dramas and political activism. Back in Los Angeles, he came to know “a city shaped by the ceaseless improvisations, reinventions, and ambitions of its Spanish speakers,” and wrote novels from that perspective.

“For Latino immigrant children,” Tobar concludes, “Spanish is the key that unlocks the untranslatable wisdom of their elders, and that reveals the subtle truths in their family histories. It’s a source of self-knowledge, a form of cultural capital. They are smarter, in fact, for each bit

of Spanish they keep alive in their bilingual brains... Multilingualism is a sign of intellectual achievement and sophistication.”

“The Spanish Lesson I Never Got in School” by Héctor Tobar in *The New York Times*, November 15, 2016, <http://nyti.ms/2fo4w7Y>

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2. Opening Classroom Doors

In her *Kappan* editor’s note, Joan Richardson recalls visiting the classroom of a highly regarded fourth-grade teacher named Katie. “As she taught,” says Richardson, “she seemed to be tapping into multiple brains simultaneously, quickly analyzing what different students needed and responding in the moment to meet those needs. Add to that her warmth and humor, and her classroom was alive with learning.”

As Richardson left Katie’s classroom, two other teachers accosted her and shyly asked what made this teacher so effective. It turned out that they had never watched her teach. “I was dumbstruck,” says Richardson. “This trio had been colleagues for years. One teacher had worked in the classroom next to Katie’s for seven years; the other teacher had worked on the other side of Katie for nine years and in two different schools. Not once had either of them ever been in Katie’s classroom while she was teaching... As I drove away from Katie’s school, I thought about how demoralized her colleagues must have felt about being excluded from the knowledge that Katie could have shared and that might have helped make them better teachers. So near and yet so far.” And what about all the other students in that school and district who could have benefited from sharing the specific techniques of that classroom?

“Keeping an exemplary teacher’s knowledge isolated inside a classroom isn’t just poor practice,” Richardson concludes, “it’s almost malpractice. If you want to be an agent for change in your school or your district, work now to ensure that no teacher works in such isolation. Be an advocate for sharing what you know. Ask to observe another teacher teach because of what you will learn. Invite others to observe you and offer you feedback on how you can improve. Write articles and make presentations about what you’re learning from your work. By opening doors to their practice, teachers demonstrate the value they place on their own learning and their belief that they have much to share with others.”

“Getting Better at Learning” by Joan Richardson in *Phi Delta Kappan*, November 2016 (Vol. 98, #3, p. 4), www.kappanmagazine.org

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3. Getting Through to the Math-Phobic Student

(Originally titled “Minds for Math”)

In this *Education Update* article, Kathy Checkley says despite the fact that U.S. employers are now looking for analytical, reasoning, and interpersonal skills, far too many math classrooms still put too much emphasis on memorization and speedy addition, subtraction, multiplication, and division. Not only are these classrooms not preparing students

for the modern workplace, but students who don't do well at low-level math often come to hate the subject and believe they will never be good at any kind of mathematical thinking.

Step one in moving beyond this unfortunate dynamic is giving students problems that relate to real life – for example, three sisters share a bedroom with a bunk bed covering half of a wall and need to figure out how to divide the remaining wall space into three equal parts – in other words, what's one-third of one-half? Another scenario: a boy wants to prepare a meal but finds there isn't quite enough of one ingredient; how can he reduce the recipe proportionately – in other words, what's one-half of three-quarters and three-eighths? “Kids can see the math when it becomes real to them,” says Michigan educator Emily Theriault-Kimmey. Arkansas teacher Brian Leonard agrees: students “have to feel that there is value in what they are going to learn and that the struggle will pay off in the end.” Other strategic steps:

- In introductory lessons, start with simple rather than technical vocabulary (*that U shape*) so all students can understand what the problem is about, then define unfamiliar terms (*parabola*).
- Build students' confidence when dealing with wrong answers, especially when an answer is “technically” wrong but on the right track. For example, asked to reduce $25/100$, a student answers $5/20$; it wasn't clear that the answer should be reduced to its simplest form, so the student wasn't wrong, just not all the way there.
- When an answer really is incorrect, teachers should help students embrace the error, clarify their thinking, honor the struggle, and find their way to the correct answer. Persistence and the willingness to keep trying are vital skills.
- Teachers should resist the impulse to immediately declare answers right or wrong, instead asking whether students agree with the solution and perhaps posing the question, “Could you solve this problem in a different way?”

A bonus: studies show that students who master mathematics typically are proficient in other subjects. “When we do well in math,” says Stanford math professor Jo Boaler, “it leads to an intellectual empowerment that affects the whole of our lives.”

“Minds for Math” by Kathy Checkley in *Education Update*, November 2016 (Vol. 58, #11, p. 2-3, 6), <http://bit.ly/2f8cwg4>

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4. Essential Elements in Effective Content-Area Reading

In this *Journal of Adolescent and Adult Literacy* article, Susan Goldman (University of Illinois/Chicago), Catherine Snow (Harvard Graduate School of Education), and Sharon Vaughn (University of Texas/Austin) note that the literacy achievement of U.S. high-school graduates has scarcely budged over the last 35 years – in spite of a lot of hard work teaching reading comprehension skills like summarizing important ideas and using context clues to infer the meaning of unfamiliar words.

In 2010, the U.S. Department of Education's Institute for Education Science charged six research teams with finding ways to improve K-12 reading instruction. Goldman, Snow, and Vaughn studied the three projects focused on adolescent literacy – PACT (Promoting

Adolescents' Comprehension of Text), CCDD (Catalyzing Comprehension through Discussion and Debate), and READI (Reading, Evidence, and Argumentation in Disciplinary Instruction). They found that each project pursued distinct instructional approaches and produced positive results with students. The authors were struck by the fact that the core practices recommended by all three were quite similar. To wit:

• *Theme #1: Active, purposeful, engaged reading* – A common problem in U.S. secondary schools is that many students either cannot or do not independently read textbooks. Teachers try to get the content across by reading the text aloud, playing audio or video recordings, or lecturing on key content. “Although these strategies may ensure that the content is covered,” say Goldman, Snow, and Vaughn, “they may deny students opportunities to learn to read content area text, thus failing to support reading development.” PACT, CCDD, and READI attacked this problem not by dumbing down the reading but by using non-textbook material that presented content in shorter chunks, sequencing texts of increasing difficulty, and using texts intentionally designed so students could answer the unit’s essential questions and build arguments from the evidence gathered from their reading. In addition, the programs made a point of:

- Establishing an explicit purpose for reading beyond answering end-of-chapter questions or passing a test – for example, using essential questions or explicit unit goals connected to students’ lives (a PACT U.S. history unit posed these questions: *What was life in America like prior to the industrial revolution?* and *What were Americans’ social and work worlds like?* A CCDD unit on ancient civilizations asked, *Was it better to be an Athenian or a Spartan?*).
- Introducing abstract or unfamiliar topics with understandable analogs so students could exploit familiarity and connections;
- Introducing new topics with videos, photos, or other accessible sources of background information;
- Introducing topics with discussion designed to activate relevant prior knowledge;
- Launching text-based inquiry to pose questions about controversial topics or present seemingly discrepant or paradoxical situations.

Even after an engaging start, sustaining students’ interest in reading complex and demanding material is a challenge. The three programs addressed it by staging debates, getting students involved in pair-share and team reading protocols, and having them constantly ask each other what didn’t make sense, what was relevant to the task, and what else they needed to know.

• *Theme #2: Social support for reading* – All three programs included tasks that students completed in collaborative groups. “Critical to success of this group work,” say Goldman, Snow, and Vaughn, “were purposeful tasks, individual and group accountability, and opportunities to discuss, debate, and write. The group tasks also required that students use text as the main data source for addressing the questions or completing the activity... A focus of whole-class discussions in all three projects was to make public the meaning-making process. Students discussed similarities and differences in their thinking and responses to texts.” In these whole-class discussions, teachers had a chance to model academic language and

disciplinary conventions like re-voicing, prompting for elaboration (“Say more about that”), and highlighting or juxtaposing responses that seemed puzzling or contradictory.

- *Theme #3: Knowledge building* – All three programs were designed to link new content to students’ prior knowledge and expand their grasp of concepts and vocabulary essential for discipline, topic, and grade level. “These concepts were presented multiple times within units to ensure familiarity, develop fluency, and deepen students’ understanding of their centrality to the topic,” say Goldman, Snow, and Vaughn. “Students were asked to use the information to make a decision and justify it, solve a problem, or put forth an explanation for some event or natural phenomenon.”

“That these commonalities emerged across three different projects with distinct theoretical commitments and goals attests to the importance and robustness of the themes,” conclude Goldman, Snow, and Vaughn. “The convergence across the three programs on common themes in instructional practices emboldens us to suggest that they should be incorporated into any effort to promote reading comprehension.”

“Common Themes in Teaching Reading for Understanding: Lessons from Three Projects” by Susan Goldman, Catherine Snow, and Sharon Vaughn in *Journal of Adolescent and Adult Literacy*, Nov./Dec. 2016 (Vol. 60, #3, p. 255-264), <http://bit.ly/2gDgXBM>; the authors can be reached at sgoldman@uic.edu, snowcat@gse.harvard.edu, and srvaughn@austin.utexas.edu.

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5. Anxiety, Depression, and Self-Harm Among U.S. Teens

In this *Time Magazine* cover story, Susanna Schrobsdorff reports that teen anxiety, depression, and self-harm (often cutting) have been on the rise in recent years, and are present in suburban, urban, and rural areas among students heading to college as well as those who aren’t. According to the National Institute of Mental Health, about 30 percent of girls and 20 percent of boys have had an anxiety disorder – that’s about 6.3 million teens – and those figures are probably on the low side because as many as 80 percent of teens who suffer don’t report. Girls are more than three times more likely than boys to experience depression.

Experts believe there are three reasons for the increase: Post-9/11 anxiety about terrorism; families weathering the aftermath of the 2008 recession; and the effects of social media. “If you wanted to create an environment to churn out really angsty people, we’ve done it,” says Janis Whitlock of the Cornell Research Program on Self-Injury and Recovery. “It’s that they’re in a cauldron of stimulus they can’t get away from, or don’t want to get away from, or don’t know how to get away from.”

In dozens of interviews with teens, parents, clinicians, and school counselors, Schrobsdorff found “a pervasive sense that being a teenager today is a draining full-time job that includes doing schoolwork, managing a social-media identity, and fretting about career, climate change, sexism, racism – you name it. Every fight or slight is documented online for hours or days after the incident. It’s exhausting.” A girl outside Bangor, Maine, who started cutting the soft skin near her ribs with a metal clip from a pen when she was in eighth grade, said, “We’re the first generation that cannot escape our problems at all... We’re getting this

constant pressure, from our phones, from our relationships, from the way things are today... A lot of value is put on our physical beauty now. All of our friends are Photoshopping their own photos – it’s hard to escape that need to be perfect.”

And there’s meanness. Florida elementary school counselor Ellen Chance says, “I couldn’t tell you how many students are being nasty to each other over Instagram or Snapchat. I’ve had cases where girls don’t want to come to school because they felt outcasted and targeted. I deal with it on a weekly basis.” For many kids it’s an ongoing reality TV show, with no boundary between their online lives and real life.

Fifty years ago, parents could tell their teenagers to turn off the TV or get off the phone. Now kids are in the driver’s seat. Teens can be sitting in the same room as their parents and, unbeknownst to the grown-ups, says Schrobsdorff, be “immersed in a painful emotional tangle with dozens of their classmates... looking at other people’s lives on Instagram and feeling self-loathing (or worse)... or caught up in a discussion about suicide with a bunch of people on the other side of the country they’ve never even met via an app that most adults have never heard of.” Many parents have no clue what their children are going through. And some parents aren’t setting a good example – they’re zoning out, ignoring people, using their devices during dinner, their minds on work seven days a week, not setting limits on technology use in their homes.

Why do depressed and anxious teens harm themselves? “The academic study of this behavior is nascent,” reports Schrobsdorff, “but researchers are developing a deeper understanding of how physical pain may relieve the psychological pain of some people who practice it. That knowledge may help experts better understand why it can be hard for some people to stop self-harming once they start.” But why is cutting increasing now? In the late 1990s, tattoos and piercings became mainstream activities. “As that was starting to happen,” theorizes Cornell’s Whitlock, “the idea of etching your emotional pain into your body was not a big step from the body as a canvas as an idea.”

Experts believe that cutters fall into two groups. There are those who feel disconnected or numb – “They don’t feel real, and there’s something about pain and blood that brings them into their body,” says Whitlock. At the other end of the spectrum are those who feel emotionally overwhelmed by events that don’t register so intensely for others. “They need to discharge those feelings somehow, and injury becomes their way,” says Whitlock.

How can parents and educators help? First and foremost, adults need to validate the teen’s feelings rather than getting angry, punishing, or taking away the computer and cell phone. A straightforward acknowledgement and acceptance of what the teen is going through is essential, especially since mental illness is still heavily stigmatized. “I’m sorry you’re in pain. I’m here for you.” Schrobsdorff summarizes other recommendations for parents and other caring adults (more detail at www.time.com/teenmentalhealth):

- Talk about the real stuff. Ask what’s keeping them up at night and what’s the best part of their day.
- Pay attention, but don’t smother them. Give teens space while watching for signs of change that might not be healthy.

- Resist getting angry. Instead, say, “It seems like you’re having trouble. I’m here to help. Tell me what’s happening with you.”
- Don’t put off getting help. Talk to a school counselor, therapist, or doctor before things escalate.
- Treat the whole family. Often it’s important to address the home dynamic with family counseling.

“No adolescent wants to be seen as flawed or vulnerable,” says Schrobsdorff, “and for parents, the idea that their child has debilitating depression or anxiety or is self-harming can feel like a failure on their part.” It’s even worse when parents look at social media posts of other families, with everyone smiling, happy, and perfect.

Once a student is in treatment, a clinician will work to help the teen identify the underlying psychological causes of anxiety and depression and learn healthy ways to cope. But for recovery to begin, there must be strong internal motivation. “You’re not going to stop for someone else,” says one girl who continued to cut herself even when she saw how upset it made her mother. “I tried making pacts with friends. But it doesn’t work. You have to figure it out for yourself. You have to make the choice.” Eventually she got herself out of the “dark, destructive corners of the Internet that reinforced her habit by romanticizing and validating her pain,” says Schrobsdorff. “She’s now into holistic healing and looks at positive sites populated by people she calls ‘happy hippies.’” Another girl in recovery channeled her feelings by working with a group of peers directing a short film about anxiety and depression called *The Road Back*. “I had a place where I could be open and talk about my life and the issues I was having,” she said, “and then I could project them in an artistic way.” The issues will always be with her, but she’s stable and getting on with her life.

“The Kids Are Not All Right” by Susanna Schrobsdorff in *Time Magazine*, November 7, 2016, available for purchase at <http://ti.me/2fVqgcb>

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6. Teaching Interpersonal Skills

In this article in *Kappan*, Adam Dovico (Wake Forest University), says that because of students’ constant heads-down focus on their electronic devices, there’s been a “stark decline” in their ability to interact appropriately with other people. “Typically, students are more comfortable texting or sending an e-mail to introduce themselves or communicate than offering a firm handshake or a warm smile,” says Dovico. “With the convenience of and accessibility to cell phones, it’s now more important to select the correct emoji than to excel at face-to-face interactions.”

To prepare students for college admission, scholarship opportunities, job interviews, and the modern workplace, not to mention their personal relationships, Dovico believes schools need to join with families in explicitly teaching students the skills of interacting with others. This is especially important because studies have shown that humans form an impression of another person “spontaneously and with minimal cognitive effort” within a tenth

of a second – somehow we take in scores of subtle cues to form a split-second judgment that can make a big difference in subsequent interactions.

Drawing on his experience as a teacher, professor, researcher, and PD presenter, Dovico came up with this SPECIAL acronym for face-to-face interactions:

- Shake hands – a firm, appropriate grip;
- Posture – standing up straight, shoulders back, conveying confidence and awareness;
- Eye contact – looking the other person in the eye during the entire interaction;
- Charm – winning the person over with a smile, raised eyebrow, head nod, laugh;
- Introduce yourself – saying, “Hi, I’m ----” gets the ball rolling;
- Ask a question – “What brings you here?” or “Don’t you hate this snow?” begins a conversation and shows interest in the other person;
- Lean in and listen – without invading the person’s space, getting a little closer signals engagement and helps you listen and respond appropriately.

These elements, executed smoothly and naturally, “make you come across as confident and professional,” says Dovico. “Many of these proficiencies require practice, which is why it’s vital to begin teaching them at an early age.” He’s working with his four-year-old son on the handshake and introducing himself. In the elementary grades, building a repertoire of questions is helpful, and by middle school students might be coached on the head nod, eyebrow raise, or appropriate lean-in. In high school, students should be able to get into a good conversation with a stranger, maintain eye contact, be charming, and stand out in a crowd.

Of course, says Dovico, “we’re humans, not robots, and no amount of practice in a staged setting can prepare someone for real-life, unpredictable encounters. Reading social cues, understanding cultural proficiency, and sharpening interpersonal skills can aid greatly in mastering this practice.” Here are his suggestions for how teachers and school leaders can fit this skillset into the day and gradually improve students’ proficiency:

- Greet students coming into school and classrooms with a handshake and some components of the SPECIAL acronym.
- In each classroom, designate a student each week to get up and greet visitors using several of the components.
- Have students stand up when they speak in class and occasionally get feedback from classmates on how effectively they maintain eye contact and communicate.
- Practice the skills in group discussions, with Common Core speaking and listening standards in mind.

