

# Marshall Memo 462

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

November 26, 2012

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## Quotes of the Week

“Adult learning theory suggests that the work of principal managers should mirror the work that the best principals do with teachers. That is, school leaders need ongoing support and coaching, just as their staffs do.”

Paul Bambrick-Santoyo (see item #1)

“Getting people to do the right thing because they want to.”

Dwight Eisenhower's definition of leadership (quoted in item #2)

“In the new common-core era, question marks appear to be a key feature of the landscape.”

Catherine Gewertz (see item #6)

“One of the key elements of executive function is holding more than one thing [in mind] at a time. Kids have to read across texts, evaluate them, respond to them all at the same time. In office work of any sort, people are doing this sort of thing all the time.”

Dorothy Strickland, Rutgers University professor, quoted in “New Research Thinking Girds Core” by Sarah Sparks in *Education Week*, Nov. 14, 2012 (Vol. 32, #12, p. S6-S9), [www.edweek.org](http://www.edweek.org)

“When we let students rely on Google, we're turning them loose into information chaos.”

Mahnaz Dar (see item #8)

“To learn a language, one has to use it. This is the most important principle to help newly arrived ELLs develop language skills.”

Mari Haneda and Gordon Wells (see item #7)

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## 1. Coaching and Managing Principals To Be Instructional Leaders

In this important *Kappan* article, Paul Bambrick-Santoyo (managing director of nine high-performing charter schools in Newark, NJ) addresses how superintendents and their designees can manage principals in ways that improve teaching and learning in their schools. In many school districts, says Bambrick-Santoyo, the first step is delegating operational work so those who directly supervise principals can provide expert coaching. “A move from business and facilities administration to instructional leadership doesn’t mean the former functions aren’t important,” he says. “Ideally, however, a district can appoint a leader or a team to manage the operational work for its schools. This frees the principal coach to focus on helping school leaders improve the quality of instruction.”

Bambrick-Santoyo believes many central-office leaders have been using problematic approaches to manage principals:

- *Quick walking tours of schools* – These can give a good sense of the school’s culture, but unless they are backed up by a careful analysis of the school’s data, they tell very little about its instructional well-being.

- *Periodic school inspections* – These usually last 2-3 days (once a year) to check up on a school’s documentation and compliance, but they don’t tell the real story about the quality of teaching.

- *Supervising from afar* – This approach relies on a series of reports on a school’s progress, without site visits. “Even with fantastic tools, this method is badly flawed,” says Bambrick-Santoyo. “Imagine a baseball coach who only e-mailed advice to his players based on their batting averages and a few other key statistics. The player who swings too early will never get the feedback he really needs because the coach wasn’t around to see the problem.”

So how should principals be coached and managed? “Adult learning theory suggests that the work of principal managers should mirror the work that the best principals do with teachers,” says Bambrick-Santoyo. “That is, school leaders need ongoing support and coaching, just as their staffs do. This not only drives their growth but further aligns them to the districtwide vision.”

What specifically does this look like? For superintendents or area superintendents who manage seven principals, it means a weekly, in-depth school visit (for those with 15 schools, it’s a bi-weekly or monthly visit). Central-office leaders should spend about 50 percent of their time “shoulder to shoulder with their instructional leaders,” says Bambrick-Santoyo, focusing on training them to manage their schools, coaching them continuously, and systematically monitoring progress in seven key areas:

- Effective use of interim assessment data on student learning;
- Classroom observation and feedback;
- Curriculum planning;
- Professional development;
- Student culture;
- Staff culture;
- Managing the school's instructional leadership team.

Clearly all this can't happen in a single school visit, and Bambrick-Santoyo recommends a rotating cycle of six agendas:

- Week 1: Co-observe teachers with the principal or observe the principal giving feedback to a teacher. What are the highest-leverage actions for teacher improvement and the best action steps?
- Week 2: Review documentation of classroom observations: Has the principal observed enough? Is feedback actionable and measurable? Role-play a feedback meeting with the principal to provide practice in clear instructional coaching.
- Week 3: Watch a video of a recent principal/teacher feedback meeting and critique the feedback. Do the same with other members of the school's leadership team.
- Week 4: Tour the school with the principal to assess school culture; observe a professional development workshop and comment on the quality and follow-up.
- Week 5: Review a teacher's unit or lesson plan and practice or critique feedback given to the teacher.
- Week 6: Look together at interim assessment data from a specific classroom and plan and role-play the analysis meeting the principal will have with the teacher.

“Leading Leaders” by Paul Bambrick-Santoyo in *Phi Delta Kappan*, November 2012 (Vol. 94, #3, p. 70-71), [www.kappanmagazine.org](http://www.kappanmagazine.org); the author can be reached at [pbambrick@uncommonschoools.org](mailto:pbambrick@uncommonschoools.org)

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## **2. Can a Leader Be Effective and Liked?**

In this *Chronicle of Higher Education* article, Allison Vaillancourt (University of Arizona/Tucson) describes how two new academic honchos in her university have been making bold changes without the usual moaning and groaning from the troops. When Vaillancourt described this puzzling phenomenon to a friend, the response was, “If no one is pushing back, they clearly aren't pushing hard enough.” This was an expression of the conventional wisdom that leaders can't be both liked and effective at the same time.

But Vaillancourt disagrees. She believes it's possible for a leader to bring about significant change (leading to genuine respect) without being unpopular. How? By “helping others see the need for change, attending to individual and group dynamics, honoring cultural traditions, and creating optimism about the future rather than fear of what might happen if others don't go along.” In addition, she says, successful leaders create a reservoir of good will,

build good relationships, and *persuade* people to follow them. Dwight Eisenhower’s definition of leadership is right up her alley: “Getting people to do the right thing because they want to.”

So what about leaders who are effective and disliked? Vaillancourt says it’s because they’re genuinely *unlikable* – that is, mean-spirited, nasty, tyrannical, narcissistic, self-serving, and feared – and make no effort to be otherwise. In the end, this attitude will come back to bite them. The real question, she says, is, “Do you want to be effective in the short term or effective in the long term?”

Of course all leaders have to make decisions or act in ways that are not popular. “But if the relationship is built on trust and open communication, then members of the organization will understand why the decision was made,” says Vaillancourt. “They may not like the decision or the outcome, but they can still like and respect the person who made that decision.” Here’s what good leaders do to get things done while maintaining warm and positive relationships:

- Ask a lot of questions.
- Talk like normal people.
- Act like normal people.
- Show vulnerability from time to time.
- Propose a solution, ask if it makes sense, and then revise it if necessary.
- Don’t assume they have the best ideas.
- Make collaboration the rule, not the exception.
- Expect the best of others.
- Say “thank you” often.
- Don’t throw people under the bus even if they might deserve it.
- Give away credit.
- Recognize that they are still growing as leaders and actively seek to get better.
- Call out people who do bad/mean things.
- Make hard choices even when it would be easier to avoid them.

“Would You Rather Be Liked or Effective?” by Allison Vaillancourt in *The Chronicle of Higher Education*, Nov. 23, 2012 (Vol. LIX, #23, p. A32),

<http://chronicle.com/blogs/onhiring/would-you-rather-be-liked-or-effective/34754>

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### **3. A Missouri High School Works on Relationships with Students**

In this *Principal Leadership* article, Missouri high-school principal Kristel Barr describes an activity that she and her colleagues did at an all-day staff meeting in the spring of 2006. The names of all 365 seniors were written on individual note cards and taped to the walls of the cafeteria. Teachers were asked to browse through the cards and write the answers to three questions on as many cards as possible:

- What is a hobby of this senior?
- What is the career goal of this senior?
- What are the post-secondary plans of this senior?

When teachers were finished, the cards were collected and the staff had lunch. Afterward, the results were announced: only 67 percent of the cards had one or more questions answered. That meant that 33 percent were blank. “It was sobering to realize the painful truth that we did not know our kids,” says Barr. “Before that moment, the faculty members prided themselves on having good, solid relationships with their students. This activity pointed out the fallacy in that belief... And so began our journey to change the culture of our school so that we could truly become what we thought we were.”

The first step was rewriting the school’s wordy, unfocused vision and mission statements so they identified the right values in a way that everyone could remember. The revised versions: *Our vision: Truman High School will equip students to achieve their dreams. Our mission: Truman High School will embrace the practices of rigor, relevance, and relationships in all that we do.* As soon as these were official, administrators began strolling the halls between classes giving pop quizzes to staff members: What is the vision? The mission? Can you give examples? Teachers who gave good answers got a treat. Before long, everybody knew the two statements.

But that was just the beginning. “[C]ommitment to the a vision and a mission requires hard, consistent work,” says Barr. The two statements were posted everywhere around the school and appeared in all its publications. Parents were constantly reminded of them. School goals were directly tied to rigor, relevance, and relationships. The leadership team constantly checked on whether the vision and mission were alive in the school. And staff members were asked to say what the statements meant to them and how they were putting them into action.

In addition, Barr told stories about students in her weekly staff bulletin, which encouraged teachers and students to share their own. “People remember stories long after they forget facts and statistics,” she says. And staff meetings focused on relationships, not business, beginning with carefully chosen quotes flashed on a screen, priming the pump. Teachers then wrote short notes to students, to be delivered the next day in class. “Often they are told to write a note to a student who is currently driving them crazy,” says Barr. “Not only has this inspired students; it has led them to write notes to faculty members.” Subsequently, the student leadership team organized an annual activity dubbed BIONIC week (Believe It Or Not I Care). Students gave faculty members sub sandwiches (“There’s No Sub for You Day”) and created personalized mini-posters for every adult in the building about his or her contributions to the school.

Faculty meetings also focused on how to forge relationships with students, how to build students up, and how to reach the most troubled students. Exit tickets were common at these meetings: *What is the one thing you love most about our kids? Be specific.* “Thoughts and beliefs often change only after behavior changes,” says Barr. “By consistently focusing on knowing the good in students, teachers begin to see them through that lens.”

The school also surveyed students with questions like, *Do you have an adult at Truman to whom you can go with an academic problem? A personal problem? Do teachers at Truman know what you are interested in?* Staff members were asked similar questions, and Barr compared the results. Any gaps pointed toward areas for improvement.

Three years after the cards-on-the-cafeteria wall activity, Barr did it again for that year's seniors. "Same questions, different kids," she says. "No prior notice was given so that there would be no last-minute cramming." The results: 100 percent of students had at least one question answered, 85 percent had two, and 75 percent had all three. "We will be completing the activity again this year," says Barr. "Will we reach 100 percent? There is only one acceptable answer: Yes, we will."

"Knowing All Students, Creating a Culture" by Kristel Barr in *Principal Leadership*, November 2012 (Vol. 13, #3, p. 40-43), [www.nassp.org](http://www.nassp.org); Barr can be reached at [kristelbarr@gmail.com](mailto:kristelbarr@gmail.com).

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#### **4. High-School Seniors Take Freshmen Under Their Wings**

In this *Principal Leadership* article, Grafton High School (MA) assistant principal Maureen Cohen describes how seniors in the school take leadership roles in a number of areas, especially the freshman advisory program, which they co-lead with faculty members. Advisories take place every seven days in the school's rotating schedule from August to March. Rising seniors go through extensive training so they can help implement these lessons, all geared to furthering the school's core values – respect, responsibility, integrity, and academic excellence:

- Identity chart – Understanding what students have in common with classmates and the importance of each person to the school community;
- Treasure hunt – Basic knowledge about the school;
- Making the grade – Identifying some essential strategies to academic success;
- Changes – Recognizing indicators of stress and strategies for coping with change and uncertainty;
- Smart goals – Evaluating academic performance and setting academic and personal goals;
- Learning styles and study skills – Assessing one's personal learning style and learning study tips to maximize achievement;
- Take a stand – Thinking about difficult issues by responding to different belief statements; hearing different opinions and defending various positions;
- Anti-bullying – Discussing what students know about bullying, whether it's a problem in the school, and what actions can be taken;
- Concentric circles – Briefly discussing school issues, diversity, leadership, and citizenship with rotating partners to make connections with a number of peers;
- Peer pressure – What is it and what experiences have students had?
- Midterm prep – Study strategies for success on midterms;
- Tough situations – Definitions of prejudice and bigotry and strategies and skills for confronting prejudice.

Senior leaders help prepare materials for each freshman advisory meeting and take an active role running the meetings. They act as coaches and advocates, encourage advisees to take part

in the life of the school and do well academically, help them get answers to academic and co-curricular questions, solve problems, and discuss hot topics.

“Seniors Take the Lead” by Maureen Cohen in *Principal Leadership*, November 2012 (Vol. 13, #3, p. 28-31), [www.nassp.org](http://www.nassp.org); Cohen can be reached at [cohenm@grafton.k12.ma.us](mailto:cohenm@grafton.k12.ma.us); detailed advisory-group lessons are available at <http://bit.ly/UOYEUU>.

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## **5. Some Key Changes with the Common-Core Standards**

“In the new common-core era, question marks appear to be a key feature of the landscape,” says Catherine Gewertz in this *Education Week* article. She begins with David Pearson’s (University of California/Berkeley) optimistic assessment: “I think these standards have the potential to lead the parade in a different direction: toward taking as evidence of your reading ability not your score on a specific skill test – or how many letter sounds you can identify or ideas you can recall from a passage – but the ability to use the information you gain from reading, the fruits of your labor, to apply to some new situations or problem or project. That’s a huge change.” But the new standards raise a number of questions and challenges for schools:

- *Reading across the curriculum* – The standards ask science, social studies, math, and other subject area teachers to teach literacy skills within their disciplines – for example, analyzing primary sources and making sense of diagrams, charts, and technical terminology. How will this be possible? Students will need to do more reading in all areas, somehow making more-effective use of in-school and out-of-school time.

- *Explicit teaching of writing* – Students’ writing will need to contain evidence and citations from what they’ve read. Some educators worry that this will cut down on personal, expressive, creative writing, but this is a false choice, say common-core supporters: students can write about things they’re passionate about and still learn to base their ideas solidly on what they’ve read or observed.

- *More informational text* – Students will need to read more essays, speeches, newspaper articles, biographies, and other nonfiction material. Some educators are concerned that literature and poetry will be downgraded, but supporters of the common core say that informational materials needn’t displace fiction and are vital to college and career success, especially for students who are turned off by a curriculum tilted too much toward fiction.

- *Aligned curriculum materials* – Publishers are rushing to produce materials that support the common-core standards, but schools need to check carefully to see how well they have done the job.

- *Higher standards* – The common core’s emphasis on academic vocabulary will make unprecedented demands on struggling students, in particular those with language and special needs challenges.

- *The third-grade threshold* – Some states are toughening requirements for what students should know and be able to do before leaving this key grade, posing new challenges for teachers.

• *Professional development* – Since the 2000 National Reading Panel report, there has been a good deal of new thinking about how to help all students reach ambitious literacy goals. How will teachers be trained in the new approaches?

“Common Standards Drive New Reading Approaches” by Catherine Gewertz in *Education Week*, Nov. 14, 2012 (Vol. 32, #12, p. S2), [www.edweek.org](http://www.edweek.org)

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## **6. Common-Core Aligned Basal Readers – Or Something Different?**

In this *Education Week* article, Stephen Sawchuk reports on how textbook publishers are working to align their basal readers with the Common Core State Standards. Sawchuk reviewed the fifth-grade reading series published by Houghton Mifflin Harcourt (*Journeys*), Pearson (*Reading Street*), and McGraw-Hill (*Treasures*) and found significant changes in the most recent editions in terms of the demands made on students, as well as shifts in the teachers’ guide suggestions. The companies have also created supplementary guides to upgrade their pre-common-core editions, although, Sawchuk reports, some state adoption committees have been critical of these backfill efforts.

Some state leaders are having doubts about whether the new basal editions truly reflect the common core. John White, state commissioner in Louisiana, says he is hesitating to recommend any basals to his board for adoption. “I’m very concerned that the questions, the assessments, the text complexity, and other dimensions of the textbooks are not remotely ready to be called ‘aligned’ with the common core,” says White. “My strong belief is that if we make a mistake and allow textbooks to go forward with our endorsement, it will indicate that they are rigorous in a way many, if not all of them, probably are not.”

Other educators wonder whether children’s books might be better than textbooks to bring students up to the new standards. “If you read deeply into the common core,” says Peter Dewitz of Mary Baldwin College, “it’s the ability to trace and track the development of an idea or a character over time. Essentially from 3<sup>rd</sup> grade up, they are talking about books.”

Some districts are moving in this direction, and are hoping for an iTunes-type service that will make books and other materials readily available online. There’s also interest in using free and open-source Internet materials to craft lessons. “I have a sense from teachers,” says White (the Louisiana commissioner), “that they are going to want greater control over decisions that heretofore have been oftentimes left to publishers or central offices.”

Another approach is working with smaller publishers to customize materials. The New York State Education Department is working with Expeditionary Learning and the Core Knowledge Foundation to create a comprehensive K-2 literacy curriculum and modules for grades 3-5. “It’s really, really hard work,” says Kate Gerson, a New York official. “We are really struggling and celebrating as we toil to make sure the materials we are producing will support teachers in their implementation of the standards, while leaving room for them to adapt and improve, and to inhabit texts in a very different way with students.”

## 7. Four Key Classroom Practices That Boost ELLs’ Achievement

“The pervasive educational underachievement of children of immigrant families continues to be a matter of serious concern, both for those families and for the nation at large,” say Mari Haneda (Florida State University) and Gordon Wells (University of California/Santa Cruz) in this article in *Theory Into Practice*. The authors suggest four pedagogic principles that all teachers can use to help English language learners succeed in school:

- *Frequent opportunities to talk and write* – “To learn a language, one has to use it,” say Haneda and Wells. “This is the most important principle to help newly arrived ELLs develop language skills... Thus, the challenge lies in making classrooms places in which all students have opportunities to learn and use spoken and written language for a wide variety of purposes, both social and curricular.”

- *Connecting curriculum to students’ lives* – The relevance of classroom experiences to students’ interests, aspirations, and funds of knowledge is crucial to getting them involved, talking in class, and further connecting the curriculum to their lives, say Haneda and Wells.

- *Selecting an interesting topic* – “Students must be sufficiently interested and enthusiastic about what they are learning to want to share their ideas with their peers and their teacher,” say the authors. It’s helpful to get students working in pairs or small groups on specific topics or inquiries so they can learn from each other.

- *Working toward a tangible outcome* – Focusing on a product, especially one that will be shared with others, helps energize students and motivates them to do their best. “In this way, students not only develop confidence in communicating with others, but they also begin to master the linguistic genres of the different curricular disciplines,” say Haneda and Wells.

They go on to describe how these principles played out in a seventh-grade world history class on ancient Egypt taught to a group of English language learners (of Japanese, Mexican, Indian, and Kurdish extraction) in a diverse suburban school. The teacher began with an explanation of the social hierarchy in ancient Egypt, illustrating it with a pyramid-shaped diagram – pharaoh, priests, artisans, scribes, and slaves. She then asked students to take a position on whether this hierarchy was necessary and explain their positions in writing (some students with limited English proficiency got help from peers). Next, the teacher led a whole-class discussion on this issue and called on students to justify their positions.

The teacher then distributed a blank diagram and asked students to identify each level of the hierarchy as it might be seen in their own school. In small groups, students eagerly chatted about the role of the principal, teachers, and students, and shared their ideas in a whole-class discussion. What were the similarities and differences between those at the bottom of the hierarchy in ancient Egypt and in their American school? asked the teacher. One student said Egyptian slaves simply lacked the courage to organize themselves to go on strike. The teacher countered that the individual freedoms that Americans take for granted were inconceivable in

those times. Toward the end of the unit, students summed up their learning in role plays, readers' theater, and other products.

“Some Key Pedagogic Principles for Helping ELLs to Succeed in School” by Mari Haneda and Gordon Wells in *Theory Into Practice*, Fall 2012 (Vol. 51, #4, p. 297-304), <http://www.tandfonline.com/toc/htip20/current>; Haneda can be reached at [mhaneda@fsu.edu](mailto:mhaneda@fsu.edu)

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## 8. Helping Students Improve Their Google Searches

“When we let students rely on Google, we’re turning them loose into information chaos,” says former librarian Mahnaz Dar in this *Knowledge Quest* article. “Though, in theory, search engines offer us a wealth of information, in actuality, there’s little organization or structure to the search results.” Dar describes how librarians’ careful preparation of reference materials and special databases is often bypassed as students go straight to Google.

So should librarians forbid students from using Google and Wikipedia? This is not the solution, says Dar, “because helping students learn to use commercial search engines is part of our duty to students. As school librarians, one of our primary goals is to teach students how to think critically and evaluate information... In an age when anyone can create a website in minutes, learning how to question sources should be a significant part of every student’s education.”

Dar recommends that librarians teach students to regard a page of Google search results as only the first stage of inquiry. One way to do this is to have students search a topic (for example, *Do raisins cause tooth decay?*) using two different search engines, write down the top five hits, note how recently each site was updated, and assess how helpful it is in answering the question. Another approach is to have students create their own website, complete with text (is it accurate?) and photographs (copyright permission?). Students might be relieved to hear that they can correct a mistake on their website when they discover it – but has someone already downloaded and used their erroneous information?

“The Google Solution” by Mahnaz Dar in *Knowledge Quest*, November/December 2012 (Vol. 41, #2, p. 74-75), <http://bit.ly/RdBJFov>; Dar is at [mahnazdar@gmail.com](mailto:mahnazdar@gmail.com).

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## 9. How to Maximize Teenage Learning

This charming six-minute video uses the whiteboard/voiceover format to present eight psychological conditions under which middle- and high-school students learn best:

- I feel okay.
- It matters.
- It’s active.
- It stretches me.
- I have a coach.
- I have to use it.

- I think back on it.
- I plan my next steps.

[http://www.youtube.com/watch?v=p\\_BskcXTqpM&feature=youtu.be](http://www.youtube.com/watch?v=p_BskcXTqpM&feature=youtu.be)

“An Insider’s Guide to the Teenage Brain” by Kathleen Cushman and Suzy Becker, illustrated by Suzy Becker, voiceovers by Dan Lieberman and Bernadette Schweda, Oct. 31, 2012, a *What Kids Can Do* production supported by the Nellie Mae Foundation. Many thanks to Lisa Vahey for passing this along.

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## 10. Which Consonant Strategy Works Better for Beginning Readers?

In this *Developmental Psychology* article, three researchers from the University of Iowa/Des Moines report that first graders who worked with words that have variable consonant sounds (*bait, sad, hair, gap*) performed better than students who worked with words with the same consonants (*maid, mad, paid, pad*). The first group outperformed the second in reading unfamiliar and nonsense words and in applying their skills to new tasks.

“Statistical Learning in Reading: Variability in Irrelevant Letters Helps Children Learn Phonics Skills” by Keith Apfelbaum, Eliot Hazeltine, and Bob McMurray in *Developmental Psychology*, August 2012, <http://bit.ly/Rd102n>, spotted in *Education Week*, Nov. 14, 2012 (Vol. 32, #12, p. 5)

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## 11. Short Items:

**a. Mapping U.S. election results** – This site does a good job illustrating different ways to depict U.S. presidential election results on a map, using 2012 as an example – popular vote, Electoral College, counties, etc.: <http://www-personal.umich.edu/~mejn/election/2012>; it’s an excellent instructional tool for middle- and high-school students.

“Maps of the 2012 Presidential Election Results” by Mark Newman, Department of Physics and Center for the Study of Complex Systems, University of Michigan, Nov. 8, 2012; Newman can be reached at [mejn@umich.edu](mailto:mejn@umich.edu); thanks to David Marshall for passing this along.

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**b. Foreign language online videos** – In a sidebar in this article in *The Language Educator*, writer Patricia Koning recommends a number of online videos that help connect students to language and culture. Here’s a selection:

- Destinos: [www.learner.org/series/destinos](http://www.learner.org/series/destinos)
- French in Action: [www.learner.org/resources/series83.html](http://www.learner.org/resources/series83.html) (check out the lead video)
- Nuevos Destinos: [www.learner.org/resources/series151.html](http://www.learner.org/resources/series151.html)
- World Language Assessment: Get in the Mode! [www.ecb.org/worldlanguageassessment](http://www.ecb.org/worldlanguageassessment)
- Yale University Language Development Studio: [www.yale.edu/lds](http://www.yale.edu/lds)

“Online Videos Connect Students to Language and Culture” by Patricia Koning in *The Language Educator*, November 2012 (Vol. 7, #6, p. 40-44)

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**c. Foreign language websites** – This regular feature in *The Language Educator* has a number of helpful sites. A selection from the current issue:

- Chinese readings: [www.usc.edu/dept/ealc/chinese/newweb/reading.htm](http://www.usc.edu/dept/ealc/chinese/newweb/reading.htm)
- Online magazine for learning French: [www.bonjourdefrance.com](http://www.bonjourdefrance.com)
- Russian YouTube videos: [www.youtube.com/user/Only4Russian](http://www.youtube.com/user/Only4Russian)

“Web Watch” in *The Language Educator*, November 2012 (Vol. 7, #6, p. 60-61)

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**d. Resources for comparing student work** – EdSteps is designed to allow teachers, parents, and students to measure student progress over time and answer questions about whether students are on track for success: [www.edsteps.org](http://www.edsteps.org)

“Web Watch” in *The Language Educator*, November 2012 (Vol. 7, #6, p. 61)

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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](mailto: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 43 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 45 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:***

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

## ***Website:***

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

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- About Kim Marshall (including links to articles)
- A free sample issue

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- All back issues (also in Word and PDF)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

## ***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  
ASCD SmartBrief  
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  
The Chronicle of Higher Education  
The Language Educator  
The New Yorker  
The Reading Teacher  
The School Administrator  
Theory Into Practice