

Marshall Memo 447

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

August 13, 2012

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Quotes of the Week

“The set of practices required for a young man to secure his safety on the streets of his troubled neighborhood are not the same as those required to place him on an honor roll, and these are not the same as the set of practices required to write the great American novel. The way to guide him through this transition is not to insult his native language. It is to teach him a new one.”

Ta-Nehisi Coates in “Romney’s Side Course of Culture” in *The New York Times*, Aug. 10, 2012, <http://nyti.ms/Nkhd1T>

“Every minute you spend on e-mail is a minute you’re not devoting to doing something awesome.”

Jason Jones (see item #3)

“Keeping your e-mail up all the time, checking every few minutes for new messages, is a recipe for witless inattention.”

Jason Jones (*ibid.*)

“What happens to a lot of people is that they get totally caught up in trivia, and later they complain they were asked to do too much of this or that. Ultimately it’s your responsibility to regulate yourself and decide what’s important and what isn’t.”

Robert Sternberg (quoted in item #4)

“We know from all kinds of psychological research that multi-tasking doesn’t work for anyone.”

Gregory Feist (*ibid.*)

1. Smart Teacher Retention Is the Best Turnaround Strategy

“The real teacher retention crisis is not simply the failure to retain enough teachers,” says this New Teacher Project study of 90,000 teachers in four urban school districts. “It is the failure to retain the *right* teachers... The primary retention strategy in most schools is not having a strategy at all.”

The report estimates that every year, 10,000 highly effective teachers (dubbed “the irreplaceables”) leave their schools, while 100,000 mediocre teachers stay. Each departing irreplaceable leaves a vacuum that it takes eleven subsequent hires to fill. These teachers leave because they feel isolated, unappreciated, and unsupported. One highly effective elementary teacher who was reluctantly leaving her school said of her principal, “If he would have said, ‘What’s it going to take for me to get you to stay?’ that’s all he had to do.” Like most other principals in the study, he made no effort to keep her.

Apart from the student learning gains they produce, what distinguishes the irreplaceables from other teachers? It’s not the hours they work, says the report, nor primarily their beliefs: “Diligence and good intentions are poor predictors of good teaching.” What makes the difference is the daily application of effective teaching practices. Surveys of the most effective teachers’ students reveal significant differences on questions like these, compared with students who had low-performing teachers:

- *Students in this class treat the teacher with respect.*
- *My teacher explains difficult things clearly.*
- *My teacher in this class makes me feel that s/he really cares about me.*
- *My teacher doesn’t let people give up when the work gets hard.*
- *My teacher wants us to use our thinking skills, not just memorize things.*
- *My teacher makes learning enjoyable.*

Students see the difference, but administrators apparently don’t. “The nation’s urban school districts are losing their most and least successful teachers at strikingly similar rates,” says the report. “Instead of improving the quality of instruction they offer their students by increasing the proportion of great teachers and decreasing the proportion of struggling teachers, our schools are running in place. This is the real teacher retention crisis.”

A disturbing finding in the study: many low-performing teachers said their administrators told them they were high-performing, steered them toward teacher-leadership opportunities, and encouraged them to stay at the school. The result: low-performing teachers were retained at quite similar rates to high-performing teachers.

“I love teaching at my school because the leadership is supportive,” said one of the irreplaceable teachers interviewed in the study. “However, it also supports poor teaching.” Underlying this administration’s posture are two deeply rooted fallacies about teacher performance: (a) low-performing teachers will improve; and (b) a struggling veteran will do better than a brand-new teacher. “Both assumptions encourage a simplistic and hands-off approach to teacher retention,” say the authors. “But both assumptions are wrong.” In fact, struggling veterans rarely improve – and rarely “self-select out.” In most cases, even a brand-new teacher would do better. “Three out of four times, new teachers perform better *in their first year* than the low-performing teachers they replace,” say the authors, “and they are more likely to improve over time.”

Teacher turnover is not the best data point. The question is *which teachers* are turning over. When an ineffective teacher is replaced by one with greater classroom skills, hundreds of students benefit for years to come. “Most schools take an approach to teacher retention that neglects the irreplaceables and allows unsuccessful teachers to stay indefinitely. Principals have tools to retain their best teachers and counsel out their lowest performers, but they rarely use them.” The report highlights the following causes of this process:

- *Principals make far too little effort to retain irreplaceables or remove low-performing teachers.* More irreplaceables are influenced by their principals’ actions and attitudes than by working conditions and personal reasons for leaving (e.g., starting a family). Here are eight low-cost strategies principals could use to keep great teachers:

- Provide them with regular, positive feedback.
- Help identify areas for development.
- Informally give critical feedback about their performance.
- Publicly recognize accomplishments.
- Tell them they’re high-performing.
- Identify pathways for teacher-leader roles.
- Put them in charge of something important.
- Provide them with access to additional resources for their classrooms.

“These are strategies most school leaders could start implementing tomorrow, without any changes in policies, contracts or laws, and at little or no cost,” say the authors. But most irreplaceables had experienced fewer than two of them. As for underperformers, only one-fifth of them had been encouraged to leave and more than one-third were encouraged to stay.

- *Poor school cultures and working conditions drive away great teachers.* School conditions definitely make a difference, says the report. Turnover rates among irreplaceables were 50 percent higher in schools with weak instructional cultures. This is primarily the principal’s job, but district leaders have an important responsibility – including bringing data about school culture to the attention of school leaders.

- *Policies give principals and district leaders few incentives to change their ways.* “In most districts, managing teacher retention is simply not considered a priority for principals,” says the report. “None of the districts we studied recruit, train, or evaluate principals based on their willingness or ability to make smart decisions about teacher retention based on

performance. Most don't even track separate retention rates for irreplaceables and low performers." A number of policy roadblocks need to be removed before principals will seriously apply themselves to the work that needs to be done:

- Meaningless teacher-evaluation systems;
- Lockstep compensation systems;
- Lack of career pathways;
- Performance-blind layoff rules;
- Forced placement of teachers;
- Onerous dismissal rules.

As a result, turning around a school is nearly impossible – and the teaching profession is degraded.

What is to be done? To improve teacher retention, many reformers suggest improving working conditions and boosting teacher pay. These are important, but they increase the retention of both effective and ineffective teachers. "The solution is to *improve* retention, not to blindly improve it," says the report. "Schools must retain more irreplaceables while simultaneously raising expectations for teachers and retaining fewer of those who consistently perform poorly. This smarter approach to teacher retention could improve the quality of teaching at almost any school right away, and it has the potential to boost student learning substantially.

"Lamenting the low prestige of the teaching profession without addressing the low standards that perpetuate it will not solve the real retention crisis," the report continues, "nor will focusing on greater accountability for teachers without regard for the exceptionally challenging circumstances in which they work. These approaches have been repeated and debated for decades, enduring right along with the problem. We believe the time has come for a more serious strategy. Teachers and education leaders at all levels need to embrace the more difficult, more complex work of demanding respect *and* rigor: better working conditions for teachers along with the higher performance standards worthy of the teaching profession."

The report's final recommendations: Make retention of irreplaceables a top priority; counsel out low performers; make this a major factor in principals' evaluations; pay irreplaceables more; and strengthen the teaching profession through higher expectations. "Teachers who cannot teach as well as the average first-year teacher should be considered ineffective – unless they *are* first-year teachers," concludes the report. "Those who fail to improve rapidly – within one year – should not remain in the classroom, and principals should be held accountable for making sure they don't."

"The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools" by Melissa Wu, Kelli Morgan, Jennifer Hur, Kymberlie Schifrin, Lisa Gordon, Gina Russell, Hai Huynh, and Sandy Shannon et al., a report from The New Teacher Project, 2012,

http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf

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2. The Power of the Story

In this *New York Times* review, David Eagleman sums up some key points from Jonathan Gottschall's new book, *The StoryTelling Animal*:

- Humans spend more time immersed in fiction than in the real world. This includes dreams, daydreams, fantasies, movies, and novels.

- A lot of our fictional mind-play is violent – especially our dreams. “They bubble with conflict and struggle,” says Eagleman. “The plots are missing all the real-life boring bits, and what remains is an unrealistically dense collection of trouble.”

- The job of stories is to simulate potential situations, explore the *what-ifs*.

“Neuroscience has long recognized that emulation of the future is one of the main businesses intelligent brains invest in,” says Eagleman. “Clever animals don’t want to engage in the expensive and potentially fatal game of physically testing every action to discover its consequences.”

- Stories are the best memory aid. Eagleman says we all remember the scene in *Star Wars* when Luke Skywalker aims his torpedoes into the vent shaft of the Death Star. “As anyone who teaches realizes, most information bounces off with little impression and no recollection. Good professors and statesmen know the indispensable potency of story.”

- This is backed up by recent insights from neuroscience. “Changing the brain requires the correct neurotransmitters,” says Eagleman, “and those are especially in attendance when a person is curious, is predicting what will happen next, and is emotionally engaged.”

- To stick, stories need moral content. Gottschall’s theory is that humans are hard-wired to produce and consume stories that convey the message that being honest, collaborating with others, and playing by the rules leads to good outcomes.

- Stories change history. “Consider the influence of Wagner’s operas on Hitler’s self-vision,” says Eagleman, “or the effect of *Uncle Tom’s Cabin* on American opinion and culture.”

- Stories will always be with us. A novel is published every hour, and new forms of storytelling are constantly being born – think reality television. “Our inborn thirst for narrative,” concludes Eagleman, “means that story – its power, purpose, and relevance – will endure as long as the human animal does.”

“The Moral of the Story” – a review of *The StoryTelling Animal: How Stories Make Us Human* by Jonathan Gottschall (Houghton Mifflin Harcourt, 2012) by David Eagleman in *The New York Times Book Review*, Aug. 5, 2012, <http://nyti.ms/OVMOBo>

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3. A Sane Approach to E-Mail

“Every minute you spend on e-mail is a minute you’re not devoting to doing something awesome,” says Central Connecticut State University professor Jason Jones in this thoughtful *Chronicle of Higher Education* article. “You’re not writing a new article or designing a new assignment or running a new experiment. You’re not jogging. You’re not playing with your kid. You’re not sleeping.” Not staying totally on top of e-mail won’t get you fired, he

continues, but it can make us feel overwhelmed, stressed, and (ironically) disconnected. “We thought that the platforms and devices that make communication and access to information preposterously easy meant that we would be able to get our work done more efficiently,” says Jones. “And that might even be true. But just as we misjudged the theoretically paperless office that generates more paper waste than ever, we missed the fact that those devices would expand our work exponentially.”

He isn’t saying we should trash our devices and stop using social media. Rather, he’s suggesting that we manage our expectations – and those of our colleagues and loved ones. His suggestions:

- *Chunk e-mail.* “Keeping your e-mail up all the time, checking every few minutes for new messages, is a recipe for witless inattention,” says Jones. Process your e-mail in batches a few times a day – and don’t pick times of the day when you have lots of energy. Those times should be devoted to doing your real work.

- *Explain your expectations to others.* If they don’t know about your chunking strategy, they’ll get upset if you don’t respond to e-mails immediately.

- *Turn off the ‘new message’ notifications on all your e-mail programs.* “It doesn’t matter whether you have new mail, because you’ll be checking it in a few hours anyway,” says Jones. Getting buzzed every few minutes destroys concentration.

- *Use rules and filters to process your mail.* It’s easy to set up a filter that will deal automatically with shipment notifications from Amazon and file interesting links for later reading (Instapaper does the latter). When he’s immersed in a project (for example, grading papers), Jones turns off all e-mail except for a special account that his wife uses.

- *Realize that few e-mails need a handcrafted response.* “Text-expansion software (on a Mac, try Text Expander) is now sophisticated enough that you can save yourself a remarkable amount of time and energy in processing simple messages,” says Jones.

- *With social media, give yourself permission to miss stuff.* This is not a “hanging crime,” he says. “The always-on mentality is not a culture that promotes the best work, which really ought to be our focus. When we pull back from our devices in order to engage more fully in our work, we’re not choosing ivory-tower withdrawal or faux-Luddite refusal. We’re helping to build a more tolerable, attention-friendly future.”

“You’ve Got Mail. And Better Things to Do” by Jason Jones in *The Chronicle of Higher Education*, Aug. 10, 2012 (Vol. LVIII, #43, p. A53-54), no e-link available

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4. Six Secrets of Highly Productive People

In this *Chronicle of Higher Education* article, Katherine Mangan reports on some recent thinking on how some people get things done despite distractions and self-doubt:

- *Passion and resilience* – “If you don’t believe in yourself, it’s easy to think you’re a loser and stop trying,” says Oklahoma State University professor Robert Sternberg.

- *Self-regulation* – This means focusing on key goals and having the discipline to avoid temptations. “What happens to a lot of people is that they get totally caught up in trivia, and

later they complain they were asked to do too much of this or that,” says Sternberg. “You have to decide what your priorities are and say, ‘I’m going to make it happen’ – and then just make it happen.” Defining specific tasks is much more helpful than setting general goals, he contends – for example, you want to get home to your children but you tell yourself you won’t leave the office until you’ve finished a particular piece of work.

- *Focus* – “We know from all kinds of psychological research that multi-tasking doesn’t work for anyone,” says Gregory Feist of San Jose State University. The most successful people take care of little things on their desks quickly and efficiently, he’s found. “But they also block out hours of time to write without e-mailing or tweeting or Facebooking.” University of Pennsylvania professor Angela Duckworth agrees: “It’s hard to have a sustained, meditative reflection on anything when you can always change the channel or click on another link or download another app.” There are several apps to help people focus by temporarily blocking online distractions, including SelfControl, Cold Turkey, Concentrate, and Anti-Social.

- *Grit* – Duckworth defines this as dogged determination and focus. “The gritty person approaches achievement as a marathon,” she says. “The gritty person sticks with it, whereas others might be distracted by boredom, failure, adversity, or plateaus.”

- *Conscientiousness* – This means being organized and responsible, willing to follow rules and fulfill obligations. But being too conscientious can undermine another important trait...

- *Creativity* – “Whether you’re an engineer or an artist or an English professor, your job is to create new knowledge,” says Brent Rogers of the University of Illinois/Urbana-Champaign. “If you look at the profile of someone who’s realized creative success, they can’t be conventional.” Gregory Feist agrees: “If you’re really cutting-edge, you’re going to be bucking the system, and people are going to fight you.”

“Traits of the ‘Get It Done’ Personality: Laser Focus, Resilience, and True Grit” by Katherine Mangan in *The Chronicle of Higher Education*, Aug. 10, 2012 (Vol. LVIII, #43, p. A35-37), <http://chronicle.com/article/Traits-of-the-Get-it-Done/133291/>

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5. Getting Past Memorization in History Teaching

In this *Education Week* article, Catherine Gewertz reports on how the Common Core State Standards may help rescue history teaching from the “mire of memorization” and improve instruction in three ways:

- Deepening students’ content knowledge;
- Helping students think like historians;
- Building their reading comprehension.

Reading Like a Historian <http://sheg.stanford.edu/?q=node/45> is a set of 75 free secondary-school U.S. history lessons using this approach. Developed under the leadership of history educator Sam Wineburg, the curriculum has been downloaded more than 330,000 times in the last 2½ years. In one district, students who used the curriculum for six months outperformed those who hadn’t in factual knowledge, reading comprehension, and analytical and strategic

skills. Students did better on “nuts and bolts” memorization because it was embedded in a meaningful context.

Reading Like a Historian treats the textbook as a resource and begins each lesson with a provocative question – for example, *How should we remember the dropping of the atomic bomb? Did Pocahontas save John Smith’s life?* and *Was Abraham Lincoln a racist?* Students read letters, articles, speeches, and other primary-source documents to gather evidence to back up their answers and learn four key skills:

- *Sourcing* to gauge how authors’ viewpoints and reasons for writing affect their work;
- *Contextualizing* to get a full picture of what was happening in that time-frame;
- *Corroboration* to sort out contradictory anecdotes and facts;
- *Close reading* to absorb texts slowly and deeply.

Materials like these “help push history education in an important direction,” says Gewertz: “They encourage students to see history as a rich trove of stories and interpretations, rather than a staggering assemblage of facts.”

Valerie Ziegler, a San Francisco high-school teacher, loves the curriculum. “What all the lessons have in common is that you’re trying to solve a mystery,” she said, “and for the kids, that’s the exciting part. It really changes their thinking about history. They’re so into the investigation that they don’t even realize they’re learning some really important skills... They see that they can’t rely on just one source.”

Materials like these require teachers to change their style and become less the sage on the stage for students. “I had to learn to redirect them,” says Terri Camajani, another San Francisco teacher. “Don’t tell me, tell him,” she’d say to a student. “They quit looking to me for the answer and began to engage in academic, intellectual discourse with one another. I was absolutely stunned. It’s difficult, because there is some real zing in being the star of the show... But you have to learn to push the ball down the hill and get out of the way.”

“Rid of Memorization, History Lessons Build Analytical Skills” by Catherine Gewertz in *Education Week*, Aug. 8, 2012 (Vol. 31, #37, p. 10-11), <http://www.edweek.org>

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6. What Kinds of Incentives Work for Students?

In this *Education Week* article, Sarah Sparks reports on some surprising findings on classroom incentives contained in a National Bureau of Economic Research paper and research by the Center on Education Policy:

- Students did better when they received a reward (a trophy or cash) before taking a test. “People value something more when they have it already and they are at risk of losing it than when they don’t have it yet and it’s something to gain,” explains Sally Sadoff, a University of California/San Diego professor. “The trophy is something they can hold in their hands; it made it more salient.”

- None of the incentives worked if students knew they wouldn’t get the reward for a month. “All motivating power of the incentives vanishes when rewards are handed out with a delay,” the researchers concluded. This might explain why Harvard professor Roland Fryer’s

2011 experiment with offering students cash for improved standardized test scores had no impact on achievement – but paying students to read books and take quizzes did.

- It’s more effective to reward actions rather than results. “It’s really important to reward inputs, not outputs,” said Alexandra Usher of the Center on Education Policy. “It’s important to reward behavior that kids can control, rather than just telling them to get better grades.”

“Study Suggests Timing Is Key in Rewarding Students” by Sarah Sparks in *Education Week*, Aug. 8, 2012 (Vol. 31, #37, p. 18), <http://www.edweek.org>

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7. Should Teachers’ Value-Added Scores Be Published?

“One of the hottest questions in education is whether to name individual teachers publicly with their value-added performance data,” says Aimee Rogstad Guidera of the Data Quality Campaign in *Education Week*. “Publicly disclosing these numbers alone – which are neither in context nor useful – gives parents incomplete information, puts misguided pressure on administrators, and sabotages vital trust with teachers.”

“The predominant culture around data use in education has been too focused on compliance and punishment,” Guidera continues. Teachers and school leaders should be the first to get student performance results. It’s ridiculous, she says, that in 2010 the *Los Angeles Times* published value-added test data that teachers had never seen. “We have the technology to transform data into actionable information,” she says. “What we need to do now is to tailor this information to meet the needs of the stakeholders based on the questions they are trying to answer. It all comes down to getting the right data to the right people at the right time.”

Taxpayers, principals, and school administrators have a right to information about how teachers are doing, she believes. “Value-added scores are important, but they are only one slice of the apple. Single measures of student growth do not paint the full picture of how a teacher is doing, and they do not empower parents and other stakeholders to make the best decisions.” The good news, Guidera believes, is that many states are developing better ways of evaluating teachers that include classroom observations, student surveys, team teaching, and multiple measures of student growth. School-level data can be made available without releasing teachers’ names and can be put to work to improve teaching and learning. “We must do more to train all stakeholders – particularly teachers – to encourage them to use data effectively,” she concludes.

“What’s In a Name? More Than a Single Data Point” by Aimee Rogstad Guidera in *Education Week*, Aug. 8, 2012 (Vol. 31, #37, p. 18), <http://www.edweek.org>

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8. Ideas on Universal Design for Learning

In this *Kappa Delta Pi Record* article, Susan Trostle Brand (University of Rhode Island/Kingston), Antoinette Favazza (University of Rhode Island), and Elizabeth Dalton

(TechACCESS) present ways that teachers can use Universal Design for Learning to make lessons accessible to students with a wide spectrum of learning styles and abilities:

- *Multiple means of representation* – Giving students options for perception, language and symbols, and comprehension:

- Perception – Presenting information, concepts, and assessments in a variety of formats, including PowerPoints, interactive whiteboards, dry erase boards, storyboards, flip charts, graphic organizers, video clips, and using physical props.
- Language and symbols – Using body language, facial expressions, and gestures and linking illustrations to words, making text-to-chart connections, and providing graphics and animation.
- Comprehension – Activating students' prior knowledge through brainstorming, reflecting on feedback, K-W-L charts, and scaffolding as students complete a study guide.

- *Multiple means for engagement* – A constructivist approach can support active engagement through:

- Recruiting student interest – Making the curriculum relevant by integrating children's life experiences and prior knowledge.
- Sustaining effort and persistence – Communicating specific goals, standards, and short-term objectives, varying the level of challenge and support, fostering collaboration and communication among peers, and encouraging effort, practice, and mastery.
- Self-regulation – Students set personal goals and become more and more self-motivated, scaffolded by prompts, rubrics, checklists, and notes.

- *Multiple means for action and expression* – Varying physical action, expressive skills and fluency, and executive functions:

- Physical actions – Providing varied expectations for physical response, timing, and materials – for example, having students use their bodies, voices, hands, and feet to explore materials, allowing the use of a computer rather than a pencil for a test, and using manipulatives or a calculator with a math test
- Expressive skills and fluency – Giving various choices for expression, varying tools for composition and problem-solving, and offering different levels of practice and support.
- Executive functions – Students get support for goal-setting, planning, and developing strategies for learning – for example, checklists, outlines, note-taking guides, software tools, colored tabs, and color-coded pages for notes and text.

- *Multiple means of assessing understanding* – This includes methods, formats, scope/range level, product and outcome, and feedback:

- Methods – Allowing students to choose whether to be tested with multiple-choice questions, an oral question-and-answer session, or an essay, also having extended time.
- Formats – Using computers, text-to-speech, speech-to-text, and other voiced options for students who need auditory scaffolding, and using photographs, picture symbols, and sign language translation for other students.

- Scope/range level – Having fewer questions, projects, or in-class work as options, also additional tiers for students to go beyond basic questions.
- Product and outcome – Some students might create a play, others construct a model, others write an essay or article, others hold a debate, others create a videotape to show mastery of the same standards.
- Feedback – Teachers might provide immediate feedback on a test, ask a series of increasingly challenging questions, have students self-evaluate by using journals or oral reflection, or solicit peer feedback.

“Universal Design for Learning: A Blueprint for Success for All Learners” by Susan Trostle Brand, Antoinette Favazza, and Elizabeth Dalton in *Kappa Delta Pi Record*, July-September 2012 (Vol. 48, #3, p. 134-139), <http://bit.ly/OeUOSF>

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9. Short Items:

a. Middle school portal – This website <http://www.msteacher2.org> has standards-based resources and a portal for collaboration and knowledge-sharing. It was created by The Ohio State University College of Education and Human Ecology, the Association of Middle Level Education, and Education Development Center.

“News to Use” in *Middle Ground*, August 2012 (Vol. 16, #1, p. 6)

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b. Citizenship websites – In this article in *Middle Ground*, Leisa Martin and Ryan Reed recommend free websites that enhance citizenship education:

- Constitution Duel Quiz with questions about the U.S. Constitution, Supreme Court cases, historic documents, and famous people in history:

<http://theconstitutionquiz.org/content/bill-rights-institute%E2%80%99s-constitution-duel>

- Which Founder Are You? Allows students to discover which of the 55 founding fathers’ personalities were most like their own: <http://constitutioncenter.org/foundersquiz>

- Life Without the Bill of Rights is a simulation of what daily life would be like without various aspects of the Bill of Rights: <http://my.billofrightsintstitute.org/page.aspx?pid=492>

“Infusing Technology into Citizenship Education” by Leisa Martin and Ryan Reed in *Middle Ground*, August 2012 (Vol. 16, #1, p. 31)

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c. U.S. history resources – This website from the Gilder Lehrman Institute has era-by-era content: <http://gilderlehrman.org/history-by-era>, and this site has suggested Essential Questions for history units:

<http://www.gilderlehrman.org/history-by-era/resources/essential-questions-teaching-american-history>

Many thanks to David Marshall for spotting these sites!

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d. Music brings an old man back to life – Check out this video, in which Oliver Sacks provides commentary on the way music transforms a seemingly impaired senior citizen:

<http://venturebeat.com/2012/07/23/ipods-for-seniors-success-alive-inside-needs-your-help-on-kickstarter/>

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.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 44 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

Subscriptions:

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Publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Better Evidence-Based Education
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Kappa Delta Pi Record
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teaching Children Mathematics
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice