

Marshall Memo 679

A Weekly Round-up of Important Ideas and Research in K-12 Education

March 27, 2017

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Quotes of the Week

“[T]eachers often feel like they have to do a lot of talking or else they are not teaching.”

Nancy Anderson and Elizabeth Kaye (see item #3)

“Visitors who use a laptop or tablet to tally data or script every detail miss a lot of the real action in classrooms. And using a checklist or rubric to score the lesson distracts the supervisor – there’s simply too much going on to capture in a detailed format.”

Kim Marshall (see item #2)

“Denial and disbelief are hardwired into human consciousness. When events deviate from our mental models, it can be almost impossible to comprehend what’s going on.”

James Meigs (see item #1)

“Disasters teach us a humbling lesson: No matter how careful we think we are, and often in spite of the care we take, there’s always another string of unseen dominoes waiting to topple.”

James Meigs (*ibid.*)

“It is difficult for children to be hungry for knowledge when they’re physically hungry for food and emotionally hungry for attention.”

Pamela Davis Smith in “Achieving Equity Amid Poverty,” *The Hechinger Report*, February 1, 2017, <http://hechingerreport.org>, spotted in *Education Digest*, April 2017

“Violence in the house, violence in the school, and violence in the neighborhood. That is why he is always angry. Because if you have pain when you are young, you are angry all the time.”

Emmanuel Duterte, on the childhood of his brother, Philippines president Rodrigo Duterte, quoted in “Becoming Duterte: The Making of a Philippine Strongman” by Richard Paddock in *The New York Times*, March 22, 2017, <http://nyti.ms/2mQ6S39>

1. What the 2017 Oscars Debacle Teaches Us About Handling Crises

In this article in *The Week*, journalist James Meigs deconstructs the moment in the 89th Academy Awards when Warren Beatty and Faye Dunaway announced the wrong Best Picture – *La La Land* instead of *Moonlight*. Meigs says the events leading up to this snafu – and other much more serious disasters like the Deepwater Horizon oil spill, the sinking of the *Titanic*, and some plane crashes – have a lot in common. Here is his analysis of the human errors leading up to the Oscars mistake:

- *Overconfidence* – PricewaterhouseCoopers, the accounting firm that had handled the award envelopes for the previous 83 years, put company high-ups Martha Ruiz and Brian Cullinan in charge of personally handing award envelopes to the presenters as they headed to the stage. Counterintuitively, big shots are more likely than junior operatives to make mistakes. “Many accidents have been triggered by very experienced workers who grew overconfident and complacent,” says Meigs. “Staying focused while doing simple, repetitive tasks is a challenge for most people, but there is evidence that less senior workers are sometimes more attentive – the anxiety that comes from being new to a job appears to help keep people alert.” Cullinan, who handed the wrong envelope to Warren Beatty, was so comfortable in his fourth year handling Oscars envelopes that he was snapping photos and tweeting backstage just before he made the error.

- *Secrecy* – Cullinan and Ruiz were the only two people in the hall who knew the 2017 Oscar winners. Super-tight security was instituted in 1940 after the *Los Angeles Times* revealed the winners in advance of the ceremony, and this procedure has kept the lid on ever since. But the system put full responsibility for catching and announcing the error on Cullinan and Ruiz.

- *Freezing* – So why didn’t Cullinan and Ruiz, who knew immediately that the wrong movie had been announced, rush to the microphone before *La La Land* producers waltzed onto the stage and started giving their acceptance speeches? The PwC partners froze, a common reaction in emergencies, which often makes things worse. “Denial and disbelief are hardwired into human consciousness,” says Meigs. “When events deviate from our mental models, it can be almost impossible to comprehend what’s going on. And our tendency to freeze up in stressful situations may reflect a primitive survival instinct: Animals that freeze, rather than run, might avoid being seen by predators.” It took more than a minute before Cullinan told a stage manager that he thought the wrong winner had been announced, and more time passed before someone asked Ruiz to open her envelope. It then fell to *La La Land* producer Jordan Horowitz, the man with the biggest stake in believing his movie had won, to blurt out, “I’m

sorry, there's been a mistake. *Moonlight*, you guys won Best Picture.” He then handled the turnover with consummate grace and got his people off the stage.

- *An error-prone procedure* – Ruiz and Cullinan each had a full set of award envelopes in their black briefcases as they stood just offstage left and right, ready to hand off each envelope to the presenters. Why the duplication? Just in case one of the presenters entered from the wrong side. But when a presenter took the stage from the other side, either Ruiz or Cullinan had a duplicate envelope that needed to be put aside and *not* handed to the next presenter. “A precaution intended to solve one problem ended up creating another,” says Meigs. And that’s just what happened: when Warren Beatty reached out for the Best Picture envelope, Cullinan handed him the now-redundant Best Actress envelope that had been handed off by Ruiz on the other side of the stage a few minutes earlier.

- *The almost-over dynamic* – The Best Picture award was the last of the night, and, says Meigs, an “outsized share of accidents happen near the ends of projects or missions... In mountaineering, the majority of accidents happen on the descent. This is an understandable human tendency: It is only natural to relax a bit when you think you are over the hump.” At this stage in the proceedings, Cullinan was understandably less careful.

- *Visual problems* – The award envelopes were bright red with small gold lettering, instead of large white labels that had been used in the past. Once they looked at the card inside the envelope, both Beatty and Dunaway found it difficult to distinguish between the words Emma Stone and *La La Land*.

- *Confirmation bias* – When Beatty looked at the card, which read Emma Stone, *La La Land*, he hesitated because he knew something was wrong. “Beatty expected the card to include the name of a single movie,” says Meigs, “not the name of an actress and a movie. He knew there was a problem. On the other hand, he’d taken the envelope directly from the hand of a partner in PwC, a firm renowned for its bulletproof reliability. And the movie the card did mention was *La La Land*, the film everyone expected to win Best Picture.” Beatty stalled for time and then showed the card to Dunaway, hoping she would confirm his sense that something was wrong. “But Dunaway, already annoyed by what she perceived as his showboating, didn’t hesitate,” says Meigs. “When she glanced at the card, her mind zeroed in on the words she expected to see, *La La Land*, and tuned out the words Emma Stone. Such selective attention is common in high-stress situations.”

With 20-20 hindsight, it’s easy to see what went wrong in the Great Oscars Envelope Flap, and some fixes are already in the works for next year’s ceremony, starting with Cullinan and Ruiz not taking similar roles ever again. “But, no matter how many changes are instituted,” Meigs concludes, “the potential for future mistakes will remain. Disasters teach us a humbling lesson: No matter how careful we think we are, and often in spite of the care we take, there’s always another string of unseen dominoes waiting to topple.”

“How Disasters Happen” by James Meigs in *The Week*, March 24, 2017, originally in *Slate*, http://www.slate.com/articles/health_and_science/science/2017/03/the_oscars_mix_up_is_a_classic_disaster.html

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2. A Non-Traditional Approach to Teacher Supervision and Evaluation

In this *American School Board Journal* article, Kim Marshall challenges school board members and superintendents to ask some tough questions about their teacher-evaluation process. Are almost all teachers getting good to excellent ratings while supervisors privately acknowledge that mediocre and ineffective practices continue in classrooms? Are principals spending hundreds of hours on the traditional process, or some variation of it, with little or no impact? Have people become cynical about evaluations, regarding them as a necessary bureaucratic chore that makes little difference in classrooms? If so, says Marshall, it might be time to “confront the brutal facts and make some changes,” because teacher evaluation can actually be a powerful lever for improving teaching and learning.

Four hard truths: First, students learn considerably more from some teachers than from others – and that’s because of specific practices that effective teachers implement day by day. Second, every school has a range of teaching quality from excellent to less-than-effective, which means that the work of improving student achievement must be done within each building. Third, students who walk into school with any kind of disadvantage (special needs, parental conflict, bullying) have a more urgent need for good teaching than their luckier classmates. And fourth, the traditional teacher-evaluation process makes it very difficult for principals to change mediocre and ineffective teaching practices.

What’s wrong with the traditional process? Surely it makes sense for principals to have a pre-observation conference with a teacher, take detailed notes while observing a full lesson, write up a thorough analysis, and have a post-observation conference. But this time-honored process has three design flaws:

- Because each evaluation is so time-consuming (about four hours), teachers can’t be observed more than once or twice a year – hardly enough to change performance.
- If the teacher has advance notice of the observation (often the case), the principal sees optimal, not typical performance (the time-honored “dog-and-pony show”), which means that less-than-effective practices are probably not going to be addressed.
- When principals give detailed feedback, teachers are likely find it overwhelming, poorly timed (April or May), and unhelpful.

“Because of these built-in problems,” says Marshall, “traditional teacher evaluation is generally inaccurate, ineffective, and dishonest to parents and stakeholders.” Worse still, the hundreds of hours spent on the old process is time not spent on research-based practices that are much more likely to produce results: building a positive student and adult culture; orchestrating professional working conditions and teacher teamwork around curriculum planning and analysis of student work; hiring well and effectively onboarding new teachers; making frequent classroom visits; appreciating and spreading effective practices; and giving tough-love feedback when needed.

Despite all this, the traditional process has had a life of its own, persisting with some variations in most districts across the nation. Then along came No Child Left Behind, Race to the Top, and the Common Core, raising the stakes and stirring up concerns about high-stakes accountability for students and teachers. Now ESSA (the Every Student Succeeds Act) is the

law of the land, giving states and districts much more freedom in how they evaluate teachers. This is a golden opportunity, says Marshall, to rethink how things are done. He suggests replacing the traditional process with short, frequent, unannounced, systematic classroom visits followed by face-to-face debriefs and saving a thorough rubric evaluation until the end of the school year. Some details:

- *Length and frequency* – A 10-15-minute classroom visit is amazingly revealing, says Marshall, provided there are enough of them (he suggests one a month), and that the supervisor systematically visits at the beginning, middle, and end of lessons and different times of the day and days of the week. It's a good idea for novice teachers to get more frequent full-lesson feedback, but this is best handled by instructional coaches or peer observers, with principals keeping up a steady rhythm of mini-observations for all teachers.

- *Look-fors* – “Short visits are highly informative if supervisors are humble, curious, *present*, and low-tech,” says Marshall. “Visitors who use a laptop or tablet to tally data or script every detail miss a lot of the real action in classrooms. And using a checklist or rubric to score the lesson distracts the supervisor – there's simply too much going on to capture in a detailed format.” Supervisors might keep three possible questions in mind: *What are students supposed to be learning? Is this the best way to teach it? And are they all learning?*

- *In-person coaching* – The best way to build trust, share insights, ask questions, learn what the teacher is proud of and worried about, and spark non-defensive reflection is a face-to-face chat, preferably in the teacher's classroom when students aren't there. The supervisor should focus on a single “leverage point” and follow up with a brief summary sent electronically (one clever software program www.t-eval.com limits the message to 1,000 characters).

- *Time management* – Each short-observation cycle takes about 30 minutes – 10 in the classroom, 10 for the debrief, 10 for the write-up – and doing two or three of these is manageable in all but the craziest school day, says Marshall. He calculates that in a medium-size school, doing ten per teacher takes considerably less time than traditional evaluations – 175 hours versus 300 hours. “Think about the difference,” he says: “In the same four hours it takes to do one traditional evaluation, a supervisor can do eight mini-observation cycles. Not only is that much more productive, but the time saved can be spent working with teacher teams, thinking about curriculum, and being more attentive to colleagues and parents.”

- *Summative evaluation* – Marshall believes rubrics are not appropriate for evaluating single classroom observations, but rather, should be used at three points in the year: In September, teachers self-assess and set 2-3 professional growth goals with their supervisor; in mid-January, supervisor and teacher compare tentative scores on the full rubric and discuss disagreements and goals going forward; and at the end of the year, they repeat the mid-year process and finalize the evaluation. Rubrics act as an effective memory prompt for teachers and supervisors, says Marshall, pulling out impressions from classroom visits, conversations, and other points of contact and producing a “surprisingly accurate picture of overall performance.”

• *Skillset* – Some educators worry that not enough principals have the skills and wisdom to make good use of short classroom visits, but Marshall points to several design elements that might convince skeptics otherwise:

- Unannounced visits confront supervisors with practices that clearly need improvement (*Would I want my own child in this classroom?*).
- Frequent visits allow supervisors to focus on one leverage point at a time, making difficult conversations less difficult.
- Face-to-face chats in the classroom (when students aren't there), along with focusing on one improvement item at a time, reduce teacher defensiveness.
- Talking after each observation lets teachers educate their supervisors about important background information and coach *them* on curriculum and pedagogy.
- Multiple visits give supervisors multiple at-bats to improve their skills.

All these “bring out the best in supervisors,” says Marshall, “and provide a pathway for improvement for those who aren't currently up to snuff.”

• *Superintendents* – Those who directly supervise principals are in the best position to assess their building leaders' “eye” for instruction. Supervisors need to be held accountable for making frequent classroom visits, following up appropriately, addressing schoolwide needs in professional development, and continuously improving teaching and learning. The most effective approach is for the superintendent (or a designee) to regularly co-observe 2-3 classrooms with the principal and debrief about the kind of feedback (or praise) each teacher might be given. Superintendents can also use their regular principals' meetings to discuss the finer points of classroom observations, watch videos, role-play feedback conversations, discuss challenging case studies, and look for trends across schools.

This approach to teacher supervision and evaluation sounds promising, but is there research evidence that it works? Not yet, says Marshall, but districts using this approach aren't acting irrationally. That's because mini-observations support seven factors that have a robust track record for improving teaching and learning:

- Building relational trust;
- Orchestrating professional working conditions;
- Principals managing by walking around and being highly visible instructional leaders;
- Teachers getting frequent, specific appreciation and/or suggestions;
- Early intervention with instructional problems;
- Developing teachers' skills at checking for understanding and following up with students (when supervisor and teacher discuss whether all students are learning);
- Seeing on-the-ground evidence of teachers' curriculum planning and data analysis.

“All this happens much more readily when principals are in classrooms every day and following up with teachers about what they see,” says Marshall. “In short, there's ample reason to believe that mini-observations will come through with flying colors when the research is done – and every reason not to wait around for that far-off day.” Among the systems that have been using mini-observations successfully for years: Manhasset, New York; Hamilton County/Chattanooga, Tennessee; and the Uncommon Schools charter network.

Are school boards micromanaging their superintendent if they get involved with teacher evaluation? Not at all, says Marshall. How teachers are held accountable is at the heart of the board's policy role, and it's entirely appropriate for school boards to ask if their district's system is successfully meeting these fundamental goals:

- Quality assurance – Can district leaders honestly say there is effective or highly effective teaching in every classroom virtually all the time?
- Feedback – Are principals frequently noticing and praising good classroom practices and coaching teachers who need improvement?
- Motivation – Are teachers challenged to bring their A game every day and reflect continuously about their work?
- Personnel decisions – Are principals making the right calls on retaining struggling but promising teachers, granting tenure to those who truly deserve it, putting exemplary teachers to work in PD or mentoring roles, and dismissing educators who are persistently ineffective?

“If the answer to one or more of these questions is NO,” says Marshall, “... the next step is crafting policies that will turn things around.”

“The Truth About Teacher Evaluation” by Kim Marshall in *American School Board Journal*, April 2017 (Vol. 204, #2, p. 76), <http://www.nsba.org/newsroom/american-school-board-journal/asbj-april-2017/truth-about-teacher-evaluation>

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3. Not Doing Too Much for Early Readers As They Learn to Self-Monitor

“Our experience as teacher educators reveals that teachers often feel like they have to do a lot of talking or else they are not teaching,” say Nancy Anderson and Elizabeth Kaye (Texas Woman's University) in this article in *The Reading Teacher*. “However, one characteristic of an expert teacher is close observation or kidwatching... Choosing *not* to talk can be a powerful teaching decision when it gives room for observing children.”

Anderson and Kaye's interest is in developing beginning students' *self-monitoring* skills (which they distinguish from *comprehension monitoring* when students are proficient readers). The authors suggest three key teacher moves to develop self-monitoring:

- *Observing and hypothesizing* – Keeping mum for a few moments and observing “gives the teacher time to make teaching decisions and gives children time for critical independent decision making,” say the authors. “So, powerful teaching actions might, on the surface, look like nothing is happening, although the opposite is true... By listening quietly and observing rather than jumping in after an error, teachers allow children the opportunity to notice errors.” There's another problem with correcting every error: children get the idea that perfection is the teacher's main goal and become reluctant to read for fear of being wrong. The key is for the teacher to see where students are successfully self-monitoring and watch for the areas where they're missing comprehension or graphophonic clues and need to fine-tune their monitoring.

• *Noticing and naming* – We all have a “perceptual bias to notice the incorrect,” say Anderson and Kaye, which leads many teachers to correct students too quickly and too often. The long-term goal is getting students to notice their errors and self-correct. One of the best ways to accomplish that is to notice, name, and praise what students are doing right, even if they’re not reading perfectly. Teacher comments like these...

- “I’m glad you stopped.”
- “What did you notice?”
- “I like how you tried to work that out.”
- “Why did you stop?”

...will reinforce children’s ability to self-monitor even if they’re still making errors.

• *Agency and becoming strategic* – “Stopping after an error, showing dissatisfaction, and rereading are signs that the child might be noticing information that was previously overlooked,” say Anderson and Kaye. “Again, this is not about helping the child get the word right. Rather, this is about teaching the child to begin to notice new features and then stop.” The goal is developing students’ confidence and sense of agency – a belief that their intentional actions influence their world.

Here’s an example. A child reads the text, *A duckling came out of the shell* with an error – “A chick came out of the shell” – and continues reading. “The hard bit is not focusing on getting the child to say *duckling* and thus correct the word (fixing),” say Anderson and Kaye. “Rather, the teacher should help the child learn how to notice the discrepancy (finding). Teaching a child to notice information in text is the central act of self-monitoring.” So the teacher might start by saying, “Wow, you checked to make sure it made sense and sounded right,” and then, “Check to make sure the first part looks right when you read. Stop if you notice something doesn’t look quite right and I’ll help.”

“[W]ith readers who struggle,” Anderson and Kaye conclude, “tread lightly, observe closely, and try to see the text through their eyes. What information does the child need to notice, and how can you direct her attention to the information?”

“Finding Versus Fixing: Self-Monitoring for Readers Who Struggle” by Nancy Anderson and Elizabeth Kaye in *The Reading Teacher*, March/April 2017 (Vol. 70, #5, p. 543-550), available for purchase at <http://onlinelibrary.wiley.com/wo11/doi/10.1002/trtr.1552/full>; the authors can be reached at nanderson@twu.edu and ekaye@twu.edu.

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4. A Massachusetts School Helps Its High-Risk Students Manage Stress

In this *Kappan* article, Ellen Spiegel, director of BRIDGE Alternative Middle School in Massachusetts, shares precepts and strategies her school has developed to work with their population of high-risk students:

• *Create a calm environment*. “Stress reduction can be taught, learned, and practiced successfully in the classroom,” says Spiegel. Some BRIDGE procedures:

- Drop Everything and Relax (DEAR) – Every morning, the entire school engages in this relaxation and stress reduction process, and DEAR is used at other points each week.

- Positivity points – Students are acknowledged for showing kindness, support, and gratitude toward one other.
- Stress balls – These inexpensive squeeze objects give students a simple way to release tension during classes and calm down when they feel stressed or angry.
- Therapy dogs – A licensed therapy dog “makes a great contribution to the school’s emotional climate,” says Spiegel, “often helping staff connect with students who are frustrated, depressed, and/or angry, especially when they seem unwilling to talk.” Students sometimes spend time with the dog before filling out an incident report.
- Classical music – This plays in the hallways and during individual work time and serves to create a calm environment.
- Soothing visuals – Pastel colors, soft light, and photographs of beaches, mountainsides, and waterfalls in counseling offices and other spaces ease stress and help de-escalate conflict.

Not every student finds these strategies helpful,” says Spiegel, “but some of them do seem to respond to one or another kind of visual environment, so we make a range of them available.”

- *Ensure that students feel physically and emotionally safe.* “Growing up in a chaotic and unstable environment creates toxic stress,” says Spiegel, “which can affect a child’s ability to regulate emotions or respond appropriately to disappointments and provocations.” These steps are designed to address students’ needs:

- Human dignity policy – This is the school’s explicit set of values, behavioral norms, and beliefs about how students and staff should communicate with and treat each other. It makes clear that students should not say rude, mean, or disrespectful things – and why – and helps prevent conflicts and explosive behavior.
- Crisis skills – Students know that staff are trained to stay calm, de-escalate kids in crisis, and deal effectively with negative outbursts.
- Take-five space – Each classroom has a semi-private area for students who need to calm themselves down. The school’s goal is to get students to the point where they can independently regulate and redirect angry emotions.
- Drawing or journaling – When students appear sad or depressed, they are encouraged to write or color about it, and this calms them and gives staff a starting point for counseling.
- Independent work spaces – When students can’t function safely within classrooms, they go to designated alternative spaces to calm down and talk.

Having students feel the school is a safe space is the first step to dealing with deeper problems.

- *Give students a way to communicate their feelings.* These are a few of the ways

BRIDGE helps students get their pent-up emotions out in the open:

- Check-ins – These scheduled daily or weekly meetings are an opportunity to talk about issues and build trust with staff members.
- Signal charts – When they enter their homeroom each day, students choose a slip of paper showing whether they are happy, cool, sad, or angry/frustrated and attach it to a

chart by their name, perhaps jotting some specifics. This gives staff a heads-up about issues students may be dealing with.

- Mood cards – As students take their seats in regular classes, they display a green card for *I'm cool*, a yellow card for *I'm unsure*, and a red card for *I'm frustrated*. Again, this gives teachers advance notice of possible problems.
- Mood checks – Alternatively, a teacher might pass a ball around asking each student to rate his or her mood on a 1-5 scale, with others listening without interrupting. This reinforces the school's effort to get students to pay attention to one another's feelings and treat each other with respect, sympathy, and compassion.
- Circles – Each day ends with a student-led discussion called a Wrap-Up, giving students and staff a chance to reflect on the day and raise questions or concerns.
- Restorative justice – This quasi-judicial process gives students who've been harmed a way to make things right. Everyone involved in a negative incident – victims, witnesses, and offenders – has a chance to speak, with the goal of understanding what happened, why it happened, and agreeing on a way to repair any physical and/or emotional damage.

“Recognizing what children go through is not enough,” Spiegel concludes; “educators must be determined to create and implement the many kinds of strategies that meet their needs. The nation’s public schools can help all students succeed, whether those students are dealing with minor stressors or major traumas, but doing so will require a great and lasting commitment.”

“Managing Stress for At-Risk Students” by Ellen Spiegel in *Phi Delta Kappan*, March 2017 (Vol. 98, #6, p. 42-46), www.kappanmagazine.org; Spiegel is at espiegel@lowell.k12.ma.us.

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5. Changes in Kindergarteners’ Entering Skills from the Late 1990s to 2010

In this article in *Educational Researcher*, Daphna Bassok (University of Virginia) and Scott Latham (Stanford University) report their study of recent changes in the academic and behavioral skills of U.S. students entering kindergarten. Compared to the late 1990s, they say, “children are entering kindergarten more proficient across a variety of math and literacy skills, as measured by teacher assessments. These changes are sizable.” Students arriving in kindergarten in 2010 had already learned about 17 percent of what students two decades ago learned by the end of kindergarten.

A second finding was that improvements in math and literacy skills “were apparent across *all* groups of students regardless of race or SES and throughout the distribution of school entry skills.” There were particularly large gains among African-American children compared to their white peers; Hispanic children also outgained white children.

A third finding was that teachers said the 2010 cohort of entering kindergarteners were similar to their predecessors in interpersonal skills and externalizing behavior, with a reduction of internalizing problem behavior. Teachers said the more recent cohort did less well on “approaches to learning,” a measure encompassing children’s eagerness to learn and their ability to work independently, pay attention, and persist in completing tasks. There was also a

slight drop in children's self-control.

A possible explanation for the third finding was that by 2010, kindergarten classes were spending more time using textbooks and worksheets, standardized tests, and teacher-directed instruction, with less art, music, hands-on exploration, and child-selected activities. "Perhaps then," say Bassok and Latham, "kindergarten in 2010 required higher levels of focus, persistence, and attention than in the earlier period. It may be that these changes in daily tasks and expectations had an impact on child behaviors."

"Kids Today: The Rise in Children's Academic Skills at Kindergarten Entry" by Daphna Bassok and Scott Latham in *Educational Researcher*, January/February 2017 (Vol. 46, #1, p. 7-20), <http://journals.sagepub.com/stoken/default+domain/ki3DBvsWNRrdZzkBQ2eW/full>; the authors can be reached at dbassok@virginia.edu and lathams@stanford.edu.

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6. Three Online Math Resources

In this *Journal of Adolescent and Adult Literacy* article, Stergios Botzakis (University of Tennessee/Knoxville) recommends three math websites and apps:

- Algebra Touch – <http://www.regularberry.com/algebra-touch> - beginning algebra
- Graphing Stories – <http://graphingstories.com> - visual, real-world applications
- IXL Math – <https://www.ixl.com/math> - a repository of preK-12 practice problems

"Websites and Apps for Teaching and Learning Mathematics" by Stergios Botzakis in *Journal of Adolescent and Adult Literacy*, March/April 2017 (Vol. 60, #5, p. 597-600); Botzakis can be reached at sbotzaki@utk.edu.

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7. Short Items:

a. An interactive Africa map – This map shows the evolving geography of the continent over 123 years: <http://brown.edu/Research/AAAH/map.htm>

"Animated Atlas of African History 1879-2002" by Nancy Jacobs and Rolondo Penate, Brown University, 2017

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b. Nature in the raw – This extraordinary film shows a bear cub being stalked by a mountain lion: <https://www.youtube.com/watch?v=Zzv6W8rbcc>. You'll surely wonder how on earth they managed to capture all this on film.

"The Bear" by Jean-Jacques Annaud, 1988

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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 45 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 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).

Subscriptions:

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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
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Communiqué
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
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