Marshall Memo 201

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 17, 2007

In This Issue:

1. Starting small to make big changes
2. Teacher professionalism and common assessments in high schools
3. Effective discipline across racial lines
4. Teaching Internet research skills to middle-school students
5. Ways to get balanced participation in meetings
6. Should we give students second chances with their writing?
7. Two examples of literacy leadership
8. One more nail in the coffin of traditional professional development

Quotes of the Week

"You have 90 people going in 90 different directions."
Gene Bottoms, director of High Schools That Work, commenting on a school

"Neither graduate course work nor most activities that now count as professional development are effective in boosting teacher quality… Similarly, there is no correlation between student learning and workshops, institutes, and study groups for teachers."
Ron Haskins and Susanna Loeb (see item #8)

"I am opposed to giving students a second and third chance to rectify easily correctable slovenliness."
Gary Mielo (see item #6)

"Improving practice can only be done *by* teachers, not *to* teachers."
Judy Wurtzel (see item #2)

"[T]he profession has a duty to organize teachers' work lives and responsibilities in ways that enable them to develop, refine, apply, and share knowledge of effective practices."
Judy Wurtzel (*ibid.*)

"Schools are the perfect equilibrium engine; they can absorb without noticeable change any new input despite any effort, time, or money you expend."
Jim Slosson (see item #1)

"That's how we do it here. If that's not how you want to do it, you will probably need to do something else somewhere else."
A principal supporting an effective new teaching initiative (*ibid.*)

1. Starting Small to Make Big Changes

In this thoughtful article in the *Journal of Staff Development*, Jim Slosson, a retired principal who has returned to the classroom, says he feels the pain of educators who have launched ambitious schoolwide or systemwide initiatives and gotten disappointing student achievement results. Schools have “evolved to resist new ideas and methods,” he says. “Schools are the perfect equilibrium engine; they can absorb without noticeable change any new input despite any effort, time, or money you expend.”

Slosson believes a different approach works better – start small, build a beachhead, expand it, and reach the point where the rest of the system is demanding permission to adopt the new approach. Here are his recommended steps, and the story of what actually happened in his high school:

• *Find one or two maverick staff members who have good ideas, a strong work ethic, a burning need to be successful teachers, and the ability to connect with students and form good relationships.*

• *Come up with a powerful new way of teaching something*. In Slosson’s school, the idea was one quirky teacher’s notion of teaching math to struggling students using the kind of hands-on methods often found in shop classes.

• *Find a sponsor who can provide some resources and has enough power to suspend, modify, bend, or ignore (but not break) some of the rules*. Slosson says the sponsor in this case was the superintendent, who had taught General Math years ago and had a hunch that the methods just might work.

• *Let the teachers work on the initiative for a couple of years without interference*. In Slosson’s school, the other math teachers couldn’t have been less impressed with the experiment and let the teacher know that he wasn’t teaching math correctly. “He was wasting valuable time by letting kids play games,” Slosson reports them saying. “Letting them work together was foolish because they helped each other. His handwritten lessons were not as good as the book. He spent too much time reviewing 6th-, 7th, and 8th-grade math. The labs, activities, and experiments were a waste of time. He wasn’t covering enough. What was he thinking, making kids get 100% on tests?” But the maverick teacher kept right on doing what he was doing.

• *Work on the assumption that student learning can be demonstrated in an objective manner – higher test scores, better grades, fewer discipline referrals, etc*. By the end of the first year, the maverick math teacher had results: his students’ skills had increased by 2½ years,

more of them passed the state test than the kids in Pre-Algebra, they tied the kids in Algebra I, and as a class they had completed 88% of all assigned work – with 100% accuracy.

• *When the initiative starts to show results, find an informal leader to spread the news about the new approach without belittling the old approach.* The principal in Slosson's school took this role.

• *Find one or two additional teachers who are willing to try the new system, get good results, and become cheerleaders.* Two math teachers saw the results and asked if they could try the new methods. They got much better results too.

• *Get the principal to integrate the new methods into the building with the minimum of coercion.*

• *Finally, when the system has proved that it really does produce better results with students, the principal has to have the courage to say, "That's how we do it here. If that's not how you want to do it, you will probably need to do something else somewhere else."* Here's how it went in Slosson's building: The principal and the superintendent met with the math department and asked, "How come our least capable students continue to outscore our more capable students?" The rest of the math department came up with a lot of reasons, but the bosses weren't buying them. "I want better results," said the superintendent. And the new methods spread quite rapidly to about half the students in the school. Results with a larger number of students weren't as dramatic as they had been with the pioneers, but they were much better than they had been in the past.

"Real change takes years," concludes Slosson, "and it starts small." You'll know it's taking hold, he says, when you hear the cynics asking tentatively, "Do things feel different? It seems like things have changed, but I can't really put my finger on it."

"It Worked When I Started Small, Expanded Gradually" by Jim Slosson in *Journal of Staff Development*, Fall 2007 (Vol. 28, #4, p. 43, 46), no e-link available; Slosson can be reached at jslosson@aol.com.

2. High-School Teacher Professionalism and Common Assessments

In this *Journal of Staff Development* article, Judy Wurtzel shares key elements of a 2006 Aspen Institute report, *Transforming High School Teaching and Learning: A Districtwide Design*. Wurtzel says the report makes two major points: the importance of a vision of teacher professionalism and the power of common tasks and goals.

• *Teacher professionalism* – To be robust, says Wurtzel, professionalism needs to put "accountability for results and the use and refinement of effective practices at the core of teaching." Here are the Aspen report's six tenets:

- Professionals' primary duty is to their clients – i.e., students.
- Professionals are accountable to the profession for results – i.e., "identifying and preparing its members in the knowledge, skills, and standards of practice most likely to lead to increased student learning. The profession also must hold its members accountable and discipline or eject from the profession those unable to improve student learning."

- Professionals have the duty to improve their own practice. That means professional development, coaching, classroom observation, and continued learning are essential, not optional activities. Student learning results – and classrooms – need to be open.
- Professionals have a duty to improve common practice in the profession. In a hospital, a patient's death triggers a morbidity/mortality study to see if treatment protocols were followed, how to improve adherence to protocols, and whether the protocols need to be reconsidered in light of new evidence. Parallel procedures are need in teaching.
- Professionals adhere to a body of specialized knowledge, agreed-upon standards of practice, and specific protocols for performance. Classroom practices need to be based on research or, if the research isn't yet conclusive, a strong consensus that a practice will work for students. "In addition," writes Wurtzel, "the profession has a duty to organize teachers' work lives and responsibilities in ways that enable them to develop, refine, apply, and share knowledge of effective practices."
- Professionals are expected to exercise professional judgment. This means taking into account the specific characteristics and needs of students.

How does this vision of professionalism square with American teachers' long-standing tradition of autonomy – closing classroom doors and doing their own thing? "Improving practice can only be done *by* teachers, not *to* teachers," writes Wurtzel. "But when teacher professionalism is defined as… freedom to make decisions about what, how, and sometimes even whom to teach – that autonomy does not support instructional improvement… Autonomy is not a value or goal in itself but a resource for improvement." Wurtzel believes teachers' autonomy definitely needs to be circumscribed:

- When there is strong research evidence that certain practices lead to good outcomes for students – for example, the elements of early reading instruction and the efficacy of using data from formative assessments.
- When the teacher is inexperienced – Novice teachers should have less room for professional judgment, veteran teachers more.
- When student mobility is high and consistency of curriculum or practice will help.
- When student achievement is low.
- When students are at serious risk. "When the risk to clients is high," says Wurtzel, "– in cardiac surgery or reading instruction – the need to follow standard practices is greater than when the risk is low – treating athlete's foot or teaching violin."

• *Mobilizing around common goals and tools* – The work of improving all students' achievement has been hampered, says the Aspen report, by the vagueness and breadth of many state standards and the absence of clear expectations on what constitutes good teaching. "High-quality common tools are mostly lacking in high schools," says Wurtzel, "except those that serve the most advanced students. In those schools, Advanced Placement, with its required curriculum, aligned assessment, and professional development, provides a shared platform upon which AP teachers can work with their colleagues and outside providers to improve student mastery."

Wurtzel applauds the work in several states, including Rhode Island, to simplify and clarify grade-by-grade learning goals, including the "big ideas", agree on common, high-quality student tasks and scoring rubrics, and spell out the most effective classroom practices. Rhode Island convened teachers from around the state to work on the common tasks and they returned to their districts and led further work on collaborative curriculum and assessment, including calibration and scoring sessions and discussions about "how good is good enough" and what constitutes proficiency. Teachers have reportedly received the common tasks well, asking only to be provided with professional development on using them effectively. For more information about the Rhode Island common student tasks, see http://www.ride.ri.gov/HighSchoolReform/DSLAT/comtask/ct_intr.shtml.

The Portland, Oregon schools, working with the Education Trust, have also been working on common tasks, calling them "anchor assignments." Every student from grades 6-12 is asked to complete an English/language arts, math, social studies, and science assignment, spread out through each year. Teachers in each content area give the anchor tasks at about the same time in the school year, then score sample papers from each class in teams. There has been some teacher push-back (again, strong requests for professional development and ongoing support), but the process of giving common assessments, sharing student work, and developing common definitions of student proficiency is proving beneficial. "They are asking why some teachers are eliciting higher-level work with similar students and comparing instructional approaches," reports Wurtzel. "They are thinking about what good classroom assignments look like… and asking themselves what they might do differently." For more information on the Portland literacy assignments, see http://159.191.14.139/pg/10609. Here are two samples:

- Biology: You have had some practical experience on the impact of varying the concentrations of a chemical on the heart rate of daphnia. Define the concept of heart rate using your evidence. Describe the relationship between the concentration of the chemical you used and the change in the daphnia heart rates. Use this knowledge to explain how the concentration of a chemical you ingest may affect your heart rate.
- English: From a work of literature that you have read, select a character who is faced with a conflict. Write a paper in which you define the conflict and analyze its effect upon the character.

"Common tasks can galvanize teachers' commitment as they solve real problems and become the basis for continual innovation," concludes Wurtzel. "… Shared tasks also help translate the knowledge base about effective practices into concrete work for students and teachers. Allowing teachers to develop, use, and analyze common tasks – and the teaching that leads to better performance on the tasks – builds shared understandings of good instruction."

"The Professional, Personified" by Judy Wurtzel in *Journal of Staff Development*, Fall 2007 (Vol. 28, #4, p. 30-35), no e-link available; Wurtzel's e-mail is judy.wurtzel@aspeninst.org.

3. Effective Discipline Across Racial Lines

In this article in *Education Digest*, Massachusetts K-8 vice principal Joshua Frank writes candidly about disciplining African-American students. "I find myself wondering how often white educators lose opportunities to fully communicate with black students and their parents," he says, "because we fear that feedback and criticism will be viewed as racist." This is important, Frank believes, because when students are held accountable by teachers and administrators they believe are fair and have their best interests at heart, students are less likely to deflect responsibility, resist, or shut down – and more likely to behave well and achieve academically.

Frank has learned over the years that race is an important part of every student's identity, that the issue of race is always present when he interacts with black students, and that his whiteness is "a racial identity that proffers privilege rather than something that serves as an unacknowledged norm against which others are measured." But he has noticed an unproductive dynamic that gets conscientious, well-intentioned white educators tied up in knots and can prevent them from being effective with black students.

"While white privilege exists," says Frank, "it is unearned, because none of us chooses the color of our skin. Yet any thoughtful person who enjoys an unearned privilege will experience some guilt. As a result, white educators often try to convince students of color and their families that they want to 'help' them achieve at the same level as the white majority. If that 'help' fails to result in high achievement and positive behavior, guilt can easily give way to fear related to being branded a racist. Yet there seems to be a powerful taboo against acknowledging these feelings. Nobody likes to feel guilty or afraid. Most public educators genuinely want to help others. But I believe that many white educators get tired of feeling guilty and afraid, and, most of all, they begin to feel powerless. Some respond by getting angry, often in ways of which they are unaware." The train of thought goes like this:

- I want to use my white privilege to help students of color.
- But what if they call me a racist?
- What if I am becoming a racist?
- What if they find out I've become a racist?
- I tried to help, but it didn't work, so it must be their fault.

Frank has several suggestions for dealing with the reality of white privilege and getting out of this bind:

• Set individual student improvement goals that are long-term and measurable. Goal-setting is student-centered and suggests an on-going relationship. "When the student doesn't meet expectations, then the discussion is about what happens tomorrow, as much as what went wrong today," says Frank.

• Measure students' progress against a baseline and build on strengths. Avoid deficit thinking, don't dwell on past failures and misbehavior, and don't compare students with peers.

• Make feedback to students and parents specific, balanced between positive and negative, and geared to hoped-for outcomes. "In measuring progress toward long-term goals,"

says Frank, “students may be able to quickly experience some success and leave behind a sense of unfairness.”

• When students break rules in class, confront the misbehavior matter-of-factly and, if possible, in private.

• Avoid loaded words like “disrespect” and “attitude” – these make it more difficult to develop a positive working relationship.

• Describe behavior in non-judgmental, descriptive terms. “Specificity communicates fairness and objectivity, helps set clear goals for students, and helps parents work in tandem with the school,” says Frank. Parents will do better saying, “Do your homework and keep your hat off in the classroom,” than saying, “You’ve got to do better and stop having an attitude.”

“Effective Discipline Across Racial Lines” by Joshua Frank in *Education Digest*, September 2007 (Vol. 73, #1, p. 62-64), no e-link available

4. Teaching Internet Research Skills to Middle-School Students

In this *Harvard Education Letter* article, freelance writer Colleen Gillard helps educators deal with the challenges of students doing research on the Web, and suggests that middle school is the best place to teach three key skills:

• *Finding quality information on the Web* – Elementary students know how to Google and surf, but most don’t have enough background knowledge to do serious Internet research. Middle-school students are ready to learn. Gillard suggests these guidelines:

- Wikipedia – While it’s not a totally reliable source, since the content is constantly changing and authors are not identified, Wikipedia is a good starting point since it has up-to-the-minute information (for example, when the planet Pluto was demoted to “dwarf” status, the Wiki entry was updated in minutes) and numerous links to other sources, print and online.
- Educational websites – Students need links to periodicals and educational databases. Kathy Schrock, a Massachusetts technology administrator, has an award-winning collection at http://school.discoveryeducation.com/schrockguide/.
- Key-word searches – Students need help zeroing in on the key words for an Internet search and then using the advanced search feature in Google to limit their search so they’re not buried with thousands of links.

• *Evaluating information* – Two common traps are: (a) assuming the first two or three links that pop up in a search, or the most recent ones, are the best; (b) being in a rush and not taking the time to look carefully at Web information; and (c) taking everything as gospel truth. One librarian teaches her students the importance of using multiple sources by having them go to http://www.classroomhelp.com/lessons/web/WHALES/whale_in_MI.pdf - a plausible-looking tongue-in-cheek website purporting to give scientific information on whales in Lake Michigan – and then having them check other sources, such as an encyclopedia or National Geographic’s website, and doing a Web search on George Bell, the “marine biologist” on the site, to discover what’s wrong (whales can’t survive in fresh water). Students need to cast a

skeptical eye on URLs and home pages to see who's sponsoring the site – do they have a product to sell or an axe to grind?

• *Avoiding plagiarism* – The Internet has led to a huge increase in students passing off others' words, ideas, concepts, or images as their own. According to Turnitin.com, an online checking service, as many as one-third of college papers contain "significant plagiarism." Middle school is a good age for teachers to introduce the concept of intellectual property, an idea that seems obvious to adults but may be something new to kids (one student couldn't understand why copying a file from a digital source was stealing when the original was still online after the supposed theft). Steve Lantos, a Massachusetts chemistry teacher, won't let his students use terms or jargon they don't understand – what they write has to be in their own words – and tells them, "When in doubt, always cite."

An eye-opening exercise is having students run their work through online plagiarism detection services, including http://www.turnitin.com, http://www.ithenticate.com, or http://www.canexus.com. This can wake them up to the ease with which middle-, high-school, and college teachers can catch plagiarizing.

Three more strategies for steering students away from copying: (a) assigning topics that require original thinking – for example, topics that ask students to answer "how" and "why" questions; (b) having students pick their own topics (perhaps from a list of possibilities), which generates more ownership; (c) assigning topics that are appropriately challenging – i.e., not too daunting. A student who is bored with a topic, regurgitating facts, or scared the assignment is too hard is definitely more likely to plagiarize.

Should Internet skills be taught in a separate class? Probably not, says Gillard. What's taught in such settings may go in one ear and out the other. These lessons and cautions are best taught "at the point of need" in science, history, and literature classes. Students learn the lessons best when they make mistakes – or are about to make them.

"Internet Research 101: How to Help Middle-School Students Avoid Getting Tangled Up in the Web" by Colleen Gillard in *Harvard Education Letter*, September/October 2007 (Vol. 23, #5, p. 4-5), http://www.edletter.org/insights/internetresearch.shtml.

5. Ways to Get Balanced Participation in Meetings

In this *Journal of Staff Development* column, Robert Garmston says it's important for group conversations in schools to be *balanced* – that is, everyone is actively involved in discussing the topic and has ownership of what is decided. Unbalanced meetings are bound to be frustrating and unproductive, he says. "Creating a collaborative culture is a complex goal worthy of the investment in time and energy. The informed participation of many voices in balanced conversation is one skill that enables groups to progress toward that complex goal."

Garmston deliberately uses the term *ownership* rather than *buy-in.* "The term *buy-in* assumes the goal is selling, presupposes a salesperson, and suggests *sales resistance* as an expected part of the interaction," he says. "Balanced conversations promote shared ownership, which begets understanding, commitment, and follow-through."

To have balanced conversations, says Garmston, group leaders need to resolve three challenges:

• *Airtime imbalance* – One or two members monopolize the discussion; they're the first to speak and they elbow others out of the conversation. "The result," says Garmston, "is decisions that increasingly bear the fingerprints of the high talkers without regard for other group members." Why do they do this? Perhaps because they think best when they externalize their thoughts; perhaps they have poor impulse control; or perhaps they are intensely involved in the topic. Whatever motivates them, these people are rarely conscious of the effect they have on the group, which is to reduce ownership, alienate some of their colleagues, and undermine the effect of the group's decisions. Group members who remain quiet during a discussion often leave the meeting and don't follow up on what the group decides. This makes others wonder why they should even spend the time discussing things that aren't going to be carried out.

• *Talkative leaders* – "I worked with a group in which the group leader posed a question and, before anyone responded, launched into her own detailed answer," writes Garmston. This happened a lot, and group members learned to lay low until the leader had finished. Other leaders dominate groups in different ways, for example, taking responsibility for recording all the ideas in during a brainstorming session. Such leaders are often insensitive to their impact on group dynamics.

• *Not using protocols* – Protocols are a way to structure a conversation so all members participate, stay focused, and comply with group norms. If a group doesn't have a repertoire of protocols, it can get stuck in unbalanced discussions. Protocols designate a topic, separate listening from speaking, require specified thinking processes, stipulate time limits, and set topic boundaries. They can be especially helpful with hard-to-discuss topics by providing structure and psychological safety. Some examples:

- Brainstorming – a protocol for generating ideas without allowing members to cast judgment;
- Paraphrase passport – a protocol to promote active listening: each new speaker must paraphrase the preceding speaker's ideas as a "passport" to speaking;
- Three-two-one – a protocol to aid reflection in dialogue: before speaking, members silently count down 3-2-1 after a person has spoken;
- Say something – a protocol to get everyone in a larger group actively involved with the topic and put their ideas in play: people pair off, read a short passage on the topic, and pause to say something to each other about the content – ways they agree, connections with their own classroom practices, or questions or challenges.

Another way of promoting balanced conversations is for the group leader to ask for reflection. "Adults do not learn from experience but rather from reflecting on experience," says Garmston. "Reflection helps address group dynamics and individual behaviors. Meetings improve when groups reflect about their work." For example, if a group is floundering or becoming adversarial, the leader might ask, "What seems to be going on here?" This simple

question can stop dysfunctional dynamics and get a group back on track. Garmston also recommends the following intervention: ask group members to reflect silently on this question: "What decisions did you make about when and how to participate? What were the effects of those decision on you and on others?" People then share their answers with a neighbor or with the whole group. "When this happens several times," he says, "group members sharpen their metacognitive skills and increase personal and team effectiveness."

Garmston has a final suggestion: occasionally ask group members to fill out a quick inventory on a meeting:

- We balanced participation: 1-2-3-4-5
- The degree to which I felt listened to: 1-2-3-4-5
- The degree to which I listened to others: 1-2-3-4-5

Then tally up the overall results and have members look at those and compare their individual results with the overall group scores.

"Collaborative Culture: Balanced Conversations Promote Shared Ownership" by Robert Garmston in *Journal of Staff Development*, Fall 2007 (Vol. 28, #4, p. 57-58), no e-link available

6. Should We Give Students Second Chances with Their Writing?

In this contrarian *Education Week* article, Gary Mielo, a New Jersey English professor and former grade 5-12 teacher, says he's frustrated with how few of his students internalize the comments he writes on their papers. If they are allowed to revise their papers, students dutifully tweak them, but they continue to make the same mistakes in future papers. Mielo has become disenchanted with second chances. "Allowing students to revise previously submitted compositions for higher grades," he says, "is doing them a disservice. It supports the idea that there is little value in doing something correctly the first time around."

The solution? Grade students on what they submit the first time around, says Mielo. "I am opposed to giving students a second and third chance to rectify easily correctable slovenliness." Teaching writing as a process is great, he says, but students need to be accountable for what they hand in. Mielo's own experience with demanding college professors and newspaper and magazine editors taught him that lesson: "They were stern, uncompromising, and deeply concerned about the quality of my work," he says. When they gave him bad grades or threw his writing back in his face, it didn't crush his self-esteem – it motivated him. "Very quickly, I learned that writing was a process I had better master right away, with or without their guidance. To me, good grades and steady jobs were riding on the compositions I proudly honed and submitted without any hope of redemption." Mielo thinks today's students would benefit from that ethos.

"Writing As Process: Rewarding the Slipshod?" by Gary Mielo in *Education Week*, September 12, 2007 (Vol. 27, #3, p. 26), http://www.edweek.org (free registration)

7. Two Examples of Literacy Leadership

In this article in the *Journal of Staff Development*, education professor Annemarie Jay and district curriculum director Jack McGovern list some specific ways that elementary principals have become literacy leaders. Two highlights:

• A new principal learned that 85% of students had scored below proficient on the statewide assessment. He convened a meeting of teachers, parents, community members, and curriculum consultants and said, "How can we improve? We know our kids are capable." This brief statement (notice – no long speech) spurred an exploration of materials, best practices, and new connections with parents. As the process began, the principal laid down two ground rules: No one was allowed to make negative comments, and nothing was off-limits if it would help students achieve. The school changed its schedule, initiated flexible grouping, used student data to inform decisions, and made other changes. Three years later, 79% of the school's fourth graders scored proficient and above on the state test.

• Outside one principal's office, accessible only to the principal and teachers, is a data wall covered with colorful sticky notes with up-to-the-minute records of every child's literacy performance. "Each note serves as a focus of dialogue with teachers, parents, and students," say Jay and McGovern, "because formative assessment informs practice about what a child needs in order to improve." The principal makes the data part of discussions with individual teachers, with grade-level teams, and with parents. In addition, there is a data display in the teachers' workroom that allows teachers to focus on individual student and grade-level needs.

"Not Just a Manager Anymore" by Annemarie Jay and Jack McGovern in *Journal of Staff Development*, Fall 2007 (Vol. 28, #4, p. 51-54), no e-link available. Jay is available at abjay@mail.widener.edu and McGovern at jmcgover@bciu.org.

8. One More Nail in the Coffin of Traditional Professional Development

In this policy brief from *The Future of Children*, co-director Ron Haskins and Stanford education professor Susanna Loeb excoriate conventional ideas about how to improve teaching. "Neither graduate course work nor most activities that now count as professional development are effective in boosting teacher quality," they write. "Research fails to establish any relationships between graduate degrees and student learning unless the degree is in the field in which the teacher specializes. Even here the evidence is quite weak. Similarly, there is no correlation between student learning and workshops, institutes, and study groups for teachers."

So what works? Haskins and Loeb point to three guidelines for PD: first, courses or workshops should last several days; second, they should focus on subject-matter instruction; and third, their goals should align with the goals and curriculum materials used by the teacher's school district.

"A Plan to Improve the Quality of Teaching" by Ron Haskins and Susanna Loeb, Spring 2007, available at http://www.futureofchildren.org/usr_doc/FOC_Brief_Spring2007.pdf.
Spotted in *Education Digest*, September 2007 (Vol. 73, #1, p. 51-56).

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
<u>ASCD, CEC SmartBriefs</u>
Atlantic Monthly
Catalyst Chicago
Chronicle of Higher Education
CommonWealth Magazine
<u>Daily EdNews</u>
Ed. Magazine
EDge
<u>Education Digest</u>
<u>Education Gadfly</u>
<u>Education Next</u>
<u>Education Week</u>
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
<u>Journal of Staff Development</u>
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
<u>New York Times</u>
<u>New Yorker</u>
<u>Newsweek</u>
<u>PEN Weekly NewsBlast</u>
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
TESOL Quarterly
Theory Into Practice
Tools for Schools