

Marshall Memo 323

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 15, 2010

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Quotes of the Week

“Rather than corrupting our young, competition can cultivate their character. It can build their self-esteem, promote humanistic values, support a sense of competence, and lead to enjoyment.”

David Light Shields and Brenda Light Bredemeier (see item #1)

“You can either freak out if you spill your milk or learn how to deal with it. The same goes for any kind of mistake.”

Jessica Nauiokas, New York City principal (see item #4)

“Once we focus on noticing and correcting errors in whatever writing strategy we’re working on, the students just become junkies for feedback.”

Sara Crosby, a college writing instructor (see item #3)

“Errors are part of the process of learning, and not a sign of personal imperfection.”

Barry Zimmerman (*ibid.*)

“The opportunity for every student to sit quietly and become immersed in an actual book may not be high-tech, instantly quantifiable, or lucrative for the College Board. It just happens to be the only way that anyone ever became a reader.”

Nancie Atwell (see item #2)

1. The Two Sides of Competition

In this thoughtful *Kappan* article, University of Missouri/St. Louis professors David Light Shields and Brenda Light Bredemeier reexamine Alfie Kohn's assertion (in his 1986 book, *No Contest: The Case Against Competition*) that competition interferes with creativity, narrows thinking, promotes conformity, diminishes self-esteem, undermines performance and productivity, and increases prejudice, hostility, cheating, aggression, and violence.

Kohn was right in one sense, say Shields and Bredemeier. Research before and after his book confirms that win-lose, conflict-oriented competition really does produce negative effects. But there is another kind of competition, they say – striving *with* one's opponent for the highest level of excellence – and it has distinctly positive effects. "Rather than corrupting our young," they say, "competition can cultivate their character. It can build their self-esteem, promote humanistic values, support a sense of competence, and lead to enjoyment." Here is a comparison of the two types of competition:

- The kind that Kohn attacks involves situations in which the goals of the contestants are mutually exclusive and the aim is deciding who is the winner and who is the loser.
- The other kind derives from the Latin *petere*, meaning "to strive" or "to seek", combined with the prefix, *com*, meaning "with." It isn't striving *against* but striving *together* with one's opponent in an enjoyable quest for excellence. "In sports, for example, what is being sought is excellence of physical performance," say Shields and Bredemeier. "It is the exhilaration, excitement, and sense of accomplishment that comes with maximizing one's physical and mental potential in the pursuit of a goal. In school-sponsored contests such as spelling bees and debates, we seek to promote a joy of learning that will lead to academic excellence... In true competition, each party is pushed to its limits by the challenge coming from the best effort of opponents. The mutual challenge is a stimulus to maximum effort that, when rooted in the values of true competition, leads to an... upward spiral toward excellence."

The attitude people bring to the contest is what makes the difference. If contestants see it as a partnership aimed at excellence, competition will be positive. If they see it as a battle for victory and domination, competition will be negative.

It's vital that young people learn this distinction, say Shields and Bredemeier, and sports may be the best arena to learn it, since sixty percent of American children participate in organized sports. "If students learn that sports are all about who's number one," they say, "if they embrace showboating and dominating as goals, if they learn that rule-bending is

normative, if they come to believe that opponents are simply there to be victimized, what does this portend for how they will think about contests in other sectors of life?”

Educators need to realize that there is a natural pull toward the dark side of competition. Student athletes can become confused when a coach pushes them to be competitive and then criticizes them for trash-talking, cheating, or fighting. *Just how competitive are we supposed to be?* they might ask. In fact, they need to be *more* competitive, but with a focus on excellence and enjoyment. “If winning is viewed as a demonstration of personal superiority, if it is valued as an opportunity to claim supremacy, if it is a salve for an insecure ego, then the desire to win will likely lead to ethical lapses, even if the desire isn’t particularly strong,” say Shields and Bredemeier. “On the other hand, if the desire to win springs from a desire to test one’s limits, to approximate personal excellence, to support one’s teammates and the core values of the community, then even a powerful desire to win will be walled off from a temptation to deviate from ethical commitments... While the immediate goal may be to win, the meta-goal is to enable all participants to explore the boundaries of personal growth and accomplishment. In this broader goal, opponents are partners.”

Fortunately, there are some great competitors who can serve as role models, for example, tennis champion Chris Evert, who says that her favorite match ever was when she lost to her arch rival, Martina Navratilova, in a contest that pushed them both to the top of their game. “Competition requires balancing seriousness with play,” say Shields and Bredemeier, “intrinsic motivations with extrinsic motivations, and outcome orientation with process orientation.” Teaching young people to see competition this way, they say, “will help us avoid the many pitfalls of contesting that have been eloquently described by Kohn and other critics of the contest.”

“Competition: Was Kohn Right?” by David Light Shields and Brenda Light Bredemeier in *Phi Delta Kappan*, February 2010 (Vol. 91, #5, p. 62-67); this article can be purchased at <http://www.pdkintl.org>.

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2. Nancie Atwell on Reading the Right Stuff

“Each year, my 7th and 8th graders choose and read between 30 and 100 titles,” says teacher/author Nancie Atwell in this passionate *Education Week* article. “They devour books because the classroom library is packed with intriguing stories by serious writers, because they have daily time to read in school, because I expect them to read at home every night, and because 35 years of experience has taught me that it’s my job to read, embrace, and recommend worthwhile young-adult literature to the young adults I teach... It is frequent, voluminous book reading that makes readers.”

This approach didn’t work 50 years ago, says Atwell, because back then, adolescent literature mostly focused on two questions: *Will the mystery be solved before it’s too late?* and *Will she get to go to the prom?* Today’s books are far more substantive, giving young adolescents the ability to “live vicariously, alongside three-dimensional characters close to their own age who inhabit compelling stories about growing up in every time, place, and

circumstance, with themes that resonate in the real lives of adolescents: identity, conscience, peer pressure, social divisions, political strife, loneliness, friendship, change.”

Atwell says that advocates of the literary canon (including E.D. Hirsch Jr. and Diane Ravitch) may not be aware of this improvement in the quality of contemporary adolescent literature and how it can build bridges to the classics. Some examples:

- *Copper Sun*, Sharon Draper’s novel about slavery, as a bridge to Toni Morrison’s work;
- *Hatchet* by Gary Paulsen as a bridge to Jon Krakauer’s *Into the Wild* and thence to Jack London;
- E. Lockhart as a bridge to the work of Lorrie Moore;
- Nancy Farmer, Michael Grant, and Patrick Ness as bridges to Aldous Huxley, William Golding, and Margaret Atwood;

Atwell believes that immersion in high-quality young-adult literature builds the background knowledge and imaginative experience to understand and enjoy *Pride and Prejudice*, *The Odyssey*, *All Quiet on the Western Front*, and *Jane Eyre*.

Some of Atwell’s middle-school students have dyslexia, some are sophisticated literary critics. What they have in common, she says, is that they love books: “They find their interests, needs, struggles, and dreams spoken for in the crafted stories that fill their library. More importantly, they get to experience the interests, needs, struggles, and dreams of young people *unlike* themselves. At a critical juncture, they learn about a diversity of human experience and begin to consider both what they care about and who they might dare to become.”

And as they read, they build their fluency, stamina, vocabulary, confidence, critical abilities, habits, tastes, and comprehension, becoming strong readers.

Atwell closes with a plea for schools to invest in the right books, citing the American Library Association’s recommendation that each classroom have its own library and that school libraries have at least 20 age-appropriate titles per student. “The opportunity for every student to sit quietly and become immersed in an actual book may not be high-tech, instantly quantifiable, or lucrative for the College Board,” she says. “It just happens to be the only way that anyone ever became a reader.”

“The Case for Literature” by Nancie Atwell in *Education Week*, Feb. 10, 2010 (Vol. 29, #21, p. 32), <http://www.edweek.org> for subscribers only

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3. A 3-Step Process for Improving the Achievement of Struggling Students

In this *Chronicle of Higher Education* article with direct implications for K-12 classrooms, David Glenn reports on work at City University of New York (CUNY) to help struggling college students monitor the way they learn and improve their performance. The granddaddy of “self-regulated learning”, as it’s called, is Barry Zimmerman, a CUNY psychology professor who had two insights about what often goes wrong when students try to learn new facts and skills:

- They tend to be overconfident, assuming they understand material just because they heard it explained in class or read a textbook passage.
- When they do poorly on tests, they tend to blame outside forces (*The teacher didn't like me, The textbook was badly written*) rather than critically examining how they studied.

Researchers have found that standard academic counseling isn't very effective in getting students to change the way they learn. "At a certain point I realized that tutoring and counseling are not enough," says CUNY administrator Marcela Armoza. "I thought that we needed to be more intrusive, and I thought that we needed to build specific skills."

Charlotte Skinner of Raymond Walters College agrees. "If you just talk about study habits, students resist that, naturally... And over time, we've realized that these methods have a much greater effect if they're embedded within the course content. What's emerged is a three-pronged strategy in the classroom:

- Ask students to record how confident they are about their answers on a 5-4-3-2-1 scale before and after classroom quizzes.
- Give students fast, accurate feedback on how they're doing – quizzes almost every day, immediately scored and returned.
- Have students process the feedback on the spot, including whether they were overconfident about what they'd learned. Students are required to rework at least two of their incorrect questions, write a sentence or two about an effective strategy, and demonstrate that they can solve a similar problem.

A randomized study showed significantly better performance by students using self-regulated learning, and anecdotal evidence from several universities shows similar gains. Students find the regimen annoying at first, but when they see the results it produces, almost all of them embrace it.

Sara Crosby, a composition instructor at City Tech in New York City, has become a big fan of self-regulated learning. "Once we focus on noticing and correcting errors in whatever writing strategy we're working on," she says, "the students just become junkies for feedback. They've found a language for talking about these things. When we talk about body paragraphs, instead of saying something vague like, 'It's not long enough,' they'll learn to say, 'There wasn't enough evidence,' or 'That anecdote didn't work.' And that's sort of thrilling."

Zimmerman says it's essential to help all students, not just those having difficulty, be more conscious and critical of the way they learn. "Errors are part of the process of learning," he says, "and not a sign of personal imperfection. We're trying to help instructors and students see errors not as an endpoint, but as a beginning point for understanding what they know and what they don't know, and how they can approach problems in a more effective way."

"How Students Can Improve by Studying Themselves" by David Glenn in *The Chronicle of Higher Education*, February 12, 2010 (Vol. LVI, #22, p. A1, A10, A12), no e-link available

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4. Getting Students to Self-Assess in Elementary Classrooms

In this *Kappan* article, Georgia State/Atlanta professors Gary Bingham, Teri Holbrook, and Laura Meyers argue that students should be much more involved in assessing their own learning and using the insights they gain to improve performance – even at the elementary level. “When modeled by the teacher in thoughtful ways,” say the authors, “self-assessment returns voice and ownership to students. In turn, the teacher is able to better support the changing needs of each student.”

So why isn’t there more student self-assessment in classrooms, given its powerful potential to improve achievement? First, because many teachers underestimate students’ ability to self-assess. Second, because most teachers believe it’s too time-consuming and not worth the trouble. Third, because some teachers misunderstand self-assessment and use ineffective methods like “thumbs up/thumbs down” to get students to signal their understanding or lack of understanding. This approach doesn’t work, say the authors, because it doesn’t tell much about students’ understanding, dispositions, or abilities.

The key to getting students to do high-quality self-assessment is to move them up the “ladder of metacognition” (Swartz and Perkins, 1989: 53):

- *Tacit use* – Students make decisions without much prior thought, for example, editing a piece of writing by drawing on a bank of knowledge about mechanics and usage.

- *Aware use* – Students’ decision-making process is conscious, for example, when they realize that good social scientists take observational notes and they emulate that practice.

- *Strategic use* – Students organize thoughts and actively employ strategies to reach decisions, for example, actively using rubrics, webs, maps, and outlines to improve the quality of their work.

- *Reflective use* – Students monitor their thinking throughout the decision-making process, can judge how they are doing, and make ongoing improvements in the quality of their work. The authors caution against using rubrics as mere checklists, suggesting that the highest level of self-assessment involves an ongoing dialogue with teachers, selecting assignments and projects, and justifying those selections. “All of these activities can be crafted as forms of self-assessment that go beyond checking a list or raising a thumb up in the air,” conclude Bingham, Holbrook, and Meyers. “Embedded in social relationships within a classroom, they address issues of positive self-perception, motivation, and achievement that make reflective self-assessment such a powerful practice in a young child’s education.”

“Using Self-Assessment in Elementary Classrooms” by Gary Bingham, Teri Holbrook, and Laura Meyers in *Phi Delta Kappan*, February 2010 (Vol. 91, #5, p. 59-61); this article can be purchased at <http://www.pdkintl.org>.

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5. Effective Use of Squishiest in a New York City School

In this *New York Times* article, Jennifer Medina describes Haven Academy, a K-2 charter school in the South Bronx designed to serve students in foster care and those under the watch of the Administration for Children’s Services. The school has a behavior specialist, a

social worker, a special-education expert, an operations manager who coordinates transportation to keep children in the school even when they move, and two teachers in every classroom. Still, it's challenging work. "There's no amount of math that a kid can be ready for if you saw your mother beaten, or if you were beaten or if you are constantly dealing with turmoil," says Bill Baccaglioni, director of the foster-care agency that opened the school two years ago.

Medina tells how a kindergarten boy named Marquis became so frustrated with reading that he crawled under a classroom table and then threw a chair across the room. He was brought kicking and screaming to the principal's office, where he promptly crawled under a chair. "It looks like he needs all three squishiest," said the school's behavior specialist, and the principal promptly produced the best tools in the school's arsenal – colorful rubber balls with dozens of tentacles. Handling and squeezing the squishiest has a remarkably calming effect on students in the midst of a meltdown. "It's O.K. to be upset," said the behavior specialist, "but you have to use your words. Your uncle is not going to be happy to hear about today. He likes to know when you have a really good day, and this is not one of those." A few minutes later, the boy was writing a letter of apology to his teachers, one hand tugging at a squishy in his lap.

Jessica Nauiokas, the principal, greets all students with a high-five or a hug in the morning and checks that they are wearing the school uniform – khakis and jewel-colored polo shirts (students who aren't wearing the uniform go to her office to find the right size from her supply). The school uses a "logical consequences" approach to mistakes and misbehavior. Each class has a take-a-break chair in a quiet corner where students can pull themselves together. "You can either freak out if you spill your milk or learn how to deal with it," says Nauiokas. "The same goes for any kind of mistake."

"An Oasis of Calm, for Young Lives That Need It" by Jennifer Medina in *The New York Times*, Feb. 7, 2010 (p. 29) <http://www.nytimes.com/2010/02/07/education/07foster.html>

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6. Criteria for Effective Service-Learning Programs

"Service learning creates a bridge of interaction and shared purpose that improves student learning and creates better schools and stronger communities," says James Kielsmeier in this *Kappan* article. About 24 percent of U.S. schools offer service learning options – 35 percent of high schools, 25 percent of middle schools, and 20 percent of elementary schools. Here are the National Youth Leadership Council's recommended standards for high-quality service learning:

- Meaningful service – It actively engages participants in helpful and personally relevant service activities.
- Curriculum links – It aligns with the school's learning goals and state content standards.
- Reflection – It includes plenty of challenging activities that get students thinking about themselves and their links to society.
- Diversity – It promotes understanding of diversity and mutual respect among participants.

- Youth voice – It provides youth with a strong role in planning, implementing, and evaluating their service experiences, with adult guidance.
- Partnerships – Community partners are collaborative, mutually beneficial, and address social needs.
- Progress monitoring – It engages participants in ongoing assessment of the quality of implementation and progress toward goals, and data are used for improvement and sustainability.
- Duration and intensity – It lasts long enough to address community needs and meet its goals.

