Marshall Memo 547

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 11, 2014

In This Issue:

Quotes of the Week

"Why do Americans stink at math?"
Elizabeth Green (see item #5)

"It's like, Bill has three goldfish. He buys two more. How many dogs live in London?"
David Letterman spoofing the Common Core math standards (*ibid*.)

"To cure our innumeracy, we will have to accept that the traditional approach we take to teaching math – the one that can be mind-numbing, but also comfortingly familiar – does not work. We will have to come to see math not as a list of rules to be memorized but as a way of looking at the world that really makes sense."
Elizabeth Green (*ibid*.)

"If a cover letter isn't targeted to my school specifically, I won't read it."
A Chicago principal (quoted in item #10)

"[H]ow can reformers claim that prescriptive evaluation systems are anything but efforts to 'principal proof' our schools? Some are ready to admit this and to argue that it's a smart strategy because so many principals are weak and unwilling or unable to distinguish among their teachers and act on the results. That may be so – but how are we ever going to recruit better leaders to our schools if we continue to diminish the role and authority of the principal?"
Michael Petrilli in "Education Reform's Most Urgent Task" in *The Education Gadfly*, Aug. 6, 2014 (Vol. 14, #32), http://edexcellence.net/commentary/education-gadfly-weekly

1. Orchestrating Civil, Constructive Conversations

In this *New York Times* article, author David Bornstein says that despite the diversity on college campuses, many students end up hanging out with people just like them, and many of their conversations aren't very meaningful – there isn't a lot of talk about the bigger and deeper issues of life. When a controversy flares up, things can get ugly – as they did in 2010 when two white Northwestern University students dressed up in blackface, put photos of themselves on Facebook, and sparked a campus-wide shouting match. Few students have the skills to handle debates with people who hold different views.

In response to the blackface incident, Rabbi Josh Feigelson and students Lexie Komisar and Allison Gross founded the Ask Big Questions initiative at Northwestern www.askbigquestions.org. It has since spread to 47 college campuses and helped facilitate thousands of conversations on hot topics, including Amherst College's recent crisis on the mishandling of sexual assaults on the campus.

One of the big insights from the initiative, says Bornstein, is that "facilitating a meaningful conversation takes both intention and skills – skills that are not taught in schools or acquired at the dinner table." Ask Big Questions has developed conversation guides that have been helpful in getting discussions on the right track. Here is the guide used at Penn State in the aftermath of the recent child sexual abuse scandal, centering on the question, *What will your legacy be?* http://bit.ly/1oYeUEb

The project's central insight is that when it comes to debating controversial topics, the way the initial question is posed makes a big difference. There are two kinds of questions:

• *A hard question* – These require special knowledge to answer, so only some people feel they can speak up – for example, *How can we bring peace to the Middle East?* Such questions can lead to fruitful discussions only if participants already share a degree of trust and rapport. If they don't, the discussion can degenerate: those who think they know the most will debate and protest, while others watch and feel they don't have anything to contribute.

• *A big question* – These matter to everyone and everyone can answer them – for example, *For whom are we responsible? What do we choose to ignore? Where do we feel at home? How does technology change us? When do you conform? When do you take a stand?* "[Big questions] can open a space in which each individual can contribute, speaking from experience, without feeling pressured to win a debate or demonstrate loyalty to a position," says Bornstein. "Big questions have the potential to tap people's sense of curiosity and draw

out wisdom from the heart... Big questions can help build the trust that's necessary to grapple effectively with hard questions."

In addition to asking the right kinds of questions, it's important that discussions are facilitated skillfully. Some of the key characteristics of Ask Big Questions discussions are:

- Everyone speaks only in the first person.
- Listen to understand, not to judge
- Keep things confidential.
- Avoid rushing in to fill the silence.

Big questions aren't just for the college campus, says Sheila Katz of Hillel. They can bring peace to family gatherings at Thanksgiving. "As a result of the conversations I've had with my family, I've learned to appreciate and love the differences in opinion we have in the world," she says. "For the first time, I can understand why certain family members vote a different way than I do, and I can respect that. Having a deeper understanding of the stories of my family members has helped me get excited again to be at the dinner table."

"The Questions We Share" by David Bornstein in *The New York Times*, August 7, 2014, http://nyti.ms/1A8eJdg

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2. Reframing Dropout Prevention

In this *Education Week* article, author/speaker Jason Towne describes how a Florida principal confronted the failure of his high school's dropout-prevention program. At-risk students weren't attending counseling sessions and seemed to have no interest in being helped. So the principal radically shifted the old approach into a leadership program. He hand-delivered personal invitations to the school's 100 potential dropouts to come to the first meeting of a new leadership committee whose mission was to help struggling students. "They would be the team that would help reshape their school and possibly their entire district," explains Towne. "The students' input was needed because the adversity they had experienced brought with it unique perspectives that couldn't be found elsewhere. It did not matter whether they had actually overcome adversity yet; just experiencing it was enough. They were important."

Most of these at-risk students were shocked to receive the invitations and puzzled by all the talk about "leadership." But with the encouragement of the principal, their teachers, and other staff members, almost all showed up for the first committee meeting. Students were asked to sit at tables with a teacher, assistant principal, or guidance counselor. After some opening remarks by the principal and Towne (who described his own up-from-poverty narrative), students were asked to fill out a one-page information sheet about themselves.

Then each table's moderator asked students to share personal stories about challenges they had encountered and potential solutions for peers having similar problems. "Because this was for others," says Towne, "the students let loose, relating stories of poverty, abuse, neglect, apathy, peer pressure, and bullying. It often got emotional, and tears were not uncommon for

the kids and the adults… It was clear that something special was occurring. The same students who wouldn't show up for counseling or, if they did, would simply shut down, were now emphatically engaged. They were so intent on helping others that it never occurred to them how much they were now allowing us to help them as well. Or maybe deep down they did know, and this was a cry for help that this leadership format made socially acceptable."

As students were sharing, the principal and area superintendent spent time at each table listening and supporting the dialogues. It was clear that the committee was off to a great start, and as its work continued in subsequent weeks, the school's staff began to see these at-risk students in a different light – and their behavior and attitudes changed. Attendance improved and so did their motivation and achievement. They recruited other struggling students to join the committee. "They had a purpose," says Towne, "A voice. Everything had changed."

"From 'Losers' to Leaders: Thinking Differently About At-Risk Students" by Jason Towne in *Education Week*, August 6, 2014 (Vol. 33, #37, p. 25), www.edweek.org

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3. Time-Out As a Tool to Teach Self-Regulation

In this *Responsive Classroom Newsletter* article, elementary teacher Tracy Mercier says the most common use of time-out "is as a judgment-free, matter-of-fact way to respond to a student's misbehavior while maintaining the momentum of learning in the classroom." But she's found that time-outs can serve an even more important function: teaching students to improve their ability to monitor and regulate their own behavior – "to recognize when they're getting frustrated or just losing focus, and to give themselves a break so they can regroup and return to productive learning." Here are the steps she used in her classroom:

• *Introduce time-out as an aid*. After discussing beginning-of-the-year classroom rules with students, Mercier explained time-out as something that could help anyone stay calm and focused: "I told them that everyone forgets or has trouble following the rules sometimes, and in this classroom, when that happened to someone I would help them out in several ways, including using words or a nonverbal cue to remind them, having them come sit next to me – or having them step away from the action to pull themselves together."

• *Act before frustration builds*. Mercier says she learned over time to use time-out at the first signs of tension. Noticing a student whose brow was furrowed during a math class, his pencil tossed to one side, sighing loudly, she knew an outburst was coming and quietly suggested that he take a break. This helped the student avoid an embarrassing crying fit and showed how effectively he could control his own behavior.

• *Observe children carefully*. This requires a keen eye for the individual students' symptoms (frenetic pencil-tapping, a clenched fist, a red face) and also knowledge of what some students' triggers are – difficult math problems, for example, or too much sitting, boredom, or hunger.

• *Teach children to give themselves a break*. This means helping them develop a metacognitive sense of their own triggers, outward symptoms, and boiling point. "Sometimes

it's enough to hold occasional whole-class discussions about this," says Mercier. "Other times teachers need to practice one-on-one with individual students…"

• *Teach a calming strategy to use while taking a break*. These might include deep breathing, squeezing a stress ball, putting together a puzzle, blowing soap bubbles, doing wall push-ups, or visualizing a favorite place. It's important for students to connect a calming strategy to its effects. "This can be as simple as saying, 'I see that deep breathing helps you feel calm again' when they return from their break to their previous classroom activity," Mercier observes. Students will also learn to use self-regulation techniques in the normal course of events, without having to go to time-out.

"Time-Out and Teaching Self-Regulation" by Tracy Mercier in *Responsive Classroom Newsletter*, Fall 2014 (p. 8-10), www.responsiveclassroom.org

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4. Ten Classroom Strategies That Help Traumatized Students Succeed

"Domestic violence is a serious and widespread national problem that affects all economic, educational, social, geographic, racial, ethnic, and regional groups," says Colleen Lelli (Cabrini College) in this *Kappa Delta Pi Record* article. "While living in their own homes, children are witnessing violence and experiencing trauma daily and, in turn, are expected to go to school and learn… These children have been called the *silent, forgotten, and unintended* victims of adult-to-adult domestic violence."

Educators need to watch for warning signs and not mistake them for other learning problems, says Lelli. They can also use the following teaching strategies to help traumatized children succeed in school. [It's striking that these strategies also benefit non-traumatized students – a classic example of Universal Design for Learning in action.]

• *Sequencing* – Traumatic experiences can interfere with children's ability to organize things sequentially, says Lelli, so it's helpful to use timelines, comic strips, story lines, and other step-by-step formats to get students to verbalize and organize sequences. Children also benefit from orderly classroom transitions and a predictable schedule.

• *Problem-solving* – Making predictions and choosing the most effective solution from a brainstormed list are useful skills for children who live with caregivers who are inconsistent and unpredictable.

• *Receptive language* – Traumatized children may have a heightened state of arousal or anxiety and find it difficult to get out of themselves and take another's perspective, says Lelli, all of which limit their ability to process classroom language, focus on a text, visualize what they are reading about, and complete assignments. Task cards can be helpful – students turn over each one as they complete each step. It's also good for a student to act as "summarizer", orally recapping what's just been learned.

• *Expressive language* – Speaking and writing in class can be difficult for traumatized children, and graphic organizers can help them structure and scaffold information. It's also effective to provide vocabulary that can resolve problems and conflicts. Some teachers have students fill in speech bubbles to describe what's happening in a well-known painting.

• *Information storage* – Concept maps can help students recall important information and connect key ideas and store them in long-term memory. For example, students might read a story about plants, perform a play about seeds growing, plant actual seeds, and observe them turning into plants.

• *Memory retrieval* – A positive classroom climate helps traumatized students relax, which frees up space in working memory and facilitates moving learning to long-term memory. Teachers can also teach specific memory techniques.

• *Emotional and behavioral* – "Traumatized children often are chronically tense and consistently hyper-aroused," says Lelli, "which makes them overly sensitive to perceptions of threat or danger." It's helpful if teachers rehearse and role-play with students and have them practice self-talk about how they will behave in new situations. A good mnemonic is STOP: Shhh, Think quiet thoughts to calm down, Organize a plan, and Practice the plan.

• *Focus and attention* – Incorporating physical activities and movement, written and oral directions, and stress management techniques all help students to improve their performance.

• *Sense of security* – Providing warm, nurturing, consistent adult relationships is key, as is consistency with classroom expectations and procedures.

• *Collaboration* – "Guidance counselors, social workers, and community partners should collaborate and work as a team to ensure that children are receiving the best help and support for their academic and emotional success," says Lelli. "Teachers need to know their school policies and protocols, and build relationships with other colleagues in their schools and communities."

"10 Strategies to Help the Traumatized Child in School" by Colleen Lelli in *Kappa Delta Pi Record*, July-September 2014 (Vol. 50, #3, p. 114-118), http://bit.ly/1sOM6zi; the author can be reached at CL724@cabrini.edu.

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5. Common Core Math Struggles to Get Traction

"Why do Americans stink at math?" asks Elizabeth Green in this cover article in *The New York Times Magazine*. Because we keep introducing new curriculum ideas and then failing to train teachers to use them correctly. "In fact," she says, "efforts to introduce a better way of teaching math stretch back to the 1800s. The story is the same every time: a big, excited push, followed by mass confusion and then a return to conventional practices… In the hands of unprepared teachers, the reforms turn to nonsense, perplexing students more than helping them."

The latest iteration of this is the Common Core. Conceptually the new math standards are great, says Green. "But in practice, most teachers are unprepared and children are baffled, making some parents furious." Late-night comics are having a field day: David Letterman's punch line goes like this, "It's like, Bill has three goldfish. He buys two more. How many dogs live in London?"

The rationale for the Common Core (and earlier attempts to reform math education) is that the traditional way of teaching math is ineffective. And indeed, more than half of fourth graders tested on the NAEP assessment in 2013 couldn't accurately read a thermometer on which each hash mark represented two degrees. On the same test, three quarters of fourth graders couldn't convert a simple word problem about a girl who sold 15 cups of lemonade on Saturday and twice as many on Sunday into the expression 15 + (2x15). Students in Massachusetts, one of the highest-performing states, are two years behind their counterparts in Shanghai. Most embarrassingly, American customers turned up their noses at a new Third Pounder hamburger introduced by the A&W restaurant chain because they thought it was smaller than McDonald's Quarter Pounder and that they were being overcharged.

What's the cause? The deeply embedded American "cultural script" for teaching math, says Green – *I, We, You*: the teacher demonstrates a new procedure; the teacher leads the class through a few examples; and then students work on similar problems independently ("Keep your eyes on your own paper!"). This approach "turns school math into a sort of arbitrary process wholly divorced from the real world of numbers," she says. What students learn is "answer-getting," which leaves them unable to apply what they're learning in new problems, let alone in the real world.

Green describes a very different approach developed by Massachusetts teacher Magdalene Lampert decades ago: *You, Y'all, We*. She would start by posing a challenging "problem of the day" and asking her fifth graders to wrestle with it. She would then have them discuss their solutions in groups, and finally lead an all-class discussion, fully airing successful and unsuccessful solutions. "The result was a process that replaced answer-getting with what Lampert called sense-making," says Green. "By pushing students to talk about math, she invited them to share the misunderstandings most American students keep quiet until the test. In the process, she gave them an opportunity to realize, on their own, why their answers were wrong." Visitors to Lampert's classroom found that her students learned "an unusual amount of math" using this approach. "Rather than forgetting algorithms, they retain and even understand them," says Green. "It's hard to look at Lampert's results without concluding that with the help of a great teacher, even Americans can become the so-called math people we don't think we are."

This sounds promising, but the problem is the way most American teachers have been and are being prepared to implement new approaches to teaching math. "Without the right training, most teachers do not understand math well enough to teach it the way Lampert does," says Green. The most powerful influence on teachers is the way they were taught themselves – the 13,000-hours "apprenticeship of observation" experienced by average students as they make their way from kindergarten through high school.

Some teachers stubbornly resist new approaches to teaching math, ignoring new programs and continuing to use traditional worksheets. Others do their best to change their practices but misunderstand and misapply the new methods. "With the Common Core, teachers are once more being asked to unlearn an old approach and learn an entirely new one, essentially on their own," says Green. "Training is weak and infrequent, and principals – who

are no more skilled at math than their teachers – remain unprepared to offer support. Textbooks, once again, have received only surface adjustments, despite the shiny Common Core labels that decorate their covers." All this translates to "fuzzy math" in many classrooms, arguably worse than the traditional approach.

Green writes admiringly about the way Japanese teachers have fundamentally shifted their classroom paradigm in recent decades. The basic Japanese lesson paradigm is just what Magdalene Lampert stumbled upon: *You, Y'all, We*, constantly augmented by collegial observation, analysis, and follow-up. Teachers use "lesson study" to craft a lesson, observe each other teaching it, discuss the finer points of students' work, and develop the most effective approaches.

One Japanese teacher visiting U.S. schools was struck by how little American students talk in class and how much time is spent listening to the teacher and doing practice problems versus conceptual work. This teacher couldn't conceive of learning to teach without Japan's collegial observation and analysis and the constant discussion of what works best, as well as the alignment of Japanese textbooks with classroom content and methodology. "Of all the lessons Japan has to offer the United States," says Green, "the most important might be the belief in patience and the possibility of change. Japan, after all, was able to shift a country full of teachers to a new approach."

