Marshall Memo 471

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 4, 2013

In This Issue:

Quotes of the Week

"Does the Internet make people lonely, or are lonely people more attracted to the Internet?"
Stephen Marche (see item #6)

"History is not boring. More important, it is relevant to the lives of every student, but none more than our most disadvantaged. Rather than teaching it as a series of eye-glazing events, it should be presented in a way that affords students the opportunity to delve in; question; and, above all, see in history's unfolding, how we, the people, have traveled from there to here; and how that journey is relevant to all of us."
Vicky Schippers in "Let's Overhaul How We Teach History" in *Education Week*, Jan. 30, 2013 (Vol. 32, #19, p. 25), no free e-link available

"[G]ood teachers don't *give* a good education to students; they provide experiences that facilitate and motivate youngsters to educate themselves through trial and error, success and failure."
Steven Landfried (see item #4)

"Making school or life easy for students shows confusion in our understanding of what responsibilities properly go with adult and student roles in school."
Steven Landfried (*ibid*.)

"We can't teach children about healthy sexual activity by remaining silent. We can't prepare them for dealing with inappropriate adults by being quiet. We can't make schools safe places for all children without speaking up for all of them."
Joan Richardson in "OK with Discomfort", her editor's note in *Phi Delta Kappan*, February 2013 (Vol. 94, #5, p. 4), www.kappanmagazine.org

1. Stopping Adult Sexual Misconduct in Schools

"Educators can prevent much of the sexual misconduct in schools if they know how to recognize and respond to suspicious patterns and if administrators enforce an environment of high expectations for behavior," says Charol Shakeshaft (Virginia Commonwealth University) in this *Kappan* article. She quotes studies showing that nearly seven percent of students (about 3.5 million) report having experienced physical sexual contact from an adult in school, usually a teacher or coach. Sexual misconduct that doesn't involve touching (e.g., sexual talk, sharing pornography, exhibitionism) brings the total number of abuse victims to 4.5 million children.

Shakeshaft says that when she talks to adults in a school where an abuser has been arrested, many admit that they suspected something but weren't sure, so they didn't say anything. "If I reported and I was wrong, I would have ruined the life of another teacher," they say. What she doesn't hear people saying is, "If I didn't report and this person had abused, I'd have ruined the life of a student."

Shakeshaft quotes University of New Hampshire abuse expert David Finkelhor on the four preconditions of educator sexual misconduct:

- The adult is motivated to sexually abuse a child. There are two types: the fixated abuser (about 1/3 of cases) and the opportunistic abuser (about 2/3).
- The adult must overcome both internal and external inhibitions against abuse.
- The adult must have an opportunity to engage in sexual activity.
- The adult must overcome the child's resistance.

The key for administrators is knowing the patterns and intervening early. Fixated abusers are most often popular, well-regarded male teachers in elementary and early middle grades who identify a vulnerable boy and begin grooming him: they have him stay after school for extra help, give him small gifts, contact the parent (usually a single mother), visit the home and build trust, start taking the boy to special places like ball games, fishing, and camping, escalate touching, and finally engage in sexual abuse. Other fixated abusers choose a high-performing female student, make her class monitor or class helper, tell her she's more capable than others, compliment her maturity and have her stay after school, continue to flatter and charm, begin touching, and escalate to sexual abuse. Fixated abusers work hard at being likable and when they are accused, colleagues and parents often rally around them and authorities tend to discount accusations.

Opportunistic abusers, more common in secondary schools, tend to be emotionally arrested, operating at a teenage level. They spend a lot of time around groups of students, want to be seen as hip or cool and act as though they are part of the crowd. They comment on

attractive students, saying they are hot or sexy, and their conversations with students are often inappropriately personal. As they get closer and closer to a chosen student, they often believe they are in a romantic relationship.

"No screening devices will identify a fixated abuser nor is there a treatment that will change the sexual desire of a fixated abuser," says Shakeshaft. "But schools can create an environment that discourages child sexual abusers. This is true for both fixated and opportunistic offenders." Here are the key elements of prevention:

• *Clear, tough policies* – It's important that children know what sexual abuse is and have clear instructions on resisting, escaping, and reporting. But student skills are not a substitute for adult responsibility, says Shakeshaft: "Good policies and procedures, annual training, clarity about boundaries, parent awareness, and staff vigilance – these all work to minimize abuse… Policies should stress that any report, rumor, or suspicion of sexual misconduct must be reported to responsible authorities." Making consequences clear (arrest, prison, loss of teaching license) goes a long way to deterring abuse. So does exposing common thinking errors common among abusers: *She wanted me to do those things to her. I'm helping him grow up. She flirted with me. He knew what he was doing. He liked it. She wanted it.*

• *Careful hiring* – Few sexual abusers have a criminal record, so reference calls to listed references (and others not listed) are important, including direct questions about allegations of sexual misconduct.

• *Environmental monitoring* – "Safe schools are places where administrators and teachers know what is happening in the next classroom, down the hall, and before and after school," says Shakeshaft. Classroom doors should have glass windows that are never covered, and locked classrooms, storerooms, and teacher offices need to be secured and checked. Administrators should also monitor the behavior of emotionally needy teachers who spend most of their free time with students or give students rides in their cars.

• *Training and education* – "Training must be done with all staff – professional and nonprofessional workers – as well as with students and parents, and the training must be repeated annually," says Shakeshaft. The training must make clear the reporting responsibilities of all staff members and their immunity from prosecution for reporting in good faith, even if they're mistaken. And of course policies need to appear in staff handbooks and communication to parents.

• *Consistent messaging* – "Most students and staff members believe that districts won't do anything about sexual misconduct," says Shakeshaft. This lack of confidence prevents many from reporting. It's critically important that authorities listen to and follow up on reports and make clear through their actions that educator sexual misconduct will not be tolerated.

"Schools are places where parents send their children to learn," Shakeshaft concludes. "They expect those places to be safe and nurturing… It is possible to prevent abuse. We know how to do it; we only need the will to do it."

"Knowing the Warning Signs of Educator Sexual Misconduct" by Charol Shakeshaft in *Phi Delta Kappan*, February 2013 (Vol. 94, #5, p. 8-13), www.kappanmagazine.org

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2. Weeping in the Workplace

Should educators cry at work? asks Allison Vaillancourt (University of Arizona) in this *Chronicle of Higher Education* article. Is it a sign of weakness and lack of control? Is it unprofessional? Vaillancourt thinks not, and cites a new book (*It's Always Personal: Navigating Emotion in the New Workplace* by Anne Kreamer, Random House, 2013) that found 41 percent of women and 9 percent of men have wept in the workplace – without adverse career consequences.

"My own perspective," says Vaillancourt, "is that there is a right time to cry and a wrong time, and that too much crying – or fake crying – can lead to trouble… Genuine emotion, however, can be powerful." She describes how a tough and impervious manager got feedback that people thought he was brilliant but didn't like him. "As that became clear, tears started to flow," she says. "He had no idea, and was crushed to learn that people thought he was so heartless… [H]is willingness to express emotion indicated that he was serious about turning things around, and that made me all the more committed to helping him."

Vaillancourt goes on to share a number of responses to her approach from other educators, among them:

• "Often people apologize to me for crying, but I take the view that crying – in the company of a safe, understanding and caring person – can be restorative and a way to recover and carry on."

• Crying in the presence of a hostile person with power can be a problem, and getting out of the room before bursting into tears is a good idea.

• "I can think of no occasion when crying is acceptable. People who cry at work are always manipulative."

• "Sure, there are manipulative people who try using tears as a tool, but it's generally pretty obvious whether a person is truly overwhelmed by emotion or deliberately attempting to play other people's emotions."

• "I came from a home where no one yelled, ever, and in my early 20s, I could not emotionally handle being yelled at by someone who had my entire career in his hands."

• "The feeling of helplessness when confronted in a meeting, unexpectedly, by nasty, sadistic administrators (or colleagues for that matter) can lead to tears that, unfortunately, communicate the opposite of what one would like to be conveying – or shut down all conversation, needless to say."

• "People are human. Humans cry. I keep a box of tissues in my office and it gets used, not usually by me. But it's impossible to make 'rules' for it… The only time tears are a problem for me is when they close down an important conversation. I say this as a male administrator."

"Weeping at Work" by Allison Vaillancourt in *The Chronicle of Higher Education*, Feb. 1, 2013 (Vol. LIX, #20, p. A33), http://chronicle.com/blogs/onhiring/weeping-at-work/35753

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3. Planning for a Difficult Conversation with a Teacher

(Originally titled "Planning Productive Talk")

In this helpful 2011 *Educational Leadership* article, author/consultant Jennifer Abrams describes a 9th-grade social studies class taught by Terry, a rookie teacher. Before class, students chatted about homecoming and clubs as Terry wrote on the board. When the bell rang, she unsmilingly had students write down the homework, take notes on a 30-minute PowerPoint, and do small-group work. At the end of the class, Terry collected papers, reminded students of the homework, and had them push in their chairs.

Terry's coach complimented her on a competent class and asked why she didn't ask students about homecoming. Defensive, Terry said, "With so much content to cover, I don't have time to *chat*."

How to deal with situations like this? Abrams suggests an "outcome map" framed by six questions:

• *What's the presenting problem?* Terry's lack of personal connection with students is producing a cold classroom environment.

• *What's a tentative outcome?* Terry connects with students and creates a positive classroom climate.

• *What specifically would the outcome look like?* Terry would smile at students, make eye contact, laugh with them, kneel to be on the same level as students when checking in with groups, share appropriate details about her life outside school, comment on students' sports and plays, attend school events, ask students about their backgrounds and use information in lessons, connect content to students' lives, and acknowledge feelings.

• *What knowledge, skills, or dispositions are needed?* This requires walking in Terry's moccasins and anticipating obstacles. Does Terry see herself only as a content provider? Does she understand the role of emotional climate in learning? Is pressure from above preventing her from being herself in class? Does she need icebreaker activities? Advice on how to share more about herself? Insights about nonverbal behavior and how it affects climate?

• *What strategies might promote the outcome?* A workshop on creating a positive classroom climate? A list of prompts to build relationships? Videotaping a lesson and watching it? A socio-gram of classroom interactions? Observing a colleague who is strong in this area?

• *What supports does the coach need?* Perhaps funding to attend a workshop on positive classroom climate, a video camera, and a list of teachers to observe.

With this outcome map in mind, here's how the coach spoke to Terry: "I noticed you didn't smile much in class, and you didn't bring up next week's homecoming events. The kids may feel you're a little disconnected. They might want a little more 'you' to come through in your teaching. Can you see how they might feel that way?" Terry sighed and said, "With so much content to cover, I just don't have time to bond with students."

The coach acknowledged the pressure but suggested that connecting with students needn't take much time. "Are you open to a quick suggestion or two?" she asked. Terry shrugged and said, "Sure." The coach made several suggestions and Terry added a couple more. The next day, she finished her board work early and chatted with students before the

bell. At the start of the class, she smiled, looked at the class, and said enthusiastically, "Hello 2nd period!" and the students responded in unison with her name. Terry was on her way.

"Planning Productive Talk" by Jennifer Abrams in *Educational Leadership*, October 2011 (Vol. 69, #2), www.ascd.org

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4. How Educators Sometimes "Enable" Students (an Oldie but Goodie)

(Originally titled " 'Enabling' Undermines Responsibility in Students")

In this 1989 *Educational Leadership* article, Wisconsin social studies teacher Steven Landfried writes candidly about teachers who are "enablers" – they let students (and colleagues) off the hook by allowing them to be lazy, avoid responsibilities, and miss out on opportunities for growth. Landfried is using the word *enabling* the way Alcoholics Anonymous uses it – synonymous with *rescuing* and *coddling* – for example, loaning money to a person with a drinking problem, paying their bills, doing their chores, or calling in sick for them.

• *What does enabling look like in schools?* "Too often," says Landfried, "teachers let students get away with academic laziness, slipshod performance, and procrastination by: allowing them to 'tune out' while the teacher does the talking and thinking; consistently accepting 'forgotten' assignments without penalty; giving credit for sloppy work; ignoring cheating or taking off only 2-3 points when students do cheat; giving easy tests and grades that require little or no serious studying; allowing students who have not studied all semester to pass courses with only three or four hours of 'extra credit' work."

There's behavioral enabling in classrooms – turning a blind eye on sleeping or chatting, making excuses for students who misbehave ("She didn't really mean it"), putting words in the mouths of students trying to articulate a thought, repeating questions for inattentive students, picking up trash left by students, and cleaning graffiti off desks and walls. "Making school or life easy for students shows confusion in our understanding of what responsibilities properly go with adult and student roles in school," he says.

Landfried believes counselors and administrators also enable – accepting lies from parents on absences and bruises; accepting and explaining away discourtesy; ignoring athletic code violations because certain students are "needed" for important games; asking custodians to clean up student messes in hallways or classrooms; and glossing over profanity, racial and ethnic slurs, and fights to avoid hassles with students and parents.

• *Why do educators enable students?* Many want to be liked and needed. "One way to get 'thanks' in the educational system is to do things for people they really should be doing themselves," says Landfried. "By making themselves indispensable, teachers or counselors can virtually guarantee being 'needed' by the people being 'helped.'" Enabling also cuts down on hassles and verbal abuse that can occur when people are held accountable for unacceptable behavior. But enabling quickly produces a codependent relationship – students expect teachers to rescue them, which reinforces the original problem. Educators are also pressured by external demands and standardized tests, and it's sometimes easier to cut corners and do things ourselves.

• *How does enabling affect students?* "In a fundamental sense," says Landfried, "'enabled' students become academically and psychologically disabled when they consistently come to expect that deadlines will always be extended, regardless of the excuse; expect good grades for little effort; expect others to solve problems for them; believe that mediocrity is 'good enough' and display little appreciation of excellence; set low goals for themselves; see adversity and challenges as burdens rather than as opportunities to grow; and resent people who express and enforce clear expectations."

• *What is to be done?* "The first step," says Landfried, "is to realize that good teachers don't *give* a good education to students; they provide experiences that facilitate and motivate youngsters to educate themselves through trial and error, success and failure. Once we accept this proper role of the teacher in the learning process, we can come to understand how enabling works, recognize enabling in our interactions with students, and actively attempt to increase student accountability for participating actively and productively in learning." Faculties need candid discussions on the difference between helping and enabling, between genuine academic differences and "learned helplessness", about how "negotiations" and "treaties" can work to the detriment of teaching and learning.

Teachers need to model accountable behavior themselves and broadcast the message, through word and deed, that significant learning and growth come from hard work and persistence. They should give students plenty of wait-time when they ask questions in class, ask high-level questions, refrain from prematurely injecting their own opinions and answers, and have the courage to stand up to students and parents who try to pressure or manipulate them into accepting something less than their personal best. "These efforts," Landfried concludes, "will make it possible for young people to feel the consequences of success and failure and ultimately the self-satisfaction from learning that they can overcome adversity, meet challenges, and even accept defeat in cases where one gives one's all."

"'Enabling' Undermines Responsibility in Students" by Steven Landfried in *Educational Leadership*, November 1989 (Vol. 47, #3, p. 79-83), www.ascd.org

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5. Can Parent Involvement Be a Negative Factor in a School?

In this *American Journal of Education* article, Linn Posey-Maddox (University of Wisconsin/Madison) explores the phenomenon of middle- and upper-middle-class parents raising funds, writing grants, and volunteering in their children's urban schools. The contributions from these parents can make a significant difference to school quality in tight budget times, providing art and music programs, materials, expert advice, and in-school volunteering.

But there are unintended consequences. Parents who don't have the time and resources to make such contributions can feel inadequate despite the many ways they contribute to their children's education. Ironically, these feelings make them less likely to participate in school decision-making because they believe they are not needed or valued. In a case study of an elementary school, Posey-Maddox found that the "professionalization" of the parent teacher

organization (PTO) "exacerbated race and class tensions and status positions at the school… as greater emphasis is placed on the economic rather than social dimensions of participation and volunteerism."

She goes on to argue that "it is questionable whether a strong reliance on parental contributions in public education is either realistic or positive. Instead of making changes in state and federal education policy that would reflect a greater commitment to public education, the onus is placed heavily on parents and teachers to provide the educational opportunities and material resources needed to create and sustain high-quality educational experiences for students… [T]he expectation that parents will support the work of institutional actors through extensive volunteerism may place undue pressure on single-parent families and those in which both adults are working full-time.

"Relying on parents to help fund academic programs also raises questions about democratic participation and decision making in public education, as parents who make large financial contributions or help to secure large grants may feel they are entitled to a greater say in matters of curriculum and instruction."

The answer? Posey-Maddox believes parents of all races and economic levels need to work together to advocate for increased federal, state, and local funding for their children's schools.

"Professionalizing the PTO: Race, Class, and Shifting Norms of Parental Engagement in a City Public School" by Linn Posey-Maddox in *American Journal of Education*, February 2013 (Vol. 119, #2, p. 235-260), available for purchase at http://bit.ly/YxpanM

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6. Some Concerns About Facebook

"Does the Internet make people lonely, or are lonely people more attracted to the Internet?" asks novelist Stephen Marche in this troubling article in *The Atlantic*. He quotes John Cacioppo (University of Chicago's Center for Cognitive and Social Neuroscience): "If you use Facebook to increase face-to-face contact, it increases social capital… It's like a car. You can drive it to pick up your friends. Or you can drive it alone."

"Our omnipresent new technologies lure us toward increasingly superficial connections at exactly the same moment that they make avoiding the mess of human interaction easy," says Marche. "The beauty of Facebook, the source of its power, is that it enables us to be social while sparing us the embarrassing reality of society – the accidental revelations we make at parties, the awkward pauses… the spilled drink and the general gaucherie of face-to-face contact. Instead, we have the lovely smoothness of a seemingly social machine. Everything's so simple: status updates, pictures, your wall. But the price of this smooth sociability is a constant compulsion to assert one's own happiness, one's own fulfillment… [However,] the more you try to be happy, the less happy you are. Sophocles made roughly the same point."

Sherry Turkle (MIT professor of computer culture) continues the thought: "These days, insecure in our relationships and anxious about intimacy, we look to technology for ways to be in relationships and protect ourselves from them at the same time. The ties we form through the

Internet are not, in the end, the ties that bind. But they are the ties that preoccupy. We don't want to intrude on each other, so instead we constantly intrude on each other, but not in 'real time.'"

"Rising narcissism isn't so much a trend as the trend behind all other trends," concludes Marche. "And loneliness and narcissism are intimately connected… and either condition is a fighting retreat from the messy reality of other people. A considerable part of Facebook's appeal stems from its miraculous fusion of distance with intimacy, or the illusion of distance with the illusion of intimacy… The real danger with Facebook is not that it allows us to isolate ourselves, but that by mixing our appetite for isolation with our vanity, it threatens to alter the very nature of solitude. The new isolation is not the kind that Americans once idealized, the lonesomeness of the proudly nonconformist, independent-minded, solitary stoic, or that of the astronaut who blasts into new worlds. Facebook's isolation is a grind… Human beings have always created elaborate acts of self-presentation. But not all the time, not every morning, before we even pour a cup of coffee…

"What Facebook has revealed about human nature – and this is not a minor revelation – is that a connection is not the same thing as a bond, and that instant and total connection is no salvation, no ticket to a happier, better world or a more liberated version of humanity. Solitude used to be good for self-reflection and self-reinvention. But now we are left thinking about who we are all the time, without ever really thinking about who we are. Facebook denies us a pleasure whose profundity we had underestimated: the chance to forget about ourselves for a while, the chance to disconnect."

"Is Facebook Making Us Lonely?" by Stephen Marche in *The Atlantic*, May 2012 (Vol. 309, #4, p. 60-69), http://www.theatlantic.com/magazine/archive/2012/05/is-facebook-making-us-lonely/308930/

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7. The Case for Renaming "Noncognitive Skills"

In this *Education Week* article, David Conley (University of Oregon) questions whether *noncognitive* is the right term for student attitudes, beliefs, and feelings as contrasted to *cognitive* learning (traditional content knowledge). "Are we not observing a higher form of thinking when we see students persist with difficult tasks, such as overcoming frustration," asks Conley; "setting and achieving goals; seeking help; working with others; and developing, managing, and perceiving their sense of self-efficacy? Are these qualities not at least as important as knowing how well students recall information about the year in which the Civil War began, or how to factor a polynomial?" Noncognitive skills involve executive functioning by the brain as it adjusts to what's going on around it and monitors learning.

Part of the problem has been the way mental attributes have been measured, he says. Cognitive skills are measured by standardized tests, noncognitive skills by attitude surveys. "Because experts judged noncognitive methods against inappropriate standards," he says, "all noncognitive approaches came to be like the guy or girl who gets all dressed up for the party but never gets asked to dance." Conley advocates for more rigorous measures that put noncognitive skills on a par with cognitive, so that we're rigorously measuring not only *what*

students learn but *how* they learn. Better information in the noncognitive domain would help students take more ownership of their own learning, he asserts. It would also provide a profile of our students – how they manage the learning process and how their beliefs about themselves as learners affect their ability to understand and retain content knowledge. This would do as much to improve learning and close the achievement gap as testing and understanding their content knowledge.

A better term for noncognitive skills, Conley believes, is *metacognitive learning skills*, and he's committed to shifting his own language to this new term.

"What's In a Name? Rethinking the Notion of 'Noncognitive'" by David Conley in *Education Week*, Jan. 23, 2013 (Vol. 32, #18, p. 20-21),

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8. Getting Ambivalent High-School Students Into College

In this *Education Gadfly* article, Brandon Wright summarizes a study for the National Bureau of Education Research showing the impact of last-minute college counseling. As a general rule, he says, "Getting students on track by third grade (and keeping them there) yields greater long-term results than high-school interventions." But this study in twelve large New Hampshire high schools showed that supporting seniors who were lollygagging with college applications – a Dartmouth student helped them with their applications, funds were provided for application fees, ACT or SAT exams, and students got a $100 bonus for completing the process – made a big difference to college entrance and persistence of women (but not of men). Female seniors were 24 percent more likely to enroll in college than the control group and 12 percent more likely to stay in college. Why no impact on the young men? Researchers speculated that they were more likely to see the intervention as a negative comment on their ability.

"While the price tag associated with bringing a program such as this to scale is potentially daunting," says Wright, "this paper shows that sometimes a form (and maybe its application fee) is the only thing standing between a student and a college education – and that stepped-up college counseling can make all the difference for some."

"Late Interventions Matter Too: The Case for College Coaching in New Hampshire" by Scott Carell and Bruce Sacerdote, National Bureau of Education Research, July 2012 http://econ.msu.edu/seminars/docs/Carrell%20Sacerdote%20College%20Coaching%20Late%20Interventions%207.16.12.pdf, spotted in *Education Gadfly*, Jan. 31, 2013 (Vol. 13, #5)

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9. A Program to Curb Adolescent Drinking

In this short *Education Week* piece, Sarah Sparks summarizes a *JAMA Psychiatry* study of Advance, an alcohol-prevention program. Researchers studied 2,410 ninth graders participating in the program, which administers personality surveys to identify risk profiles for alcohol abuse including anxiety-sensitivity, hopelessness, impulsivity, and sensation-seeking.

Groups of students with similar profiles then met to discuss ways of responding to drinking-related situations. Two years later, Advance students were less likely than peers to have started drinking. Those who did drink drank less and were less likely to binge drink.

"Effectiveness of a Selective, Personality-Targeted Prevention Program for Adolescent Alcohol Use and Misuse: A Cluster Randomized Controlled Trial" by Conrod et al. in *JAMA Psychiatry* (spotted in *Education Week*, Jan. 30, 2013, Vol. 32, #19, p. 4-5)

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10. Blogs for Counselors

In this article in *ASCA School Counselor*, Virginia high-school counselor Darrell Sampson sings the praises of counselors using blogs to stay in touch with best practices and reach out to colleagues in other schools. In a sidebar, he recommends a number of blogs:

- DBS School Counselors: http://dbsschoolcounselor.blogspot.com
- School Counseling by Heart: http://schoolcounselingbyheart.wordpress.com
- Elementary School Counseling: http://www.elementaryschoolcounseling.org
- The Counseling Geek: http://thecounselinggeek.blogspot.com
- Scrapbook of a School Counselor: http://schoolcounselorscrapbook.blogspot.com
- Savvy School Counselor: http://savvyschoolcounselor.com

"Get on the Blogging Bandwagon" by Darrell Sampson in *ASCA School Counselor*, January/February 2013 (Vol. 50, #3, p. 12-17), www.schoolcounselor.org; Sampson can be reached at djsampson@fcps.edu and blogs at www.counselorsoffice.blogspot.com.

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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 42 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).

Subscriptions:

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

Website:

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- How to change access e-mail or log-in

Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
Newsweek
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
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
Wharton Leadership Digest