[An additional element is using literature, current events, and discussion protocols to coax students into being less egocentric and less wrapped up in themselves, helping them develop genuine curiosity about other people and what makes them tick. K.M.]

“Making a S.P.E.C.I.A.L. First Impression” by Adam Dovico in *Phi Delta Kappan*, November 2016 (Vol. 98, #3, p. 55-59), www.kappanmagazine.org; Dovico can be reached at dovicoa@wfu.edu.

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7. Are Low-Income Students Really Getting Less-Effective Teachers?

In this *Education Gadfly* article, Amber Northern reports on a new Mathematica study comparing teacher qualifications, experience, and value-added impact on their low-income and higher-income grade 4-8 students in 26 school districts around the U.S. between 2008-2013. The findings debunk the common assumption that poorer students aren't getting effective teaching, specifically:

- On average, teachers of low-income students are almost as effective as teachers of higher-income students (a one-percentile difference).
- High- and low-income students have similar chances of being taught by the most and least effective teachers.
- Teachers hired into high-poverty schools are equally effective as those hired into high-income schools; although all newbies are somewhat less effective than average teachers, they close the gap within a year.
- Teachers who transfer to schools with a higher poverty level are less effective than the average teacher, but their numbers are so small that it doesn't affect overall equity.
- Teacher attrition doesn't have any impact since those who leave high- and low-income schools are at about the same level of effectiveness.

Northern cautions that the Mathematica study's sample might not be nationally representative, so the findings probably don't apply to small and rural districts. In addition, she says the binary way the researchers defined socioeconomic status – does the student qualify for free and reduced-price meals or not – might have masked the impact of more- and less-effective teachers at the upper and lower ends of the spectrum.

Still, she concludes, an expensive study commissioned by a federal agency and conducted by a well-regarded research outfit came to a conclusion contrary to the conventional wisdom: “The achievement gap arises from factors other than students' access to effective teachers.”

“Do Low-Income Students Have Equal Access to Effective Teachers?” by Amber Northern in *The Education Gadfly*, November 16, 2016 (Vol. 16, #46), <http://bit.ly/2g9qHi6>; the full study, by Eric Isenberg et al., Institute of Education Sciences, U.S. Department of Education (October 2016), is available at <http://ies.ed.gov/ncee/pubs/20174008/pdf/20174008.pdf>.

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8. Positive Classroom Psychology 101

(Originally titled “Chasing Happiness in the Classroom”)

In this article in *Education Update*, Sarah McKibben describes a number of efforts to increase students' happiness. “Improving your classroom's happiness index boils down to creating positive experiences by reducing students' stress, generating meaning, and being mindful of the emotional content in the curriculum,” she says. McKibben quotes the advice of Patty O'Grady (University of Tampa): “Focus on strengths and not weaknesses; use language to encourage and not discourage; and reduce fear – fear of failure, fear of criticism, and fear of embarrassment.”

A number of educators aiming to maximize classroom happiness are using Martin Seligman's PERMA model of the five essential elements of well-being:

- Positive emotion
- Engagement
- Relationships
- Meaning and purpose
- Accomplishment

“Chasing Happiness in the Classroom” by Sarah McKibben in *Education Update*, November 2016 (Vol. 58, #11, p. 1,4-5), available for purchase at <http://bit.ly/2gCwQIO>

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9. Short Items:

a. Performance Assessment Resource Bank – This Stanford University site is now open to the public <http://www.performanceassessmentresourcebank.org/>, with a searchable database of curated performance assessments and associated resources for educators, schools, and districts.

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b. Online music resources – Oakland, California 4th-grade teacher Cathy Robinson recommends several websites with music that can be used for instructional purposes:

- www.flocabulary.com uses hip-hop to teach concepts K-12;
- <http://rock2thecore.com> has K-5 music aligned to Common Core math and ELA;
- www.ScratchGarden.com and www.Grammaropolis.com have animations that help students visualize language concepts.

“Stuck on a Concept? Try Music” by Cathy Robinson in *Education Update*, November 2016 (Vol. 58, #11, p. 8), <http://bit.ly/2gba0GI>

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

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 45 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 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).

Subscriptions:

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Communiqué
Ed. Magazine
Education Digest
Education Gadfly
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)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine