Marshall Memo 685

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 8, 2017

In This Issue:

Quotes of the Week

"This is the knowledge illusion. We think we know a lot, even though individually we know very little, because we treat knowledge in the minds of others as if it were our own."

Yuval Harari (see item #1)

"It does not diminish our appreciation of the actor's talent that he performs *Hamlet* but didn't write it. No one expects their doctor to repair to the lab every night to prepare pharmaceutical compounds on the theory that *she alone* knows what her patients need. The master carpenter begins his day in the lumber yard, not in the forest. We flatter teachers' professionalism by telling them they alone can best determine what will engage and enlighten the children before them, but the price of that flattery is that we make their jobs impossible to do effectively, forcing them to spend fruitless hours on Google and Pinterest hoping to find materials that a well-run and coherent system would provide to them – along with training on how to implement it effectively."

Robert Pondiscio in "Practice What You Teach" in *The Education Gadfly*, May 3, 2017 (Vol. 17, #18), https://edexcellence.net/articles/practice-what-you-teach

"Remember, when young adults do not receive consequences, they do receive something else – messages. Depending on the statement or action, students can think:

- What I've said or done is acceptable.
- What I've done is unacceptable, but I got away with it.
- The expectation I have violated isn't important.
- The responsible adult involved doesn't care enough to address or challenge me.

Receiving such messages and allowing them to take root during formative years increases the likelihood that troubling behaviors and beliefs will continue."

Karen Smith in "Truth or Consequences: A Road Map to Success" in *Principal Leadership*, May 2017 (Vol. 17, #9, p. 48-51), no e-link available

1. A Rational Book About Human Irrationality

In this *New York Times* review of *The Knowledge Illusion* by Steven Sloman and Philip Fernbach (Riverhead Books, 2017), Yuval Harari says the authors "hammer another nail into the coffin of the rational individual." For centuries, says Harari, Western thought has seen humans as having their heads basically screwed on right: "Democracy is founded on the idea that the voter knows best, free market capitalism believes the customer is always right, and modern education tries to teach students to think for themselves." But in recent years, the idea of the rational individual has been challenged. It's become increasingly clear that most people's decisions are based on emotions and heuristic shortcuts, and while these may have served primitive humans pretty well – most adults knew how to start a fire, hunt animals and gather food, escape predators, and clothe themselves – the human mind, solo, isn't up to navigating safely and successfully in the modern world.

The key insight of *The Knowledge Illusion*, says Harari, is that today, "Humans rarely think for themselves. Rather, we think in groups. Just as it takes a tribe to raise a child, it also takes a tribe to invent a tool, solve a conflict, or cure a disease. No individual knows everything it takes to build a cathedral, an atom bomb, or an aircraft. What gave *homo sapiens* an edge over all other animals and turned us into the masters of the planet was not our individual rationality, but our unparalleled ability to think together in large groups… We today think we know far more, but as individuals we actually know far less. We rely on the expertise of others for almost all our needs… This is the knowledge illusion. We think we know a lot, even though individually we know very little, because we treat knowledge in the minds of others as if it were our own."

This isn't all bad, since we can't possibly grasp the mechanics of the planes that fly us from place to place or the phones we chatter into. But the knowledge illusion has a big downside, says Harari. The world is incredibly complex, but people espouse passionate beliefs on issues like climate change and genetically modified crops without knowing much about those subjects. "People rarely appreciate their ignorance," says Harari, "because they lock themselves inside an echo chamber of like-minded friends and self-confirming newsfeeds, where their beliefs are constantly reinforced and seldom challenged… Most of our views are shaped by communal groupthink rather than individual rationality, and we cling to these views because of group loyalty." This means that giving people facts won't change their minds. Even the idea of human rationality may be the product of groupthink rather than empirical evidence.

With the world getting more complex all the time, what's the answer? *The Knowledge Illusion* has a few suggestions: offer people simple rules of thumb (e.g., save 15 percent of your income), educate people on a just-in-time basis (how to handle unemployment when you get laid off), and help people be more realistic about their ignorance. Harari concludes, "This will hardly be enough."