“Build a Bridge Between Service and Learning” by James Kielsmeier in *Phi Delta Kappan*, February 2010 (Vol. 91, #5, p. 8-15); can be purchased at <http://www.pdkintl.org>. The standards from the National Youth Leadership Council are available at: http://www.nylc.org/pages-newsevents-news-K_12_Service_Learning_Standards_for_Quality_Practice?oid=6091

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7. The Penny Harvest Program in Action

In this *Kappan* article, Teddy Gross describes Penny Harvest, a service-learning program that his New York City organization has launched in about 1,000 elementary schools nationwide. Students collect pennies from their friends and neighbors and then work in classrooms to collect, sort, count, and graph them. Each participating Penny Harvest school strives to collect 25 thirty-pound bags of pennies – about \$1,000 in all. Then a committee composed of a boy and girl from each fourth- and fifth-grade class works with faculty advisors, identifies community needs by polling the whole school, and develops an action plan for distributing the money. In the process, teachers and students make connections to the math, reading, writing, and social studies curriculum.

Julie Cavanagh, the Penny Harvest coach in P.S. 15 in Brooklyn, New York, loves the program. “These children certainly qualify as being in need,” she says, “but they don’t think of themselves that way. They take their energy and focus it on people or animals or causes that they see as having greater needs than theirs. The kindergartners, especially, get very excited by the idea that they can help – that they actually have the power to do that.” In 2007, Cavanagh’s school chose to donate their pennies to environmental causes. They worked with the Prospect Park Zoo to protect endangered species, created a Green Festival at every grade level, and developed a wild bird habitat on school grounds. The work cost more than the school had collected, so the committee applied for mini-grants from local organizations, wrote letters to government and community leaders, and raised the balance of what they needed.

“Service Learning Builds Bonds to School for Young Learners” by Teddy Gross in *Phi Delta Kappan*, February 2010 (Vol. 91, #5, p. 24-26); purchase at <http://www.pdkintl.org>.

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8. The N-Effect in Classroom Dynamics

In this *ED Magazine* article, Lory Hough reports how University of Michigan professor Stephen Garcia and Harvard Law School graduate Avishalom Tor became intrigued with a study showing that the greater the number of students taking the SAT at a particular testing site, the lower their scores. Garcia and Tor did two studies and found that it wasn't crowded conditions, noisiness, or other factors that caused this drop-off.

In one study, they asked undergraduates to complete a short timed quiz with easy questions. One group was told they were competing against 10 others; the other was told they had 100 competitors. The first group completed the test faster. In another study, students were asked how hard they would run in a race with 50 contestants versus 500. Those in the 50-person race said they would try much harder and run the fastest race of their lives.

It appears that when people are in competitive situations, they do less well when they believe they are competing against a larger, versus a smaller, number of other students. There is one other factor: people who don't make a habit of comparing themselves to others are not affected by the "N-effect"; they try about the same no matter how many competitors there are.

Garcia and Tor believe this has implications for the debate on class size. The usual assumption is that lower class sizes are desirable because students get more individual attention. The N-effect research suggests that smaller classes lead most students to try harder. It also suggests that teachers with larger classes may have to work harder and smarter to get the same student achievement as teachers with smaller classes.

"No Strength in Numbers" by Lory Hough in *ED Magazine*, Winter 2010 (Vol. LIII, #2, p. 14); the full study, "The N-Effect: More Competitors, Less Competition" was published in *Psychological Science*: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1307223

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9. Redefining the Role of the School Library in the Information Age

"We've gone from being a guide in an information desert to a guide in an information jungle," says Minnesota school library media/technology director Doug Johnson in this *Education Week* article by Katie Ash. Joyce Kasman Valenza, a Pennsylvania library specialist, argues that libraries are no longer "grocery stores" where students pick up ingredients but "kitchens" where they have the resources they need to create a finished product. Texas school library director Carolyn Foote agrees: "Students are producing all sorts of products – YouTube videos, PowerPoint presentations, online slide-shows, podcasts," she says, "and so as librarians, we need to have the skills to work with all those different formats and help students learn how to produce in those formats."

Is a physical school library still necessary, given widespread access to the Internet? Most school library experts say it is, but argue that libraries need to enhance their traditional focus with 24/7 access for students from their home computers. "You have to have a Web site that's interactive and user-friendly," says Foote. "There needs to be lots of ways to reach [the library], either through instant messaging or texting or e-mail." This suggests that the library should become a "learning commons" – a collaborative, project-based center where students

can share their work with parents, peers, and teachers and where the librarian reaches out to the entire staff with information, pertinent information, and insights about teaching and learning.

“School Libraries Seek Relevance Through Virtual Access” by Katie Ash in *Education Week*, Feb. 10, 2010 (Vol. 29, #21, p. 10-11), <http://www.edweek.org> for subscribers only

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10. Problems with Requiring Algebra in Middle School

In this *Education Week* article, Debra Viadero reports that the push to get all students to take algebra, which is rightly seen as the gateway to higher math, has run into a few speed bumps. Researchers in Arkansas, Texas, Chicago, and the Brookings Institution have found disappointing results for students who had weak preparation in previous grades. “Simply sticking students in courses without preparing them ahead of time for the class does not seem to work as an intervention,” says Chrys Dougherty, the author of the Arkansas/Texas study. “It seems to work with adequately prepared students, but not for the most challenged students.”

One idea being tried in a number of districts, including Chicago and Garden Grove (CA), is a double dose of algebra for eighth graders – a regular algebra class and an additional “support” class – coupled with professional development for the teachers. There is some evidence that this produces better results. It’s important, of course, to keep the content of algebra courses from being diluted. “If you take what’s called algebra class, and you look at the actual distribution of allocated time, you find that many of those teachers spend a very large portion of that year on basic arithmetic,” says William Schmidt of Michigan State/East Lansing.

And of course better preparation in the early grades helps enormously. “No one has figured out how to teach algebra to kids who are seven or eight years behind before they get to algebra, and teach it all in one year,” said Tom Loveless, author of the Brookings study.

“Early-Algebra Push Seen to Be Flawed” by Debra Viadero in *Education Week*, Feb. 10, 2010 (Vol. 29, #21, p. 1, 14), <http://www.edweek.org> for subscribers only

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11. Short Items:

a. A powerful film about a Paris classroom – *The Class* is a French film (subtitled) about a multi-ethnic Paris junior-high-school classroom and its teacher, chronicling their ups and downs through an entire school year. The movie won the Palme d’Or at Cannes. Although it is fictional, it stars an actual teacher, François Bégaudeau, and is based on a book he wrote about his classroom experiences. In a laudatory review in *The New Yorker*, David Denby said that the teacher “finds himself in the contradictory position of liberal authority: he demands that the students not mope around in a recessive funk and instead become their authentic selves. But then, empowered by his attention, they challenge his control of the class... In all, *The Class* is a prime document of French post-colonial blues, though its relevance to American urban education could not be any greater if it had been made in the Bronx or Trenton or South

Los Angeles. I would be surprised if this brilliant and touching film didn't become required viewing for teachers all over the United States."

A suggestion: watch the DVD and then score the teacher using my evaluation rubrics: <http://www.marshallmemo.com/articles/Kim%20Marshall%20Teacher%20Eval%20Rubrics%20Jan%202010.pdf>. I found that there was enough information in the film to evaluate almost every category (the teacher was less than effective in most respects), and it took only twenty minutes.

"The Current Cinema" by David Denby in *The New Yorker*, Dec. 22, 2009:
http://www.newyorker.com/arts/critics/cinema/2008/12/22/081222crici_cinema_denby?currentPage=2
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b. More on Merit Pay – This article in *ED Magazine* by Elaine McArdle provides a detailed analysis of the pros and cons of this hot topic:
http://www.gse.harvard.edu/blog/news_features_releases/2010/01/right-on-the-money.html

"Right on the Money?" by Elaine McCardle in *ED Magazine*, (Vol. LIII, #2, p. 16-21)
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c. Black History Month – These websites have ideas for incorporating African-American history into the curriculum this month and throughout the year:
http://www.educationworld.com/a_special/black_history.shtml and
<http://www.kn.pacbell.com/wired/BHM/index.html>.

Spotted in "Bulletin Board", *Principal Leadership*, February 2010 (Vol. 10, #6, p. 6)
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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.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 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 about 50 issues a year).

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Catalyst Chicago
Chronicle of Higher Education
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
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
Teacher Magazine (online)
Teachers College Record
The Atlantic Monthly
The Language Educator
The New Yorker
The Reading Teacher
Theory Into Practice
Tools for Schools/The Learning Principal