

Marshall Memo 347

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 16, 2010

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Quotes of the Week

"Nations, like individuals, exorcise their demons through their literature."
Eugenio Suarez-Galban (quoted by Dudley Barlow in item #5)

"Wouldn't it be advantageous for our country to have citizens who believe in their own, personal mathematical competence, rather than making the sign of the cross before they tackle anything resembling mathematics as adults?"
Frazer Boergadine, Math Learning Center, Salem, OR, in a letter to *Education Week*
Aug. 11, 2010 (Vol. 29, #37, p. 36)

"Television isn't necessarily an 'idiot box.' When carefully designed to reflect what's known about effective reading instruction, TV shows (and all sorts of digital resources) can make valuable contributions to the literacy development of kids from poor families."
Susan Neuman (see item #8)

"We don't really care about test scores. We care about adult outcomes."
Harvard economist Raj Chetty (see item #1)

"The big sleeping dog here is not the moral issue. The problem is that kids don't learn if they don't do the work."
MIT Professor David Pritchard on plagiarism (see item #9)

"Dear Rachel: You are the most immature adult I've ever met and I love you!"
An eighth-grade girl's note to Rachel Simmons, founder of the Girls Leadership Institute summer camp (see item #2)

1. Why a First-Rate Kindergarten Teacher Is Worth \$320,000 a Year

In this *New York Times* article, David Leonhardt reports on a group of award-winning economists who looked beyond the downstream test-score gains for students who had highly effective kindergarten teachers (initial gains tend to fade) to the *way*-downstream effects on lifetime earnings. “We don’t really care about test scores,” says Harvard economist Raj Chetty. “We care about adult outcomes.”

The economists measured the long-term trajectories of 12,000 children and found that the beneficial impact of good kindergarten teaching, which seemed to fade as students moved up through the grades, re-emerged in adulthood. “Students who had learned much more in kindergarten were more likely to go to college than students with otherwise similar backgrounds,” says Leonhardt. “Students who learned more were also less likely to become single parents. As adults, they were more likely to be saving for retirement. Perhaps most striking, they were earning more.” In fact, for every 10 percentile points they improved in kindergarten (a typical gain in effective teachers’ classrooms), they made an extra \$1,000 a year at age 27.

The researchers haven’t pinpointed the mechanism of these long-term effects, but Leonhardt speculates that it’s because of the discipline, manners, patience, and perseverance imparted by effective kindergarten teachers. “The tests that 5-year-olds take may pick up these skills, even if later multiple-choice tests do not,” he says.

But is it really the kindergarten teachers making the difference? This is the old causation-versus-correlation question. “Are the children who do well on kindergarten tests destined to do better in life, based on who they are?” asks Leonhardt. “Or are their teachers and classmates changing them?” The database the researchers used – Project STAR in Tennessee – answered this question. In the STAR study, students were randomly assigned to different classrooms, and some teachers consistently produced far better results than others. Smaller class size and more advantaged peers also had a long-range effect, but these were dwarfed by the impact of teachers. “Some are highly effective,” reports Leonhardt. “Some are not. And the differences can affect students for years to come.”

The economists who conducted this study made one more calculation: that an excellent kindergarten teacher is worth about \$320,000 a year. “That’s the present value of the additional money that a full class of students can expect to earn over their careers,” explains Leonhardt. Which means, he says, that we should pay the best teachers more, fire the least effective teachers, and improve tests so they measure real student skills and teacher quality.

“The Case for \$320,000 Kindergarten Teachers” by David Leonhardt in *The New York Times*, July 28, 2010 (p. 1, A3)

http://www.nytimes.com/2010/07/28/business/economy/28leonhardt.html?_r=1&scp=4&sq=David%20Leonhardt&st=cse

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2. Helping Teen Girls Deal With the Hidden Culture of Female Aggression

In this *New York Times* article, Jan Hoffman reports on the Girls Leadership Institute, a two-week summer camp that helps young adolescent girls deal more effectively with the unspoken rules of “Girlworld” and learn to do things as simple as making direct eye contact when they’re asking for what they want. “By the time a girl turns 14,” writes Hoffman, “she knows the rules of Girlworld by heart. If you can’t do the pose – hand on hip, eye roll, hair toss – have enough self-respect to go hide in a corner. Let your hair fall over your face, cover your mouth when you speak, and always end declarative sentences like this?”

The girls who come to the camp are a mixed bunch – loners and alpha girls, chameleons and bullies, easterners and westerners, black and white, rich and poor. “Here is where they just get to breathe,” says Hoffman. “They hug with abandon, often in five-girl pile-ons, their braces glinting in the sunlight... they relearn how to have fun, to remember the creative giddiness they enjoyed only a few years earlier.” In one activity, they all act deliberately, unashamedly dorky, led by the camp’s founder, former Rhodes Scholar Rachel Simmons (in whose office is a framed note from an eighth grader: “Dear Rachel: You are the most immature adult I’ve ever met and I love you!”).

Among the workshop topics: Reputations, Ending Blame, and Self-Defeating Habits. In the latter, when a girl uses phrases like “I kind of...” or “I don’t know if this is right but...”, the other girls blow kiddie siren whistles. “The effect is playful, not humiliating,” says Hoffman, “enduring but not punitive.” There is a No Fat Talk Day and a daily shout-out to appetite: “Food, good! Food, good,” chant the girls as they begin breakfast.

The genesis of the camp was when 8-year-old Rachel Simmons was tormented by a popular girl named Abby, who proceeded to poison her friends’ minds against her. “Every time Rachel rounded a corner, she imagined she heard snickering,” writes Hoffman. As an adult, Simmons carried this hurt inside as she went from one high-profile job to another. “I had been living for these accomplishments, not for who I was,” she said. “And that’s when I began thinking about why it still bothered me so much that Abby made my friends run away from me before Israeli dance class in third grade.”

Simmons dropped out of the Rhodes Scholar program, flew home from England, interviewed hundreds of girls, and ultimately published two best-selling books, *Odd Girl Out* (2002) about what she calls “the hidden culture of female aggression,” and *The Curse of the Good Girl* (2009), about “the pleasers” – girls who run from conflict and subjugate their pizzazz to being seen as humble, well-mannered, and liked by everyone. Some of Simmons’s observations about the psychology of Girlworld:

- Girls fear rocking the boat in their all-consuming relationships, so they’re not good at addressing everyday conflicts.

- Many girls are terrified to face a dispute head on. “In Girlworld, ‘Can we talk for a sec?’ means ‘OMG the end is near!’” says Simmons.
- Aggressive girls fight dirty and mean, taking command of the cafeteria table and spreading rumors about their victims.
- The bullied girls, seething with anger, feel emotionally paralyzed.
- Much of this is unnoticed by adults.
- There is a middle ground between being a “mean girl” and a “nice girl.”
- One step is using more precise emotional language – not *annoyed*, *angry*, *whatever* – for example, but *excited*, *nervous*, *tense*, and *hurt*.
- Another is being direct about what you are feeling and helping friends get in touch with how their behavior is (often unintentionally) affecting you.

“If girls can resolve tensions with their friends, she believes, they will be positioned one day to ask for promotions and raises, and to be treated respectfully by those they love,” writes Hoffman. “In effect, they can be leaders of their own lives.”

Simmons starts with simple things, urging girls to think of a conflict with a friend “as an opportunity to negotiate for what you want.” Rather than using phony Girlworld apologies like “So-ree!” and “Just kidding!”, Simmons has girls be more authentic and specific: “I’m am sorry I checked my phone when you were talking.”

Can self-confidence and assertiveness be taught in a two-week camp? For many girls, it’s just a break from the action and the nastiness starts all over again in the fall. But for some, the Girls Leadership Institute is transformational. One girl said, “I was in the middle. Not a loser, but not popular. I used to walk around with my head down, not wanting to call attention to myself. People treated me carefully because I was shy.” She says that now people are happy to be around her now. “I think that’s because when you seem more confident, you make others feel more confident.”

“Girls Interrupted” by Jan Hoffman in *The New York Times*, Aug. 15, 2010 (p. ST1, 9)
<http://www.nytimes.com/2010/08/15/fashion/15Girls.html?sq=Girl%20interrupted&st=cse&adxnml=1&scp=1&adxnmlx=1281985273-uetDutu6wTZmH3RimcZhPQ>

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3. A Young Boy’s Only Hope (an Oldie But Goodie article)

In this moving 1998 article in *Principal Magazine*, the late Samuel Sava (formerly head of the National Association of Elementary School Principals) remembered an evening when he stopped in a pizzeria for dinner and overheard a family talking at an adjoining booth. “There sat a man of about 45, facing a woman in her late 30s or early 40s,” wrote Sava. “In harsh words that sporadically broke through the surrounding noise, she bitterly denounced him for some real or imagined failure.” A little boy of about 10 silently watched his parents’ argument escalate until the woman exploded with rage and poured the man’s beer onto his lap. She turned to the boy and talked about “living with your father or living with me.” She shoved a styrofoam container of food into his mouth and hissed, three times, “You’re an #!@.” “This

was not maternal scolding,” wrote Sava. “This was adult, gutter obscenity. The boy, his lips trembling, his head down and turned away from his mother, blinked back tears.”

A man sitting near Sava saw all this said, “Isn’t that disgusting? If only someone in authority...” Sava was spurred into action. He got the non-emergency police number from the cashier, dialed it, and described the scene to the officer on duty. While he was on the phone, the family left the pizzeria and Sava ran out and got their car’s make and license plate number and gave it to the officer. Two squad cars arrived in a few minutes, and one had already stopped family’s car and wondered if they had the right license number. “There was a boy in the back,” said an officer, “but he said he was okay.” They took Sava’s name and phone number, and said they would trace the license to an address and pass it on to Child Protective Services. “Maybe if they make an unscheduled visit, they’ll see something,” said one of the officers. There was nothing more Sava could do, so he went back inside.

“Prodding my cold pizza,” he wrote, “I reflected that of course the boy would say he was okay. With ‘parents’ like those in the front seat, would he complain? And what, actually, had I seen? No overt physical abuse. Only I, and the man near me who had yearned for ‘someone in authority,’ had heard the hate in that woman’s voice and seen the viciousness in her eyes as she spat filth at her son.

“Little guys that age generally resist going to bed. That boy, I would bet, went without being told, curling up gratefully in the only private, comforting place in the purgatory of his life. And when he woke, when he came to consciousness in a new day, did he welcome the light – or did his stomach cramp, his face twist, as he braced for a renewed onslaught of continuing dark?

“And did he, I wondered, at least have a good school to go to, a blessed break in his rotten day when adults would greet him with a smile, a gentle touch, a hint that his future need not prolong the sentence into which he had been born?”

Addressing the principals who would read his article, Sava concluded, “I drove home with a sense of impotence about my paperwork, and a renewed respect for the real work you do. Take care of those little people when they walk in your door. For the least lucky among them, you and your teachers are the only someone in authority they have.”

“Someone in Authority” by Samuel Sava in *Principal*, January 1998 (Vol. 77, #5, p. 7), no e-link available

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4. “Backchanneling” – Students Type Real-Time, Online Reactions to a Film

In this intriguing *NJEA* (New Jersey Education Association) *Review* article, Kevin Jarrett and Mary Ann Devine describe how they use “backchanneling” to engage their middle-school students as they watch an educational film in the classroom. Each student has a laptop connected to <http://www.TodaysMeet.com>, a specially designed, secure, password-protected website that allows students to type a running commentary on a film, answering essential questions posed by the teacher and reacting to each others’ posts.

The protocol in *Today's Meet* is similar to texting – each message is limited to 140 characters, so students know exactly what to do: “They begin discussing the film, answering the questions, reflecting, and periodically chiding each other to stay on topic,” say Jarrett and Devine. “Unencumbered by middle-school social pressures, students find their voice. Questions are asked and answered. Opinions are shared. Dialogues ensue. By the end, all students have participated, clearly relishing the opportunity to dialogue with each other this way.”

Backchanneling has several advantages, say the authors. First, it gives every student a chance to participate in a way that's not possible in a traditional raise-your-hand, one-person-at-a-time discussion. Second, every student is accountable, since all comments are stamped with the user's name, date, and time. Third, it takes advantage of students' multitasking skills. “It's perfectly natural for students to watch a television program while carrying on a conversation with their friends about it via computer,” say Jarrett and Devine. “Why not use this to our advantage in the classroom?” Finally, backchanneling makes it possible to extend the participating audience beyond one classroom. “Imagine a simultaneous conversation between students in different parts of the country, or students in one class being joined by an author or other expert – online, in real time,” say the authors.

Jarrett and Devine close with these specific tips for making backchanneling optimally useful in classrooms:

- Have students brush up on their keyboarding skills so they can type quickly enough to keep up with a fast-paced discussion.
- Use a consistent, short name for your *Today's Meet* “rooms” – choose something that will make it easy for students to identify the lesson and class. You might want to use a service like <http://bit.ly> or <http://is.gd> to shorten a long URL into something easier for students to enter. Ideally, the URL is loaded onto a school intranet page in advance.
- If you are doing backchanneling in more than one class, create a separate *Today's Meet* “room” for each discussion.
- If you are using laptops, make sure there's enough battery power for the film.
- Preview the film, even if it's one you've used before, and jot down questions in sequence.
- Give students a sheet with well thought-out essential questions before the film begins, with a mix of simple and higher-order questions. For example, in a social studies class on China's Qin Dynasty, one of the essential questions was, *Why do you think Qin built the tomb of clay soldiers?* Alternatively, you might want to type or paste in the questions as the movie progresses.
- Label each question (for example, Q1, Q2...) Ask students to begin each of their responses to questions with the label so it will be clear what question they're answering.
- Give students clear guidelines on what “IM-speak” abbreviations and discourse will be acceptable. Students tend to banter at first (*Wassup!?! Nuttin, u?*), but will settle

- down if you set appropriate limits. “By the third time backchanneling, all you hear is typing and the film,” says Devine. “The students are engaged – actively commenting on each other’s responses. It’s a beautiful thing once they get the hang of it!”
- Once the lesson has begun, monitor the online dialogue on your own computer, jumping in with quick answers or follow-up questions as appropriate.
 - To print the text of a backchanneling class, click the “read-only” link under the dialogue box; it will print every page in reverse chronological order.

“How to Use Backchanneling in Your Classroom” by Kevin Jarrett and Mary Ann Devine in *NJEA Review*, February 2010 (Vol. 83, p. 10-12),

<http://www.njea.org/news-and-publications/njea-review/february-2010/get-your-students-talking-about-what-you-want-them-to-talk-about>; Jarrett and Devine can be reached at kjarrett@ncs-nj.org and mdevine@ncs-nj.org.

Spotted in *Education Digest*, September 2010 (Vol. 76, #1, p. 41-44), no e-link available

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5. Should High Schools Teach *Huckleberry Finn*?

In this thoughtful *Education Digest* article, retired English teacher Dudley Barlow reflects on the difficulty of teaching *The Adventures of Huckleberry Finn* – not only because of its frequent use of the N-word (“How could a teacher not wince at the racist language and attitudes in this novel?” he writes), but also because it’s quite slow-paced and much of the dialogue is difficult to understand.

The solution to the dialect problem is reading those passages out loud in class, says Barlow. Students who send text messages like “Jeet yet?” “Node, jew?” can understand Huck and Jim and other characters when they hear their words. As for the book’s pace, Barlow argues that *Huckleberry Finn* is shorter than many other “classic” works of literature, and even students with “Facebook-honed attention spans” can appreciate it if it’s taught skillfully.

The bigger issue is *Huckleberry Finn*’s deeply ingrained antebellum Missouri racism. Knowing that in the end, Huck changes his views and decides he would rather go to hell than return Jim to slavery doesn’t reduce the pain the book surfaces. Barlow says that he used to have his students write the words from Eugenio Suarez-Galban inside the cover of their copies of *Huckleberry Finn*: “Nations, like individuals, exorcise their demons through their literature.” “If we have a national demon,” says Barlow, “it is surely our racial history. *The Adventures of Huckleberry Finn* does more than any other American novel to exorcise that demon by confronting it. Also, the novel’s language – rude, coarse, and frequently painful as it is – is as inventive and unabashedly authentic as Whitman’s verse.”

Barlow believes one reason it’s so difficult to teach *Huckleberry Finn* is the chronological sequence used in many American literature courses. As a rookie teacher, he taught novels this way for several years, he then began to group novels thematically. “I tried to arrange the works we studied so they would construct a conversation about change,” he says, “how and why do people change, and what prevents others from changing?” He began with three works in which people are unable to change: Plato’s “Allegory of the Cave” (people in a

cave are unwilling to listen to a man who escapes and returns to tell them of a different and better world outside), Shirley Jackson's short story, "The Lottery" (in which the inhabitants of a small American farming town gather each June 27th, draw lots, and stone to death the person who draws the piece of paper with a spot on it), and Robert Frost's "Mending Wall" (in which New England farmers engage in what they know is a senseless ritual of repairing their stone walls every spring, despite the fact that they don't have any livestock to pen in).

Barlow then showed his students the film *In the Heat of the Night*, in which Virgil Tibbs, an African-American police officer from Philadelphia, is visiting a small town in Mississippi and is accused by the local police chief, Bill Gillespie, of committing a murder simply because he's black. As the story unfolds, Tibbs solves the murder and Gillespie gradually and reluctantly learns to respect Tibbs and see him as a friend.

"All these preliminary works gave us a context in which to study and discuss *Huckleberry Finn*," says Barlow. "The racist language was still painful and objectionable, but now it seemed purposeful, and we could talk about it." The book became part of a larger discussion as students then read *The Crucible* and *Schindler's List*.

"So, we have to find a way to teach this *Huckleberry Finn*," Barlow concludes. "It is too valuable to remove from the curriculum."

"Building Bridges to *Huckleberry Finn*" by Dudley Barlow in *Education Digest*, September 2010 (Vol. 76, #1, p. 65-69), no e-link; Barlow can be reached at dudleybarlow@comcast.net.

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6. Dysfunctional Teacher Hiring, Evaluation, and Tenure-Granting

In this *Journal of Economic Perspectives* article, Dartmouth economics professor Douglas Staiger and Columbia Business School professor Jonah Rockoff report on a study of K-12 teacher recruitment, supervision and evaluation, and dismissal in New York City and Los Angeles. They found that principals put a lot of time and energy into screening candidates for teaching vacancies, ask new teachers to make a significant investment in education-specific coursework, do a perfunctory job supervising and evaluating non-tenured teachers (very few received poor evaluations), and grant tenure almost routinely at the end of the three-year probationary period.

This is all backwards! say Staiger and Rockoff. They cite voluminous research on the huge long-term impact of effective teaching on students' lives and list these reasons for a different approach to getting effective teachers in every classroom:

- "Unfortunately," they write, "there is scant evidence that school districts or principals can effectively separate effective and ineffective teachers when they make hiring decisions. Indeed, this notion is supported by the fact that most of the variation in teacher effects occurs among teachers hired into the same school." That's because there's an extremely weak connection between academic degrees and coursework and future classroom effectiveness.
- A much better way to identify good teachers is from evidence of their actual job performance.

- But judging teachers' impact on student achievement is tricky – the reliability range is between 30 and 50 percent because there are so many variables.
- In the first two years on the job, rookie teachers are on a steep improvement curve, and then their rate of improvement levels off. However, some rookie teachers flounder.
- The most significant cost losing an experienced teacher isn't the direct cost of hiring a replacement but the fact that students will be taught by a less-experienced teacher.
- The key question is whether the novice teacher is less effective than the teacher who is leaving.

Given all this, Staiger and Rockoff believe it makes much more sense to (a) do a better job hiring teachers [for example, by asking experience-based questions in interviews and requiring candidates to teach model lessons]; (b) supervise new teachers much more closely, looking at their work in the classroom and their value-added to student achievement; (c) set a very high bar for granting tenure; and (d) be really tough-minded about dismissing teachers who prove less effective after one or two years on the job. According to their econometric model, which takes into account the long-term impact on students of more-effective teaching, the optimal dismissal rate for novice teachers is over 75 percent.

“Searching for Effective Teachers with Imperfect Information” by Douglas Staiger and Jonah Rockoff in *Journal of Economic Perspectives*, Summer 2010 (Vol. 24, #3, p 97-118), <http://www.aeaweb.org/articles.php?doi=10.1257/jep.24.3.97>; the authors can be reached at Douglas.O.Staiger@dartmouth.edu and jonah.rockoff@columbia.edu.

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7. Which Comes First in Math – Skills or Concepts?

In this interview with Harvard psychologist Jon Star in *Math Hub Blog*, Carolyn Kaemmer asks about what the priority should be in math classrooms – conceptual understanding or procedural fluency. The “math wars” have revolved around this question, says Star. “It doesn’t seem to matter so much where we start, as long as we’re going back and forth and recognizing they develop iteratively and they inform each other.” It’s not true, he believes, that if students do only procedures (even if they practice something a thousand times), they’ll attain conceptual understanding – or if they work only on concepts they’ll become competent at procedures. Both are essential.

How can we measure conceptual understanding? asks Kaemmer. Star replies that if students could do a procedure accurately, it meant they knew what they were doing. Now there are doubts about that. One theory is that we need to ask students questions and get them talking about math problems to gauge their understanding – we know students understand only when they are able to explain verbally what they’re doing. Star thinks this separates knowing and doing and he doesn’t agree. “I feel like intelligent performance, intelligent action should be something we are looking for,” he says, “and we have to design careful prompts and look for it...” Star also believes it’s possible to design multiple-choice questions that measure understanding.

“Q&A with Jon Star, Ph.D., on Conceptual Understanding in Math” by Carolyn Kaemmer in *Math Hub Blog*, Scholastic/Tom Snyder Productions, July 16, 2010

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8. Can Television Programs Improve Preschool Children’s Achievement?

“Television isn’t necessarily an ‘idiot box,’” says University of Michigan/Ann Arbor professor Susan Neuman in this *Education Week* article. “When carefully designed to reflect what’s known about effective reading instruction, TV shows (and all sorts of digital resources) can make valuable contributions to the literacy development of kids from poor families.” Studies over the last five years have shown that the best public-television programs, websites, and multimedia tools can make a major difference in pre-school achievement.

For example, researchers from the University of Pennsylvania and the University of California/Davis found that low-income children who watched the PBS show *Between the Lions* made significant gains in early reading skills compared to peers who didn’t. Gains were most pronounced when teachers were trained to use the show’s videos and related materials in their classrooms.

Neuman herself conducted a study of preschool classrooms that used *Sesame Street* and *Elmo’s World* to improve expressive vocabulary and sorting and categorizing skills. “Not only did those kids outpace their control group,” she reports, “but they also caught up to a comparison group of relatively affluent children, entirely closing what had been a wide gap on standard measures of vocabulary learning.”

“Public Media’s Impact on Young Readers: Time for a Fresh Look” by Susan Neuman in *Education Week*, Aug. 11, 2010 (Vol. 29, #37, p. 44, 37), no e-link available

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9. Another Problem with Plagiarism

In this depressing *New York Times* column, Brent Staples laments the amount of plagiarism in colleges and secondary schools. “When many young people think of writing,” he says, “they don’t think of fashioning original sentences into a sustained thought. They think of making something like a collage of found passages and ideas from the Internet. They become like rap musicians who construct what they describe as new works by ‘sampling’ (which is to say, cutting and pasting) beats and refrains from the works of others.”

Most of the discussion about plagiarism is about how it’s wrong to steal another person’s writing, and students are threatened with disciplinary action if they’re caught. But MIT professor David Pritchard points out another issue: students who plagiarize don’t learn as much. “The big sleeping dog here is not the moral issue,” he says. “The problem is that kids don’t learn if they don’t do the work.” Pritchard and his colleagues conducted a study in which they compared the long-term achievement of honest students and cheaters and found that the latter fell behind in understanding and became significantly more likely to fail.

“Cutting and Pasting: A Senior Thesis by (Insert Name)” by Brent Staples in *The New York Times*, July 13, 2010

<http://www.nytimes.com/2010/07/13/opinion/13tue4.html?scp=1&sq=Cutting%20and%20Pasting:%20A%20Senior%20Thesis&st=cse>

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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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Publications covered

Those read this week are underlined.

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