"To cure our innumeracy," she concludes, "we will have to accept that the traditional approach we take to teaching math – the one that can be mind-numbing, but also comfortingly familiar – does not work. We will have to come to see math not as a list of rules to be memorized but as a way of looking at the world that really makes sense." And that will require radically different teacher preparation and professional development, part of which must be a reconceptualization of what it means to be a teacher.

"(New Math) – (New Teaching) = Failure" by Elizabeth Green in *The New York Times Magazine*, July 27, 2014 (p. 22-27, 40-41), http://nyti.ms/1qc4oqW; Green is the author of a new book, *Building a Better Teacher* (W.W. Norton, 2014).

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6. One Reaction to Elizabeth Green's New Book

In this *Atlantic* review of Elizabeth Green's book, *Building a Better Teacher*, Nick Romeo applauds the way Green is trying to shift the American paradigm about teaching from Hollywood hero (think *Stand and Deliver* and *Freedom Writers*) to something more like medicine, nursing, and law, with better training and constant analysis of other professionals.

But Romeo is isn't fully convinced. "A huge gulf still separates competence from excellence," he says. "Can we expect that even the best training will transform a significant number of teachers into pedagogical equivalents of Kobe Bryant?… [A]n NBA shooting guard can improve by analyzing other athletes. But when it's game time, he'll find himself facing a range of questions: Should he pull up for the perimeter jumper, drive inside to the hoop, drive inside and feed the ball back out to a teammate, or look for a post player in a strong position? The answer will always depend on the strengths of the particular player and his defender, as

well as how much time remains in the game and many other factors. In other words, a particular approach tends to work well in a given situation – except when it doesn't." When teachers are faced with a challenging situation, the right decision will depend on the students, the mood of the room, the teacher's personal style, curriculum goals, and countless other factors. In other words, it's complicated.

"Are Great Teachers Born or Made?" by Nick Romeo in *The Atlantic*, August 6, 2014, http://m.theatlantic.com/education/archive/2014/08/are-great-teachers-born-or-made/375656/

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7. Jay McTighe on Common Core Implementation

In this letter to *Education Week*, author/consultant Jay McTighe says the debate about the Common Core State Standards often conflates different aspects of the initiative. He suggests that we separate out five dimensions and the key questions for each one:

- The standards themselves – "Overall, are these worthy goals," asks McTighe, "even if people may disagree with the placement of a few of the grade-level standards?"
- Implementation of the standards – Is the timeline realistic? Do teachers have enough training and support to do a good job teaching to the standards?
- Assessments of the standards – Do the planned assessments effectively measure the new standards? Will we be able to draw valid inferences from them each year?
- Use of assessment results – Will the eventual consequences for students and teachers be fair and appropriate?
- Politics – What should we make of the way the Common Core is characterized by individuals at various points on the political spectrum?

"My view is that unless people can separate and critically judge each of these dimensions," says McTighe, "the problems of rushed implementation, testing craziness, or politics will derail the effort. Do we really want to throw out the baby with the bath water and return to a patchwork of 50 different sets of state standards and tests?"

"Common-Core Standards Require Nuanced, Multifaceted Analysis," a letter by Jay McTighe in *Education Week*, August 6, 2014 (Vol. 33, #37, p. 26), www.edweek.org

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8. Playful Math Is Effective Math

In this *New York Times* article, Jordan Ellenberg (a math professor at the University of Wisconsin) shares what he's learned watching his 8-year-old son play baseball. "In Little League, you play hard and you play to win, but it doesn't actually matter who wins," says Ellenberg. "And good coaches get this. They don't get mad and they don't throw you off the team. They don't tell you that you stink at baseball, even if you do – they tell you what you need to do to get better, which everybody can do." Like Carol Dweck, good coaches emphasize effort over native ability.

How is possible to transfer this kind of spirit to learning mathematics? "Lots of games are math," says Ellenberg – for example, Monopoly (arithmetic and probabilistic reasoning), chess (following a series of logical steps), Rubik's Cube (geometry and group theory), Rush Hour (algorithms), Set (higher-dimensional geometry), and DragonBox (the formalisms of algebra). "Every one of these games shows kids mathematical ideas in a spirit of play, which is a big and often hidden part of the true spirit of math. These games are difficult, but also, for many kids, kind of addictive. Which means they also teach sitzfleisch, the ability to focus on a complicated skill for the length of time it takes to master it."

There are also ways to make everyday situations playfully mathematical. Before bedtime, Ellenberg asks his son, "I'm thinking of a mystery number, and when I multiply it by 2 and add 7, I get 29; what's the mystery number?" His 4-year-old daughter gets a different question in the grocery store when he asks for four cans of soup and she brings him two: "So we need three more, right?" "*No, Daddy!*" she says. "That's really funny when you're 4," he muses. "It's a game, and it's math."

"Don't Teach Math, Coach It" by Jordan Ellenberg in *The New York Times*, July 25, 2014, http://nyti.ms/1sv1Qca

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9. Is a Double Dose of Math Instruction Worth It?

In this Stanford University paper, Eric Taylor reports on a study of the efficacy of "double dosing" mathematics instruction for Miami-Dade sixth graders. Students who scored just below the benchmark cut score on the previous year's state math test were required to take one regular math class and one remedial math class.

The conclusion: double-dose students made significant test-score gains that year compared to students who scored just above the cut score and took a conventional math schedule. But a year later, the double-dose students (having returned to a conventional math schedule) saw their advantage cut in half. Two years later, their edge was one-third of what it was originally, and by the time they reached high school, their advantage had almost disappeared.

Taylor's conclusion: the extra math time is not worth the loss of instructional time in other subjects.

"Spending More of the School Day in Math Class: Evidence from a Regression Discontinuity in Middle School" by Eric Taylor, June 3, 2014, Stanford University Center for Policy Analysis, spotted in an *Education Week* summary, August 6, 2014 (Vol. 33, #37, p. 5); http://cepa.stanford.edu/sites/default/files/E%20Taylor%2C%20More%20Math%20Class.pdf; the author can be reached at erictaylor@stanford.edu.

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10. Writing an Effective Cover Letter for a Job Application

This Career Corner Blog in *Education Week* has advice on writing a cover letter for a job application. "If a cover letter isn't targeted to my school specifically, I won't read it," said

a Chicago principal. Here's how to make sure your letter is read:

• Identify your career values. If you need help identifying them, take a free online inventory at https://www.careerperfect.com/services/free/insight-work-values/.

• Prioritize the jobs for which you're applying and craft cover letters for your top choices first, so they get your best energy and focus.

• Research the heck out of each district's mission, vision, values, curriculum, staff and teacher profiles, and any other key information.

• Match your career values and experience with what you found out about the district or school to which you're applying. "Remember, you are writing a different letter for each district," says the author. "This means that you will likely match different values with different districts due to the various demographics, resources, and missions of each district."

• Tell your story as it relates to the district or position. "The best way I have coached candidates through this process is to have them speak about how they relate to what they found in their research while simultaneously taking notes or transcribing what they say," says the author. "Once the story is out on paper, it can then be refined and edited as appropriate."

"Writing Values and Experience-Based Cover Letters" by Helen Roy, American Association for Employment in Education, in *Education Week*, August 6, 2014 (Vol. 33, #37, p. 30), http://blogs.edweek.org/topschooljobs/careers/2014/07/writing_values_experience-base.html

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11. Three Questions to Help Students Read More Critically

In this article in *AMLE Magazine*, New Jersey educator Sandra Wozniak makes the case for integrating current events into science, history, language arts, and other subjects. "Just because it's not 'in the book' does not mean it's off topic," she says. She also offers a suggestion from James Bach for three questions to ask students as they read any text:

- *Huh?* What is this all about? Is it confusing? Is it vague?
- *Really?* Is this factually accurate? What's the source? What's the evidence?
- *So what?* Why does this matter? To whom? How much?

More from Bach at www.edutopia.org/blog/teaching-critical-thinking-dog-food-james-bach

"Motivating Students with Teachable Moments" by Sandra Wozniak in *AMLE Magazine*, August 2014 (Vol. 2, #1, p. 10-13), www.amle.org; the author can be reached at swozniak@njamle.org.

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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 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 64 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).

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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/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
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Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
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Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest