Marshall Memo 58

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 18, 2004

In This Issue:

Quotes of the Week

"Administrators who have never failed have never tried."
Rodney Logan (see item #1)

"For many students, the major problem with word problems is the words!"
Char Forsten on math word problems (see item #7)

"Learning to write means learning to speak out, to make one's voice heard in the great human conversation."
Randy Bomer (see item 11)

"I want them to become Bravehearts of the written word."
Tom Romano in *Educational Leadership*, October 2004, p. 20

1. Marine Corps Suggestions for School Leaders

A New Jersey high-school teacher took the principles taught in the U.S. Marine Corps small-unit leadership course and adapted them for school administration:

• *Be technically proficient*. Know the ins and outs of scheduling, budgeting, building maintenance, etc.; even though you may not handle the details of these areas, you need to have enough technical knowledge to understand the time constraints, methods, procedures, and effort involved.

• *Don't be thin-skinned*. You should be open to constructive criticism from teachers, students, parents, and others.

• *Get to know staff informally*. You can learn far more by chatting with teachers and others in less formal venues outside your office.

• *Communicate your thinking*. You can't always involve people in decisions, but folks should know the thought process behind what you are doing.

• *Walk the talk*. "Respect is never automatic; it must be earned." A principal's actions, appearance, and words must set an example.

• *Follow up*. Assigning a task is just the beginning. Ask for the finished product, avoid micromanaging, and hold people accountable.

• *Build teamwork*. Use professional development time to have staff work together on common goals and projects.

• *Don't dither*. Make a rapid assessment of the situation and arrive at a sound decision quickly. Saying "Let me get back to you" may be a sign of wisdom but more often it's a sign of vacillation that erodes confidence in your leadership.

• *Reach out.* People will implement decisions better if they're given a chance to have input – and if they are given credit for their contributions.

• *Know staff strengths and weaknesses*. Play to strengths.

• *Be a stand-up leader*. If something goes wrong, don't try to blame others. "Administrators who have never failed have never tried. The best leaders acknowledge their mistakes and take corrective actions to reduce the possibility of similar mistakes in the future."

"Leadership Lessons from the Marines" by Rodney Logan in *Principal* Magazine, November/December 2004 (Vol. 84, #2, p. 47-49), no e-link available

2. Wyoming's Innovative Approach to Standardized Testing

The state of Wyoming has just signed a contract with Harcourt Assessment, Inc. combining traditional accountability measures with test data usable at the

classroom level during the school year. James Popham, a UCLA testing expert who has been critical of many states' testing programs [see Marshall Memos 6, 40, 41, and 52], praised Wyoming's plan, calling it "a remarkably bold attempt to devise No Child Left Behind tests that provide accurate accountability evidence, yet at the same time nurture improved classroom instruction."

The main features of the Wyoming plan, which will be piloted this spring and fully implemented in 2006, are:

- Reading, writing, math, and science curriculum and big ideas have been narrowed to a manageable amount by committees with teacher members.
- Teachers will get detailed descriptions of the slimmed-down learning expectations, along with how they will be assessed and sample test items.
- Test results will be correlated with standards and focus areas so they are more useful for instruction.
- Districts have the option of giving semester as well as end-of-the-year tests.
- Districts will also have access to formative tests that teachers can give at any point in the year, with rapid turnaround of results to guide instruction (these "Learning First" tests are also being piloted in Arizona, Florida, Ohio, Texas, and Virginia).

"Wyoming Signs Innovative Test Contract with Harcourt Assessment" by Lynn Olson in *Education Week*, October 13, 2004 (Vol. 24, #7, p. 20)
http://www.edweek.org/ew/articles/2004/10/13/07wyoming.h24.html

3. A Test-Plus Approach to Earning a High-School Diploma

Ronald Wolk, founding editor of *Education Week*, has been a strenuous critic of high-stakes testing that determines high school graduation. In this article, he proposes an alternative: a point system that gives students credit for test scores and several other kinds of high-school accomplishments. Passing the test would not be enough to earn a diploma. Here is what students would earn with accumulated points:

135-116 points = graduation with high honors
115-100 points = graduation with honors
99-80 points = graduation
<80 points = no diploma

Students would earn points according the following formula:

40 points for passing the mandated state or district exit test
20 points for an A grade-point average

15 points for a B grade-point average
10 points for a C grade-point average
5 points for a D grade-point average
0-25 points for personal work (e.g., an exhibition in science or the arts), class participation, and overall behavior (an average of two teachers' assessments)
10 points for having fewer than five unexcused absences
0-25 points for participating in and excelling in extracurricular activities. Students would get 15 points for participating in two or more activities, up to 5 additional points on the recommendation of the activity's advisor or coach, and another 5 points for an award received in the activity (e.g., an athletic letter or a writing prize).
0-15 points for volunteer work in the community (based on the assessment of the adult supervisor)

"Multiple Measures" by Ronald Wolk in *Education Week*, Oct. 13, 2004 (Vol. 24, #7, p. 38) http://www.edweek.org/ew/articles/2004/10/13/07wolk.h24.html

4. The Male-Female Gender Gap in Science and Math Jobs

Why do women make up only 19 percent of science, engineering, and technology jobs and get only 16 percent of computer science degrees? Is this gender gap caused by innate biological differences? Two Massachusetts researchers combed the literature and say emphatically that genes are *not* the reason. So what explains this massive gender gap? Is it because young women find non-scientific jobs in journalism, medicine, or law more interesting and challenging? Or are they being steered away from technical careers by social expectations?

Studies have shown that in fourth grade, girls like math just as much as boys. But the following year things begin to change drastically: between fourth and twelfth grade, the percentage of girls who say they have had enough of math goes from 9 percent to 50 percent. Parental attitudes undoubtedly explain pat of this shift in attitudes: one study found that parents are more likely to attribute a boy's success in math to "natural talent" and a girl's success to hard work. Girls are conditioned to see math and science as subjects that boys are better at and more suited to and buy into the notion that girls don't belong in these fields. The more they accept these ideas, the less likely they are to take upper-level math and science courses in high school and college and pursue math and science careers.

Upper-elementary and secondary teachers can be highly influential counteracting these trends. The authors say that teachers need to look into their own beliefs and see if they have accepted the stereotypes. "Teachers can help undo this straitjacket," they write, "by understanding how the stereotype works. For a girl to develop a positive attitude towards math, she has to unlearn the male=math connection. As a female, she has to realize that there is nothing 'gendered' about math. She has to build a new female=math connection. And that isn't easy. But teachers can be the architects of such a new model by stressing the fact that girls are no inferior to boys in math ability, and that they are as likely to succeed in math careers as males are."

The current pattern can be changed. Canegie Mellon University did aggressive outreach and raised the percent of women in their incoming science class from 7 to 40 percent in five years – a 600 percent increase. "But this kind of progress won't be widespread," conclude the authors, "until we stop believing that males are innately superior at math, much as we have stopped believing that the earth is flat."

"The Persistence of Gender Myths in Math" by Rosalind Chait Barnett and Caryl Rivers in *Education Week*, October 13, 2004 (Vol. 24, #7, p. 39)
http://www.edweek.org/ew/articles/2004/10/13/07barnett.h24.html

5. Using Math Understanding to Scope Out Students' Errors

Deborah Loewenberg Ball, a math education professor at the University of Michigan, confesses that when she taught grade school, she didn't know much math. Teaching long division, she taught the standard algorithm, but students kept forgetting because they had no understanding of what they are doing. Without explanations, says Ball, "all you can do is keep saying, 'Bring down the zero.'"

Since then, she has done extensive research and videotaping in elementary math classrooms and found that diagnosing student errors and teaching for understanding is a not an area of strength for many teachers. "You start realizing that no matter how you teach, kids make mistakes and teachers who can't figure out what kids are doing are really ill-prepared to do the work," says Ball.

When teachers *do* understand basic math concepts, their students understand the math and get higher scores on standardized tests. Ball found that teachers' understanding is more important than how many minutes per day they spend teaching math, whether they are certified, or whether they have taken extensive math or math teaching courses. And this type of deeper math understanding, Ball found,

was independent of other teacher characteristics like classroom management skills and general intelligence. In other words, any teacher can learn it.

Ball believes that it's not enough for teachers to take standard math training and learn about children's developmental stages. Her research has found that teachers need to know how to *apply* mathematical knowledge quickly and in ways that make sense to students. For example, when a student uses an unorthodox way of multiplying 25 times 35 and still gets the right answer, the teacher needs to figure out immediately whether the student's method will work in other situations – or was pure luck. Below are three possible ways of solving this problem. What do you think?

A.
```
 35
x25
125
75
875
```

B.
```
 35
x25
175
700
875
```

C.
```
 35
x25
 25
150
100
600
875
```

The biggest mistake is to tell students to use the standard approach to multiplication; then they get the message that they aren't supposed to *think* in math classes.

Ball believes that it is critical for teachers to pinpoint the source of students' errors on the spot, translate standard math definitions into plain English that students can understand, and come up with assessments that tell whether students are "getting it" at every stage of instruction, not just making lucky guesses.

"Teaching Mathematics Requires Special Set of Skills" by Debra Viadero in *Education Week*, October 13, 2004 (Vol. 24, #7, p. 8)
http://www.edweek.org/ew/articles/2004/10/13/07mathteach.h24.html

6. Challenges Implementing New Math Programs

New-wave programs like Connected Math pose a number of challenges that can derail implementation in schools. Here is one principal's list and his suggestions for dealing with them:

- *New vocabulary* – Students with weaker literacy skills struggle with the programs' language; they need explicit instruction in the vocabulary and concepts.
- *New pedagogy* – The classroom approach is new to many teachers, and they need support teaching a new way of talking about math and managing small-group activities to maximize learning and minimize horseplay.
- *Baffled parents* – Many parents who were taught the "old way" cannot help their children with new materials; homework needs to be supplemented with

explanations [or devoted mostly to drilling more traditional skills].

• *Sufficient time* – These programs require much more than 45 minutes a day, and time needs to be scheduled in, preferably in uninterrupted blocks.

• *Basic skills* – The emphasis on concepts can shortchange addition, multiplication, etc. unless teachers make a point of getting to them in class or in homework.

"A New Approach to Math in the Middle Grades" by Paul Lowe in *Principal* Magazine, November/December 2004 (Vol. 84, #2, p. 34-39), no e-link available

7. Helping Students Master Math Word Problems

"For many students, the major problem with word problems is the words!" says Char Forsten, a New Hampshire staff developer. She suggests these steps to improving students' skill with word problems:

• *Create a classroom environment conducive to math and problem-solving*. This includes hands-on manipulatives, visuals that link math to the real world, photos relevant to the unit being taught, math word walls, and the message "Math Counts!"

• *Give students daily mental math activities*. Fast-moving whole-group or small-group math warm-ups help students build automaticity in math vocabulary, concepts, and skills – very helpful when it comes to solving word problems.

• *Make problem-solving fun*. One idea: having student "interns" make "doctor rounds" to earn a PsD. (Doctor of Problem-Solving) by diagnosing a word problem as a doctor would a patient – looking at "symptoms" (math vocabulary and essential number) and deciding how to "operate" (proceed to get the right answer).

• *Teach students how to read word problems*. Math word problems have a different structure than other reading, and students need explicit instruction on how to attack them, including using graphic organizers to list steps and Post-It Notes to highlight key information.

• *Start easy*. Student need to build their confidence with problems that are within their skill set and gradually work up to more challenging and complex problems.

• *Use a step-by-step approach*. To prevents students from being overwhelmed by word problems, they need to learn how to attack them one step at a time, turning them into simple graphics (see example below).

• *Teach specific strategies*. These include "guess and check," "work backwards,", and "draw a picture."

• *Practice a lot*. Students should work on word problems every day.

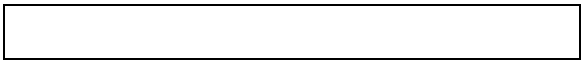
Here is a sample word problem from Singapore Math, a program that is strong in applying these lessons:

Mrs. Smith had 200 stamps in her collection. She gave three-fourths to her granddaughter and half of the remainder to her neighbor. How many stamps does Mrs. Smith have left in her collection?

Step 1 – Break the problem down into small pieces using pictures.

Mrs. Smith had 200 stamps in her collection:

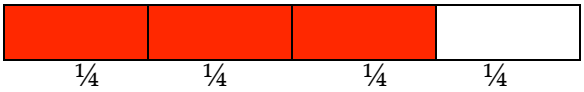
200 stamps



Step 2 – Continue breaking down the problem. labeling the bar with new information:

"She gave three-fourths to her granddaughter:

200 stamps



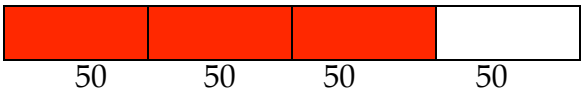
Step 3 – Use mental math to find the value of each segment:

Half of 200 is 100 and half of 100 is 50.

Therefore, each segment is 50 stamps.

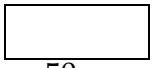
So she gave 150 to her granddaughter.

200 stamps

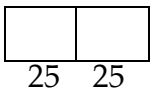


Step 4 – Continue to break down the problem:

"…and gave half of the remainder to her neighbor. The remainder is 50.



Half of 50 is 25.



So Mrs. Smith gave 25 stamps to her neighbor.

Step 5 – The solution: Mrs. Smith had 25 left in her collection.

"The Problem with Word Problems" by Char Forsten in *Principal* Magazine, November/December 2004 (Vol. 84, #2, p. 20-23), no e-link available

8. What to Look for in a Math Program

For elementary school students to be mathematically proficient, argues a Virginia education professor in *Principal* Magazine, they must be strong in:

- *Understanding* – comprehension of math concepts, operations, and relations;
- *Procedures* – being able to carry out math procedures with fluency, flexibility, accuracy, and efficiency;
- *Problem-solving* – being able to formulate, represent, and solve math problems;
- *Reasoning* – being able to think logically, reflect, explain, and justify;
- *Attitude* – seeing math as sensible, useful, and worthwhile and having confidence that if they work hard they will become proficient.

To have a first-rate math program that accomplishes all this, principals should work on five key areas:

• *Make sure teachers know elementary math content.* For example, do teachers know the skills and concepts students need in order to understanding subtraction with regrouping? The author draws an analogy to the knowledge that a good taxi driver has of a city, so if a street is blocked off, he or she knows another route. Teachers need on-going professional development to get to this level.

• *Identify the math that students need to know.* State and district learning expectations are a subset of what's in the textbooks, and teachers need to be reassured that they do not have to cover everything in the textbook or program, only what is aligned with state standards. Schools need to create a lean, manageable, non-repetitive sequence of expectations for each grade.

• *Use the most effective classroom methods.* Are teachers going beyond disjointed skill drill and having students work on math problems, use hands-on materials, gather and analyze data, listen to explanations, read text, and defend positions?

• *Constantly check to see if students are learning.* Teachers should be constantly checking for understanding, collecting evidence of students' grasp of essential skills and knowledge, analyzing interim student achievement data, targeting instruction on weak areas, and getting help to struggling students.

• *Meet the needs of struggling and high-achieving students.* An essential step is doing an item analysis of pre-tests and formative tests and identifying weak areas and students who have already mastered the material.

"Five Questions Principals Should Ask About Their Math Programs" by Patricia Moyer-Packenham in *Principal* Magazine, November/December 2004 (Vol. 84, #2, p. 12-18), no e-link available

9. Marilyn Burns on Using Writing in Math Classes

Math guru Marilyn Burns confesses that she chose mathematics as an undergraduate major partly to avoid writing papers. But she has since become a staunch advocate of infusing writing into mathematics. "Writing in math class," she says, "supports learning because it requires students to organize, clarify, and reflect on their ideas – all useful processes for making sense of mathematics. In addition, when students write, their papers provide a window into their understandings, their misconceptions, and their feelings about the content they're learning."

But writing in math classes is different than it is in language arts and social studies: polishing and "publication" are not the goal; it's *what* students write that counts, not *how* they write it.

Burns gets her math students writing in four ways:

• *Keeping journals or logs* – These are ongoing records of what students are doing and learning in math class, kept in notebooks or folders (and not taken home until the end of the year). Students might be prompted with questions like: Write about what you did in class. What did you learn? What are you unsure about, confused by, or wondering about? Describe what was easy and what was difficult for you. Explain why Raul's answer made sense. Write about why Kaisha and Robert disagreed.

• *Solving math problems* – Burns has students "think aloud on paper" as they work their way through problems, telling why their solution (or someone else's) makes sense. Even if students are working in cooperative groups, she has each student do his or her own writing.

• *Explaining mathematical ideas* – Once in a while, Burns has students write an essay about a math concept to see what they understand – for example, asking fourth graders to write about how multiplication and division are alike and different or asking fifth graders in the middle of a unit on fractions to write about "What I know about Fractions So Far" (with the second topic, Burns stumbled across an important misconception: one student thought 1/32 was the smallest fraction possible).

• *Writing about learning processes* – For example, students might be asked to write about their favorite and least favorite activities in a math unit – or the qualities of a good problem-solving partner.

From years of experience, Burns has the following pointers for incorporating writing in math classes:

- Establish a purpose for writing in math class.

- Establish yourself (the teacher) as the audience.
- Ask students to include details and to explain their thinking as thoroughly as possible, using words, numbers, and pictures.
- Have students discuss their ideas with other students before writing.
- Post useful math vocabulary around the room as it comes up in teaching and discussions.
- Write a prompt on the board to get students started (e.g., I think that the answer is ----. I think that because ----.).
- Give individual help if needed, asking them, "What do you think? What's one idea that you have? What do you remember about what others said?).
- Have students share their writing in pairs or small groups.
- Use students' writing in subsequent instruction.
- Use student papers to assess how a unit went. How did they respond to a particular lesson? Was the experience accessible to all? Did it interest or challenge high-achieving students? Do students need additional teaching?
- Keep students' work in an individual folder.

"Writing in Math" by Marilyn Burns in *Educational Leadership*, October 2004 (Vol. 74, #2, . 30-33), no e-link available

10. The Argument for Putting Writing Before Reading

In this lead article in *Educational Leadership*, Peter Elbow makes an intriguing case that writing should *precede* reading in the primary grades and be used before many reading and thinking activities at all levels. He notes that primary-grade children scribble and write before they can read and are often able to read exactly what they have written. "Very young children can write before they read," he asserts, "can write more than they can read, and can write more easily than they can read – because they can write anything they can say."

Elbow notes that writing is active (versus passive filling of their brains with knowledge) and is the best way to get students more engaged as learners. If they begin by writing (and have their early work "published" and bound), there are distinct advantages: "Once this door is opened, teachers find that it helps teach reading. The process of writing helps children comprehend written language and control letters and texts, an understanding that they need for reading. Children no longer think of books as something impersonal – like an arithmetic workbook – written by a corporate, faceless "they." They realize that books are the products of

people like themselves trying to communicate with other people like themselves."

Elbow advocates having students write before they read or tackle any new material. "Students invariably read better if they write first," he says. "Even if the topic is scientific, factual, or technical, and students know little or nothing about it, I tell them, 'Write your hunches about this topic – even your fantasies. What do you *wish* were true?'" After writing their conjectures, students pay more attention to what the author says and are curious to see if their guesses were accurate. If they jot impressions as they read, they have a deeper understanding of what the author is saying – and also what they think about it as the ideas sink into their own heads.

"Writing First!" by Peter Elbow in *Educational Leadership*, October 2004 (Vol. 62, #2, p. 8-13), no e-link available.

11. Writing for a Social Purpose

"Learning to write means learning to speak out," says Randy Bomer in this *Educational Leadership* piece, "to make one's voice heard in the great human conversation… Empowering students to project their voices into the world, for real purposes and to real effect, is the ultimate goal of both language arts and social studies." Bomer has the following suggestions to get students doing this kind of writing – and becoming more engaged in their school work.

- *Have students carry a writer's notebook*. He has his students (from third grade to twelfth) carry around a notebook to write thoughts about what they are thinking and observe in school, on the street, at home, in the news (for example, a mother being harsh with her child in the supermarket). The notebooks help students get in the habit of being reflective and give them a rich storehouse of ideas for projects.
- *Establish a conducive classroom climate*. This includes ground rules on speaking freely, respecting others' opinions, etc.
- *Form coalitions and action plans*. Bomer has students form groups with other students who have similar interests so they can work as teams.
- *Keep the focus on writing*. Bomer suggests making the civic action project a written one (versus a service project) to get the biggest possible writing benefit from it. They might include posters, pamphlets, web sites, letters to the editor or congressional representative, editorials, opinion papers, surveys, petitions, etc.

"Speaking Out for Social Action" by Randy Bomer in *Educational Leadership*, October 2004 (Vol. 74, #2, . 34-37), no e-link available

12. Replacing Fear of Writing Grades with Ownership for Improvement

In this article, two Connecticut literacy consultants assert that giving letter grades to student writing is counterproductive, and share their recommendations for improving instruction and assessing writing:

• *Create a grade-free zone*. When students get a grade on their writing, they think it's done and are usually unwilling to spend any more time polishing it. It's much more effective to give students specific feedback and the chance to improve each piece of writing through several drafts.

• *Have students set writing goals*. Students should be asked to set *product* goals (for example, finishing a newspaper article) and *process* goals (for example, writing an effective "lead"). Students should revisit their goals during a unit or semester and evaluate progress.

• *Use a common language for what quality writing looks like*. The authors recommend the six-trait model for assessing writing. These are the traits:

- Ideas (details, development, focus);
- Organization (internal structure);
- Voice (tone and attention to audience);
- Word choice (precise language and phrasing);
- Sentence fluency (correctness, rhythm, and cadence);
- Conventions (mechanical correctness)

• *Provide exemplars of proficient writing*. The rubric comes alive and students have a clear idea of what is expected when they can look at actual examples of other students' writing at different levels of proficiency. An exemplar becomes even more vivid when it is broken down so students can see visually its different components.

"Going Beyond Grades" by Natalia Perchemlides and Carolyn Coutant in *Educational Leadership*, October 2004 (Vol. 62, #2, p. 53-56), no e-link available

13. Markets for student writing

Educational Leadership compiled this list of publications and contests that can serve as outlets for exemplary student writing:

• *Creative Kids* – a quarterly literary magazine that publishes poetry, stories, editorials, plays, and songs (age 8-14): P.O. Box 8813, Waco, Texas 76714

• *Stone Soup* - a literary magazine of writing and art (up to age 13) published six times a year: http://www.stonesoup.com/index.html

• *Word Dance* – a quarterly magazine of children's writing, including narratives about travel and haiku (K-8th grade): http://www.worddance.com

• *New Moon* – a magazine of writing by girls and women on the experience of being a girl. Topics include girls in history, body awareness, and experiences with sexism (age 8-14 - pays for accepted pieces). http://www.newmoon.org

• *The Writer's Slate* – published three time a year, featuring poetry and prose by students and teachers (K-12th grade): Contact Sally McNerney, 7619 Hemlock St., Overland Park, Kansas 66204.

• *Potato Hill Poetry* – a web site that publishes student poems (grades 1-12): http://www.potatohill.com/contest.html

• *Teen Ink* – a magazine written exclusively by teenagers, publishing poems and stories and review of Web sites and colleges and other teen-friendly genres (age 13-19). Contact P.O. Box 30, Newton, MA 02961.

• *What If: Canada's Fiction Magazine for Teens* – a bimonthly magazine featuring creative writing and articles geared to teens (age 12 and up, from any country): http://www.whatifmagazine.com

• The America Library of Poetry hosts an annual contest for students in grades 4-12. Contact http://www.libraryofpoetry.com

• Creative Communication hosts a "Celebration of Poets" with divisions for every grade. Contact http://www.poeticpower.com

"Markets for Student Writing" by Naomi Thiers in *Educational Leadership*, October 2004 (Vol. 62, #2, p. 92), no e-link available

14. Short Items:

a. Math Basics - Here's a succinct summary of the key ingredients in elementary math from two midwestern math experts:

• Students need to make sense of: number, distance, angle, quantity, proportion, part-whole, rotation, location, speed, time, size, area, volume, what must be, what might be, and what cannot be.

• These concepts are all basic to making sense of the world around us by: explaining, justifying, predicting, comparing, conjecturing, representing, inventing, classifying, ordering, and inferring.

"What's Basic in Mathematics?" by Thomas O'Brien and Ann Moss in *Principal* Magazine, November/December 2004 (Vol. 84, #2, p. 25-27), no e-link available

b. Election website correction – Last week's Marshall Memo item had a website that did not work. The Lesley University site with lesson plans and other resources on the election is http://www.lesley.edu/election04 . Another site with election material is at the University of Missouri: http://www.lessonplanspage.com

"Lesson Plans on Elections Are Online" by Sean Cavanagh in *Education Week*, Oct. 13, 2004 (Vol. 24, #4, p. 12) http://www.edweek.org/ew/articles/2004/10/13/07tl-1.h24.html

c. An instructional writing rubric – This article makes a distinction between an *assessment* rubric for scoring writing and an *instructional* rubric to help students improve their writing during the writing process. If you click on the link below, you will be able to see a sample 6-trait rubric for a student assignment that involved conducting a mock interview with a historical figure.

"The Writing Rubric" by Bruce Saddler and Heidi Andrade in *Educational Leadership*, October 2004 (Vol. 62, #2, p. 48-52)
http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed_lead/index.html

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

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This weekly memo aims to keep busy principals and other educators very well-informed on important research and ideas in K-12 education. Kim Marshall, drawing on 35 years of experience as a teacher, principal, central office administrator, coach of principals, and writer, acts as "designated reader." Kim searches through 39 publications the week they come out, chooses the articles that are most relevant and useful to improving teaching and learning, and summarizes them in a brief e-mail. Some ideas will be familiar, reinforcing what readers already know; others will be new and genuinely thought-provoking.

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Publications covered:

(those read this week are underlined)

American Education Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
Curriculum/Education Update (ASCD)
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Education Review
Journal of Staff Development
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teacher Magazine

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