"Received Ideas" by Yuval Harari in *The New York Times Book Review*, April 23, 2017, https://www.nytimes.com/2017/04/18/books/review/knowledge-illusion-steven-sloman-philip-fernbach.html

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2. More on Fostering Resilience in the Face of Adversity

In this interview with Adi Ignatius in *Harvard Business Review*, Sheryl Sandberg (Facebook) and Adam Grant (Wharton School) talk about their bestselling book, *Option B* (Knopf, 2017) which explores the aftermath of the sudden death of Sandberg's husband. Some excerpts:

• *A growth mindset about resilience* – Talking through the tragedy with Grant, Sandberg's biggest fear was that her two children would never be happy again. "As we worked together," she says, "we learned that resilience is not something we have a fixed amount of but something we can build – in ourselves, in our children, in our organizations, in our communities."

• *Helpful support* – Friends and family members tried to help, but sometimes they spoke in ways that weren't helpful or avoided the subject for fear of "reminding" Sandberg of her loss. For people who are living with a loss 24 hours a day, reminding is not the issue, she says. What's helpful is acknowledging the pain: "Hey, I know this is a brutal time for you and your kids; how are you?" And rather than saying, "You're going to get through this," it's kinder to say, "*We're* going to get through this."

• *Open-ended offers of help* – "Do you need anything?" puts the decision-making on the person who's already overwhelmed. Better to ask, "What do you not want on a burger?"

• *Putting things in perspective* – Early on, Grant said to Sandberg that things could be worse. "Are you kidding?" she replied. "How could things be worse?" If her husband had been struck with cardiac arrhythmia while driving the children. "It's counterintuitive that one can recover from tragedy by thinking about an even worse tragedy," says Sandberg, "but it helps us feel grateful for what is still good in our lives."

• "*Pre-traumatic" growth* – After her loss, Sandberg saw the value of articulating everyday kindnesses – for example, writing letters to close friends on their birthdays telling them why she loved and appreciated them.

• *Building resilience* – "The most powerful thing is learning from failure," says Grant. "We all fail; we all make mistakes. It can be incredibly difficult to face them, but that's the only way we can build resilience." In graduate school, he was terrified of public speaking but overcame his fear by subjecting his lectures to detailed critiques from colleagues. When he coaches executives, Grant has them assess their performance in different situations – and also how well they take feedback. The key is creating a sense of psychological safety – a belief that

people can take risks, be open about mistakes, not fear being punished for honest errors. Sandberg says this is a cardinal principle at Facebook: "You need the discipline of setting really ambitious goals, making it safe for people to debrief and own failure and get feedback, and being willing to learn and correct."

• *Planning for problems* – "Resilience is about the speed and strength of your response to adversity," says Grant. "The best thing you can do is build routines that might be applicable in an unexpected situation." High-reliability organizations try to think of everything that can go wrong, monitor performance, and add to the list every time something doesn't go well.

• *Humor* – "In these really dark moments, being able to laugh, even for a second – even about the event itself – is a huge stress release," says Sandberg. "It makes you feel, 'Oh my God, it'll be OK.'"

• *Mattering* – "One of the drivers of resilience in kids is 'mattering' – the belief that other people notice you, care about you, rely on you," says Sandberg. "When kids feel they don't matter, the consequences can be devastating: delinquent and antisocial behavior, aggression. Along these lines, it is every leader's responsibility to make every single employee know that they matter, to show that they're noticed. That's one of the reasons management by walking around is so popular. You also want to make employees feel relied on. Many leaders are afraid to ask for help, but people want to know that their contributions have an impact. One of the most powerful things a leader can do is say, 'I don't know the answer here.'"

"'Above All, Acknowledge the Pain' – A Conversation About Resilience with Sheryl Sandberg and Adam Grant" by Adi Ignatius in *Harvard Business Review*, May-June 2017 (Vol. 95, #3, p. 142-147), https://hbr.org/2017/05/above-all-acknowledge-the-pain; see Memo 684 for another article on this book.

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3. Successfully Onboarding a New Leader

In this *Harvard Business Review* article, Mark Byford and Lena Triantogiannis (Egon Zehnder) and Michael Watkins (IMD and Genesis Advisers) say that some organizations do much better than others at orienting new executives. In their research and consulting experience, the authors have identified five major tasks that incoming executives must accomplish in their first few months on the job:

• *Assuming operational leadership* – "A new leader builds his or her credibility by demonstrating awareness of important operational issues, swiftly solving urgent problems, and identifying and achieving quick wins," say Byford, Triantogiannis, and Watkins. Even the most thorough recruiting and interviewing process doesn't give a new hire the knowledge to accomplish all this.

• *Taking charge of the team* – "It's valuable to allow a new leader to take a fresh look at the talent without coloring his or her view in advance," say the authors. "But it's equally valuable to share insights about individual team members' performance and development… Building trust early with the team enables the new leader to make key decisions with confidence that people will follow through on them."

• *Aligning with stakeholders* – Newly arrived managers need to scope out relationships with their boss, their peers, and other colleagues over whom they have no direct authority – and to learn how decisions are made, who has influence, and other centers of power.

• *Engaging with the culture* – "It's also critical to get up to speed on the values, norms, and guiding assumptions that define acceptable behavior in the new organization," say Byford, Triantogiannis, and Watkins. "Missing cues early on can negatively affect how others perceive a new leader's intentions and capabilities. The executive must also walk a fine line between working within the culture and seeking to change it."

• *Defining strategic intent* – Was the new leader hired to continue with an existing strategy or to shape a new one? If the latter, there's a lot of important and delicate work to be done and thoughtful guidance is essential.

A new manager urgently needs information in each of these domains, but there is wide variation in how well organizations provide it. Here's the range:

- Sink or swim – The new leader has to figure things out pretty much alone.
- Basic orientation – Raw data on policies, team member evaluations, organizational structure, strategy, and results are shared.
- Active assimilation – Meetings are arranged with key stakeholders to pass along deeper knowledge in each of the five areas.
- Accelerated integration – The organization "orchestrates custom-designed experiences that enable a new leader to integrate more fully and rapidly," say the authors – there are detailed briefings on colleagues, team-building workshops, the opportunity to sit in on key meetings before starting, and deep-dive discussions of strategy and cultural challenges.

The authors have found that only about 2 percent of companies orient new leaders using accelerated integration, 25 percent with active assimilation, 66 percent with basic orientation, and 5 percent with sink or swim.

"Onboarding Isn't Enough" by Mark Byford, Lena Triantogiannis, and Michael Watkins in *Harvard Business Review*, May-June 2017 (Vol. 95, #3, p. 78-86), https://hbr.org/2017/05/onboarding-isnt-enough

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4. First Things First in Instructional Leadership

In this article in *Principal Leadership*, John Gratto (Virginia Polytechnic Institute) has ten suggestions for how principals can escape the endless paperwork, e-mails, and "got a minute?" interruptions in the office so they can focus on the core work of the principalship:

• *Carve out time for high-level leadership tasks*. "While it is noble and appropriate to be willing to do anything and to lead by example," says Gratto, "if you do things that someone else could do, you are reducing your time available to do those things that only *you* can do." For starters, be the back-up rather than the primary supervisor of buses, lunchroom, and halls.

• *Eliminate time-wasting activities*. Ask yourself, "What actions could I take to greatly improve my school?" Anything else is a candidate for delegation or elimination.

• *Delegate effectively*. Never do anything that a subordinate could do. Of course the person needs to be competent and know the standard of performance. [In a classic cartoon, the boss says to a colleague, "Tell you what, I won't micromanage if you don't macromess-up."]

• *Prevent time-wasting problems*. Walking the halls during passing time alerts administrators to potential issues like students or teachers being late for class. It also helps develop rapport with staff and students. The principal also needs to assign routine duties to ensure visual supervision of potential trouble spots.

• *Set clear expectations for teachers*. These include punctuality, appropriate attire, unit and lesson planning, bell-to-bell instruction, substitute packets, parent outreach, and clarity on the behavior problems that need to be handled in the classroom versus being referred to the office.

• *Regularly visit classrooms*. This is the heart of the administrator's job, and making sure observations and feedback happen on a regular basis is a must.

• *Schedule and monitor teacher collaboration*. Common planning time for same-grade/same-subject teams to meet is a high priority in the master schedule – and a key look-for during the principal's day. These meetings are where unit and assessment planning, analysis of student work, reflection on teaching practices, and discussion of high-need students should take place – all of which can prevent academic and behavioral problems.

• *Resolve problems at the lowest possible level*. If a parent calls with a concern about a teacher, ask the teacher to call the parent; the teacher probably knows much more about the issue than the administrator. Check back later to see if it was resolved.

• *Address resistance head-on*. Every community has CAVE people, says Gratto – Citizens Against Virtually Everything. He advises meeting with these unhappy campers and trying to understand their concerns. "By doing so," he says, "you may be able to address the source of their frustrations and turn enemies into allies, saving you precious time in the long run."

• *Learn to say no*. "Focus on accomplishing your school and district goals while helping teachers and students improve their skills," Gratto advises. "View any other activities as extraneous to those essential goals, and keep them to a minimum."

"Out of the Office, Into the Classroom" by John Gratto in *Principal Leadership*, May 2017 (Vol. 17, #9, p. 22-23), no e-link available; Gratto can be reached at john1112@vt.edu.

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5. Teachers Taking Responsibility for Schoolwide Issues

(Originally titled "Building a Schoolwide Leadership Mindset")

In this article in *Educational Leadership*, former principal Sarah Fiarman remembers the critique she once received from a retired principal after she conducted a beginning-of-year faculty meeting. The meeting had many good elements – a trust-building exercise, discussion of a new instructional improvement plan, teacher-generated goals, and team breakouts – and Fiarman expected praise, but her mentor took her to task for being too much at the center of

everything. “Instead of focusing on what you need to cover,” he said, “you should be thinking about the leadership skills you want to develop in teachers.”

The comment stung, but Fiarman knew he was right. Although she’d run an interactive meeting, solicited teachers’ input on the professional development plan, and gotten teachers working in teams, it was still her plan and her meeting. She set about building a schoolwide leadership mindset and creating “a culture in which each professional feels an urgent responsibility to influence the achievement of *all* students.” Here are the steps she discovered:

• *Building leadership skills* – “For a teacher, leading peers requires acting in ways that may feel uncomfortable,” says Fiarman. That’s because it butts up against longstanding norms of autonomy, egalitarianism, and seniority (as catalogued in Dan Lortie’s classic 1975 book, *Schoolteacher*). Fiarman used instructional leadership team meetings to build team leaders’ confidence and skills in getting their grade-level peers to think beyond their silo, used tools like the “Five Whys” to get full-staff meetings drilling down to the root causes of schoolwide problems, and formalized schoolwide values and expectations that empowered any staff member to advocate for improvement.

• *Sharing responsibility for meaningful work* – “When teachers see that their leadership has improved something they care about, it brings a satisfaction that fuels them to continue,” says Fiarman. She made a point of getting out of the way so teacher teams could grapple with key issues. The literacy team worked on which aspect of writing instruction most needed improvement. The math team aligned math practice standards across the grades and presented a plan to the staff. Another team worked with the assistant principal and special education director to craft a schedule that would maximize time for interventions. When the district mandated Response to Intervention, a large group of teachers met several times to develop a plan for the school. “In the end,” says Fiarman, “the plan was more thoughtful than what I would have proposed. And equally important, teachers were invested in it.” Of course not every meeting went smoothly and some teams needed her intervention and support, but Fiarman is convinced that the end results were better as a result of her radical decentralization.

• *Setting clear expectations* – Teachers get discouraged when they commit time and expertise, only to have their work nixed by the principal. That’s why it’s crucial for teacher teams to know up front if their input is advisory, if it’s subject to the approval of the principal, or if they’ll have the final say. Fiarman learned to clarify the locus of decision-making, spell out standards of quality, and then stand back and let teams do their work.

• *Adopting two-track thinking* – “Every staff interaction holds an opportunity to either reinforce the existing egg-crate model of teacher isolation or actively develop an improvement-oriented culture of whole-school responsibility,” says Fiarman. “Because most teachers aren’t used to thinking from a whole-school perspective, they’ll need reminders. Over and over again.” She learned to listen while simultaneously planning how to empower teachers, asking questions like: *What might be the root cause of the problem? What support will teachers need to roll out the new math assessments? How can we ensure that we are considering multiple perspectives?*

There are times when top-down decisions are necessary, but Fiarman worked to move responsibility to teachers as much as possible and foster a climate in which teachers:

- Identified and engaged with teaching and learning issues across grades and subjects;
- Went to their colleagues first with problems and solutions;
- Collaborated more than was formally expected;
- Expected to participate in significant design decisions;
- Took responsibility for identifying and addressing problems outside their classrooms.

With this approach, Fiarman believes, "we should expect to see more innovation and a greater sense of professional success among teachers as they lead the way to improving student learning."

"Building a Schoolwide Leadership Mindset" by Sarah Fiarman in *Educational Leadership*, May 2017 (Vol. 74, #8, p. 22-27), available to ASCD members or for purchase at http://bit.ly/2qTxjXf; Fiarman can be reached at sarahfiarman@gmail.com.

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6. An Illinois Teacher Improves the Math Homework He Assigns

In this article in *Mathematics Teaching in the Middle School*, Lee Walk (Cumberland Middle School) and Marshall Lassak (Eastern Illinois University/Charleston) bemoan the perennial problem of students handing in homework assignments incomplete, rushing through them, or not doing them at all. "Unfortunately," says Walk, reflecting on his own experience, "many students seemed to think that homework was just another unpleasant task to finish as quickly as possible without thinking deeply about what they were doing." Although studies show that doing homework is correlated with better mathematics grades, there is no relationship between time spent on math homework and student achievement.

Doing further research, Walk realized there are four possible levels of cognitive demand with mathematics tasks:

- Memorization;
- Procedures without connections to concepts or meaning;
- Procedures with connection to concepts;
- Doing mathematics.

Homework assignments at the first two levels have little or no cognitive demand and are boring for most students. Homework assignments at the fourth level, doing mathematics, require deeper thinking and understanding – too difficult for many students – and are better suited to in-class work. The sweet spot for homework, say Walk and Lassak, is the third.

Bearing this and other research insights in mind, Walk decided to make several changes in his Illinois eighth graders' homework assignments:

• He assigned fewer problems and geared them to the "just right" level of cognitive demand – procedures with connection to the concepts being taught.

• He gave students the choice of doing homework each day or, if they were busy with other commitments, putting it off – nothing was due till the end of the week

• He experimented with several types of problems: (a) Find and fix the mistake, which asked students to identify the mistake in an incorrectly solved problem, explain the mistake, and solve the problem correctly; (b) Problem sorts, which asked students to sort equations they'd already solved into two groups with common characteristics; (c) Create your own word problem, which had students write a story that matched a given equation and algebraic expressions – basically, a word problem in reverse; and (d) Justify your reasoning, which had students analyze why linear equations can have one, none, or infinitely many solutions. (For sample assignments and students' responses, see the full article linked below.)

• Walk told students that there's a difference between getting help wrestling with a problem and copying a classmate's work. He encouraged pairs and small groups of students to collaborate on their math homework.

Walk found these changes brought about a marked improvement in students' attitudes toward homework and the quality of work they did (although there were still a few who didn't hand in assignments). The changes also improved in-class discussions, with students showing more confidence and better use of math vocabulary, and gave Walk important insights on what students did and did not understand, improving his in-class teaching and the quality of the assignments he gave.

"Making Homework Matter to Students" by Lee Walk and Marshall Lassak in *Mathematics Teaching in the Middle School*, May 2017 (Vol. 22, #9, p. 546-553), http://bit.ly/2pZ4NEA; the authors can be reached at lwalk@cumberland.k12.il.us and mblassak@eiu.edu.

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7. When Should Students Be Allowed to Redo Their Work?

In this article in *MiddleWeb*, veteran educator Rick Wormeli says he supports the idea of students being able to do their work again for full credit. "Our world is full of redos," he says. "Pilots can come around for a second attempt at landing. Surgeons can try again to fix something that went badly the first time. Farmers grow and regrow crops until they know all the factors to make them produce abundantly and at the right time of the year. Movie directors? They invented it." But Wormeli believes redos should be used with some key provisos:

• *Redoing is at the teacher's discretion*. Wormeli recommends notifying parents up front about how the process works. Students can redo work only a couple of times a semester, and if students are abusing the privilege (for example, boasting to friends that they'll take the test as a preview and then really study for the redo), don't allow the second chance. Wormeli is inclined to be merciful and look for underlying causes: "We may need to modify our instruction," he says, "coach the student on time-management skills, confer with the parents, look at the student's schedule outside of school, or get guidance from a school counselor because of a difficult emotional issue the student is experiencing."

• *Ask parents to sign the original and request a redo*. This prevents students from requesting quickie same-day redos and keeping their parents in the dark.

• *Have students explain what got better*. They should submit the original attempt stapled to the new one, accompanied by a brief letter comparing the two. This also makes it easier for the teacher to keep track of who's doing what.

• *Reserve the right to change redo formats*. "Instead of a student redoing a large, complex project on the use of imagery in poetry," says Wormeli, "I might call the student to my desk and ask him or her to find five uses of imagery in each of two different poems, then to explain how the poet uses the imagery to invoke feelings and thoughts in readers' minds… In 10 minutes, I've reassessed my student and I can record the new grade in the grade book."

• *Plan with students*. It's not productive for students to redo an assignment and get the same grade. Better to sit with the student and make a step-by-step, day-by-day study plan for addressing what caused problems the first time around. "Most students don't have the time-management and task-analysis skills to finish the redo material while keeping up with current work," says Wormeli. "They need adult guidance."

• *Investigate situations where the redo produces a lower grade*. If this happens, something is wrong, says Wormeli. The first grade may have been a fluke. The instruction may have failed to stick in the student's mind, suggesting a need to change the teaching strategy. Or perhaps the initial grade is a more valid indication of the student's level of mastery. In any case, he advises going with the higher grade and not averaging.

• *Allow students who get Cs and Bs to do red*os. "Why stand in the way of students who want to achieve excellence?" asks Wormeli.

• *Don't allow redos during the last week of a grading period*. "This suggestion is completely arbitrary and has no pedagogical basis," says Wormeli. "It just saves teacher sanity." Students are worried about their grades as they come down to the wire, but teachers need guilt-free time to finish grading and prepare report cards.

"The Right Way to Do Redos" by Rick Wormeli in *MiddleWeb*, September 25, 2016 (spotted in *Education Digest*, May 2017), excerpted from Wormeli's book, *Fair Isn't Always Equal* (Stenhouse, 2006).

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8. How the Timing of Student Absences Affects Test Scores

In this article in *Educational Researcher*, Michael Gottfried and Jacob Kirksey (University of California/Santa Barbara) report the results of their three-year study on how grade 3-5 students' absences at different points in the school year affected math and reading test scores. The researchers found that absences in the spring had a more negative impact than absences in other parts of the school year. In addition, say Gottfried and Kirksey, "missing school within 30 days of the test date was the largest significant predictor of lower test scores for students." Why? Probably because those days included "critical hours of instruction, test-taking skill building, and review before taking a summative assessment."

The researchers went on to break down differences in the impact of spring absences in several key areas:

- Math performance suffered more than reading for students who had more absences in the spring. This might be because all students are more dependent on in-school instruction in math than reading, which often gets more support at home.
- Girls were more disadvantaged by spring absences than boys. The authors believe this is because girls are generally more studious in school and lose more when they are absent.
- Higher-achieving students were more disadvantaged by spring absences than those with lower overall achievement, perhaps for the same reason that applies to girls.

All this suggests that schools should pay more attention to the timing of student absences, as well as the overall number and, of course, students with chronic absenteeism.

Gottfried and Kirksey conclude by urging educators to look beyond their spring finding. "A more generalizable interpretation from this study is that it can be assumed that it is the proximity of school absences to any test that matters for students' outcomes," they say. "As such, we propose that students are likely to suffer similar consequences on other assessments that occur throughout the year and that absences are thus continuously influencing academic outcomes for students at all times… The 30-day window analysis did shine light that those days leading up to the exam might be the most influential, but more generally, there might always be a '30-day window' throughout the year given that students are constantly learning and consistently being tested and assessed."

"'When' Students Miss School: The Role of Timing of Absenteeism on Students' Test Performance" by Michael Gottfried and Jacob Kirksey in *Educational Researcher*, April 2017 (Vol. 46, #3, p. 119-130), http://journals.sagepub.com/doi/abs/10.3102/0013189X17703945; the authors are at mgottfried@education.ucsb.edu and jkirksey@education.ucsb.edu.

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9. Short Items:

a. Making time for teacher collaboration – This link in *All Things PLC* www.allthingsplc.info/files/uploads/makingtimeforcollaboration.pdf has seven ideas for freeing up time for teacher teams to do Professional Learning Community work.

"FAQs About PLCs: Making Time to Collaborate" in *All Things PLC*, Spring 2017 (p. 21)

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b. Access to radio stations worldwide – Radio Garden provides a map of the world and allows you to zero in on and listen to radio stations all over the planet. Amazing! http://radio.garden/live/boston-ma/zumix-radio-wzmr/

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***If you have feedback or suggestions, 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 48 years' experience as a teacher, principal, central office administrator, consultant, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Communiqué
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine