Marshall Memo 131

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 10, 2006

In This Issue:

Quotes of the Week

"Just as students must learn to value themselves as individuals, to value their families, and to value their community, so too should they learn to value the nation of which they are citizens."

Diane Ravitch (see item #1)

"High-quality reading instruction, especially for struggling readers, requires the expertise to identify just where the reader has gotten off track and then to design instruction that moves the reader back onto an accelerated track of development."

Richard Allington (see item #3)

"In popular culture, mathematics suffers from a reputation as the most painful and useless of academic subjects… In the classroom, many teachers strain to answer students' perennial question, 'When are we ever going to use this?'"

Ilana Seidel Horn (see item #5)

"YET"

A sign in a high school's math classrooms reminding students how to finish the sentence, "I don't know how to do this…" (see item #5)

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1. Should Schools Teach Patriotism?

NYU professor Diane Ravitch begins this article in the April issue of *Kappan* by describing a recent visit to a New York City public elementary school. The principal said that his students hailed from almost 40 different countries and cultures and he and his staff went to great lengths to encourage students to take pride in the foods, dances, customs, and literature of their native countries. Ravitch asked the principal if the school did anything to encourage students to appreciate American culture. With some embarrassment, he admitted that it did not.

"This seems to me a great paradox in American public education today," says Ravitch. "Educators believe that children's self-esteem is firmly linked to a positive relationship to their ancestral culture but not to the culture of the country in which they live and are citizens and in which they will one day raise a family, earn a living, and participate in elections. How strange to teach a student born in this country to be proud of his parents' or grandparents' land of birth but not of his or her own."

Patriotism should definitely be taught, believes Ravitch, but the question is how. "If we teach it narrowly as jingoistic, uncritical self-praise of our nation, then such instruction is wrong. It would be indoctrination rather than education. If, however, we teach civic education and define patriotism as a respectful understanding and appreciation of the principles and practices of democratic self-government, then patriotism should be woven through the daily life and teachings of the public schools."

Ravitch believes that that patriotism should not be a separate subject, but rather should be integrated into the regular curriculum. "Students who have a solid civic education will study the ideas and institutions of the Founders and learn how democratic institutions work, where they falter, and how they can be strengthened. Students who study American history will learn about the sacrifices of previous generations who sought to safeguard our liberties and improve our society, and they will learn about the men and women of all races and backgrounds who struggled to create a land of freedom, justice, and opportunity. Students must learn too about the failings of our democracy, about the denials of freedom and justice that blight our history… It is impossible to teach American history without recognizing the important roles played by outsiders, dissenters, and critics, who often turned out to be visionary and prescient in their rejection of the status quo."

Ravitch closes with a rousing call for teaching patriotism in public schools. For students not to see themselves as part of their land and its culture would be "a crying shame," she writes. "Just as students must learn to value themselves as individuals, to value their families, and to value their community, so too should they learn to value the nation of which they are citizens. To love one's country does not require one to ignore its faults. To love one's

country does not require one to dismiss the virtues of other countries. Indeed, those who are patriotic about their own country tend to respect those who live elsewhere and also love their respective countries."

"Should We Teach Patriotism?" by Diane Ravitch in *Phi Delta Kappan*, April 2006 (Vol. 87, #8, p. 579-581), no e-link available

2. Robert Marzano on Teaching Academic Vocabulary

In a workshop attended by more than 2,000 people at the ASCD convention in Chicago a week ago Sunday, researcher/author Robert Marzano focused on an aspect of family background that he believes schools can do something about: vocabulary knowledge. Vocabulary is a proxy for background knowledge or "learned intelligence," as opposed to innate intelligence. (In an aside, Marzano said, "You need far less innate intelligence to do well in school than you think.") Low-SES children come to school with major deficits in the number of "academic" words they know, but Marzano believes this doesn't mean they have to do poorly in school if teachers teach vocabulary systematically.

To see if this was true, Marzano and his colleagues implemented a low-cost intervention in several schools. Teachers attended a two-day training on a research-based procedure for teaching vocabulary and then, over the course of the school year, taught 30 carefully-chosen words in each subject, or a total of 120 math, science, English language arts, and social studies words per grade level. At the end of the year, students in the program scored between 11% and 22% better than the control group, with especially strong gains among English language learners. "You want some kisses and hugs from ninth-grade teachers?" asked Marzano of K-8 teachers. "Try this approach."

What was in the two days of teacher training? Marzano believes that conventional vocabulary teaching doesn't work very well, especially when teachers give students the definitions of words up front; a definition isn't helpful to students until they have a better grasp of what the word means. To improve vocabulary instruction, his research team devised a six-step strategy for teaching the key words. Here's what teachers were trained to do:

- Give students the new word and a description and an example *but not the definition.*
- Ask students to restate the description in their own words and put it in their notebook.
- Ask students to draw a picture or diagram portraying the word.
- Engage students in activities that help them internalize the word.
- Periodically ask students to discuss the words in pairs (how are these two words the same or different?)
- Periodically have students play games with the words (Jeopardy, for example).

Teachers found that they could fit these activities into the school day, and students were highly motivated by the games they played with the new words. Fun and competition were important in reinforcing the meaning of new words. Teachers also designed a simple one-page worksheet for students to record their learning process for each word, and included a 4-3-2-1 rating scale to keep track of how confident students were that they knew each one.

Note that this process extends over time, during which students slowly get a better and better grasp of the meaning of each word. This is not a problem, says Marzano; it's okay to be a little fuzzy on a word's meaning at first; people have to hear and use new words several times before they really master them. To prove the point, he asked everyone in the audience to turn to the person next to them and tell whether the United States is a democracy or a republic. In the ensuing buzz, there was widespread confusion and disagreement, proving the point that high-functioning adults were somehow surviving with a fuzzy knowledge of two key terms.

Marzano reminded his audience of the research battle in the 1980s between those who said vocabulary should be taught directly and those who said the best way for children to learn new words was through extensive reading. Today's research, said Marzano, indicates that *both* are important. Teachers should systematically teach carefully-chosen words, and students should read, read, read!

What if a principal wanted to implement this program and some teachers resisted? Marzano said that to get significant gains in student achievement, it's important that all the teachers at each grade level agree on a common list of words that they will teach. It's less important what the words are, he said, than that they come from the math, science, social studies, and literature that students are studying. One possible response to teachers who push back: ask what their alternative is for closing the academic achievement gap.

"The Importance of Building Students' Academic Background Knowledge" – a workshop by Robert Marzano, April 2, 2006 at the ASCD convention in Chicago

3. Richard Allington on the Three-Tier Reading Curriculum Model

In the April/May issue of *Reading Today,* Richard Allington, University of Tennessee professor and president of the International Reading Association, presents some strong opinions on the much-talked-about "three-tier model." Allington thinks the basic idea is sensible enough: the first tier is the core reading program that all students are taught; the second tier is small-group instruction for students who are having difficulty; the third tier is intensive help for students who are still not succeeding.

But Allington is concerned about fragmentation between the tiers. If struggling students have to shift between two or three separate commercial programs every day, they'll get confused and won't make good progress. Allington says the research clearly shows that all three tiers must be tightly linked and carefully coordinated. Only then will high-risk students close the achievement gap.

Unfortunately, fewer than one-third of struggling readers are getting a coordinated three-tier program. Allington points to his own state as a negative exemplar: Tennessee's department of education has adopted three different commercial programs for the three tiers. "That seems like a good plan if you wanted to confuse a struggling reader," he notes sardonically, adding that many other states are making the same mistake. "This is unfortunate because those struggling readers really do need help," he says. "Unfortunate because many well-intentioned professionals will work hard implementing the commercialized Three Tier

model only to have the flawed design undermine their good efforts. Unfortunate because schools will spend far too much money purchasing all those commercial intervention packages that are unneeded and may be more the source of the problem of continuing underachievement than a solution."

Here is how a three-tier model would look if it incorporated the best research, according to Allington:

• *Tier 1 – High-quality, comprehensive classroom reading instruction*. The core program should be personalized to students' needs, says Allington, matching students to texts at appropriate levels of difficulty. Teaching a one-size-fits-all core curriculum to all students will inevitably leave many students behind, he says.

• *Tier 2 – Small-group supplemental instructional support* (five students or fewer for about 30 minutes a day). This level gives additional help to students who are not making adequate progress in Tier 1. In some schools, Tier 2 instruction is done by a reading specialist in the classroom; other schools pull students out in small groups. Allington says it's crucial that Tier 2 teachers coordinate with Tier 1 teachers, meeting and communicating regularly to mesh their efforts and personalize extra help to students' instructional needs. For example, if students are having problems with comprehension strategies, Tier 2 should give extra help in that area; if students can't self-monitor, that should be the focus of intervention lessons.

• *Tier 3 – Intensive, very small-group tutorial instruction* (two or three students or one-on-one) for students who are not making adequate progress in Tier 1 and 2. Allington says this tier is most effective when it is delivered as part of an extended-day model, and it should extend and coordinate closely with the basic classroom reading curriculum.

"Struggling readers need larger amounts of more expert, more personalized, and more intensive reading instruction," concludes Allington. "In the end, the quality of that instruction is critical, and high-quality instruction for struggling readers cannot simply be boxed up and shipped to a site. High-quality reading instruction, especially for struggling readers, requires the expertise to identify just where the reader has gotten off track and then to design instruction that moves the reader back onto an accelerated track of development. This could be provided in a Three Tier model, but not in a Three Tier model that simply provides larger amounts of fragmented, inexpert, one-size-fits-all instruction that leaves far too many children behind."

"Research and the Three Tier Model" by Richard Allington in *Reading Today*, April/May 2006 (Vol. 23, #5, p. 20), no e-link available

4. Is There a Viable Alternative to Tracking?

In this brief article in the April *Principal Leadership*, University of Virginia professor Carol Ann Tomlinson makes the case for an alternative to tracking. When teachers are assigned a low-track class composed of students who have not previously done well in school, their expectations tend to fall. This isn't through evil intent, says Tomlinson, but because teachers assume these students "will need tighter discipline, a slower pace of learning, less student-to-student interaction, a focus on fundamental or basic skills, easier materials, and so on." The all-

too-common result is instruction that emphasizes compliance, memorizing and repeating information, doing drill and practice, and checking work. "Lowered expectations," says Tomlinson, "result in curriculum and instruction that not only reflect the economic poverty of students who are overrepresented in low-level classes but are also likely to prepare students for a future of poverty."

Teachers of upper-track classes, on the other hand, tend to have higher expectations and believe they should "move at a more rapid pace, use more advanced materials, prepare students to be increasingly independent as learners, and focus on high-level thinking… making meaning, dialogue, complexity of ideas and thought, authentic tasks, and varied social configurations."

This is an unjust situation, believes Tomlinson, and she points to two provocative research findings:

• When low-track students are exposed to high-track pedagogy, they learn as much as or more than their more fortunate peers.

• When the curriculum is appropriately differentiated for low-track students in heterogeneous classes, their achievement is better than when all students are taught exactly the same way.

Based on all this, Tomlinson concludes that it's "educational malpractice" to consign some students to low-track classes where they will miss out on the skills and knowledge they need to enter the mainstream as adults. But she also thinks it's wrong to hold back students who are ready to move ahead by "teaching to the middle." The way to avoid both traps, she says, is effective differentiation in mixed-achievement groups – "Classrooms in which all students work with high-level, engaging, meaning-making curriculum in a flexible classroom environment." In such settings, says Tomlinson, "teachers would routinely provide support for students who need additional scaffolding to succeed with meaningful curriculum and for students who need to work at a more complex level. In other words, such classrooms would raise both the floor of expectations and the ceilings of possibility."

Tomlinson points to several additional ingredients that make differentiation work effectively:

- Clear and meaningful learning goals;
- Continuous use of assessments to track student growth toward those goals;
- Flexible teaching routines that allow for attention to a variety of needs.

"An Alternative to Ability Grouping" by Carol Ann Tomlinson in *Principal Leadership* (Middle Level Edition), April 2006 (Vol. 6, #8, p. 31-32), no e-link available

5. Detracking High-School Math: How Two Schools Made It Work

In this article in *Theory Into Practice*, University of Washington professor Ilana Seidel Horn analyzes two successfully detracked high-school math departments, one in Great Britain (Phoenix Park) and one in the U.S. (East High). Both schools got low-achieving students into upper-level math classes in much greater numbers and engendered positive student attitudes

about math and about themselves as math learners. Horn studied both departments and found four key factors in their success:

• *Viewing the math curriculum in terms of connections and meaning* – "In popular culture," writes Horn, "mathematics suffers from a reputation as the most painful and useless of academic subjects… In the classroom, many teachers strain to answer students' perennial question, 'When are we ever going to use this?'" How did the teachers in Phoenix Park and East High manage to make the subject engaging and relevant? First, they broke away from seeing mathematics as a logical, hierarchical sequence (an approach that makes math much less amenable to detracking, as teachers are constantly thinking in terms of needing to remediate what low-achieving students have missed along the way). Phoenix Park and East High teachers got around this difficulty by using open-ended problems as the basis of their curriculum and treating math as "a network of interrelated ideas with connections that can be understood by students with different levels of attainment, given appropriate and differentiated scaffolding." Second, both schools valued careful thinking over speed; teachers rewarded students getting into the deeper understanding of mathematics versus solving problems quickly.

• *Focusing the curriculum on important mathematical ideas* – In both Phoenix House and East High, lessons were organized around big mathematical ideas, which minimized the disadvantages of students who entered with low prior achievement by giving them multiple entry points. At Phoenix Park, the year's curriculum consisted of 4-5 topics, each of which was explored through various projects or investigations. One project, *36 Pieces of Fencing,* challenged students to find all the shapes they could make with 36 pieces of fencing and then calculate the area of each shape (this project took three weeks of class time). East High also organized the year into large topical units, and teachers infused each unit with "group-worthy" problems, which had four characteristics: (a) they illustrated important math concepts; (b) they included multiple tasks that drew effectively on the collective resources of a group of students; (c) they allowed for multiple representations; and (d) they had several possible solutions. A typical problem was *The Vending Machine*: students were given data on the daily consumption patterns of a factory's soda machine, the factory's work hours and the workers' break times, and when the machine got refilled. Students had to make a graph showing the number of sodas in the vending machine as a function of the time of day. Both schools treated mathematics as a set of tools for solving problems and making sense of the world, and both enticed students at all levels of prior preparation into the enterprise.

• *Balancing curriculum conformity with teacher discretion for teaching decisions* – "Detracked classrooms may make it harder for teachers to proceed through the curriculum in a lockstep fashion," writes Horn. "Detracking increases the urgency for teachers to respond to the particularities of the learners in their classrooms." But teachers also needed clear expectations for the year's goals. Both Phoenix House and East High struck a balance between the need for coordination and the ad hoc decisions they made in response to each class. Students at Phoenix House looped with the same teacher for two or more years, providing continuity that was especially helpful for low-performing students. There were frequent math department meetings in which teachers vetted new ideas and shared insights. Teachers drew on

each others' knowledge and experience with a common curriculum, but their classrooms reflected their individual teaching styles and managerial preferences. East High didn't use looping; in fact, students changed teachers each semester, which increased the need for coordination within the department. At the start of each new term, teachers gathered for what they called a *roster check*, in which they all brought their new class lists and shared important information about students they were about to teach. Teachers also met weekly to talk about specific topics, and made sure they were using common vocabulary to reduce student confusion; for example, teachers decided to avoid using *canceling out* to describe the result of adding opposite integers (-3 and +3), opting instead for the phrase *making zeroes*. At the same time, teachers often took an idiosyncratic approach to the common curriculum based on their judgment about what a particular class needed – but consulted with colleagues who would be teaching the same students in subsequent courses.

• *Distinguishing between simple school skills (e.g., studying for tests and turning in homework) and understanding math*. By making this distinction, says Horn, "teachers at both schools focused themselves – and their students – on their students' *potential* to learn." Neither Phoenix House nor East High made the mistake (common in tracked high schools) of conflating school savvy with mathematical competence. Each school's classroom style was quite different (with Phoenix House being quite a bit less formal than East), but both worked to make the practices of schooling transparent to students and checked frequently on student understanding with formative assessments. East High teachers had public homework completion charts and negotiated a deal with sports coaches that students would not be allowed to attend practice on days when they didn't complete their math homework. Each teacher at East High also had a large sign with the word *YET* in their classroom; when a student claimed not to know something, the teacher would quickly point to the giant *YET* and prompt him or her complete the statement correctly.

"Lessons Learned from Detracked Mathematics Departments" by Ilana Seidel Horn in *Theory Into Practice*, Winter 2006 (Vol. 45, #1, p. 72-81), no e-link available

6. Ideas for Successful Detracking

In this article in the current *Theory Into Practice*, Rutgers education professor Beth Rubin gives an overview of the tracking debate, including the key role of addressing beliefs about race and ability, and describes some best practices for successful detracking. Rubin lists seven underlying principles that can make detracking work for all students: (a) building a learning community that respects and makes productive use of diverse contributions from varied learners; (b) providing opportunities for diverse ways of learning; (c) providing support to individual students as needed; (d) challenging all students; (e) keeping learners actively involved; (f) building a year-long curriculum that spirals structure and ideas, with room for ever deepening levels of complexity; and (g) putting learners in control of their learning and building structures that help them challenge themselves.

One of the key points is a curriculum that provides multiple entry points and is accessible to students working at different levels. Here's what this might look like in three subjects:

• *Math* – Group-worthy problems that allow learners to work together on problems that teach basic math principles.

• *English* – A careful mix of texts and assignments to involve all students as readers and writers.

• *Social studies* – Spiraling through a variety of projects, including travel journals, maps, research papers, PowerPoint presentations, so that all students can excel at various points and participate at their own level of expertise while expanding their range of skills.

Rubin endorses the following practices: well-structured projects; drawing on a variety of learning styles; making links to students' interests and cultural heritage; flexible grouping; spiraling key ideas to give students multiple opportunities to learn them; explicit instruction in high-level skills like analysis and critique; special support classes for students whose skills are less developed; and teacher training and coaching.

"Tracking and Detracking: Debates, Evidence, and Best Practices for a Heterogeneous World" by Beth Rubin in *Theory Into Practice*, Winter 2006 (Vol. 45, #1, p. 4-14), no e-link available

7. Dealing with Cyberbullying

This *Education Week* article by lawyer (and former K-12 teacher) Nancy Willard offers advice to educators on dealing with cyberbullying, starting with some definitions:

- Flaming – Online "fights" using angry, vulgar electronic messages;
- Harassment – Repeatedly sending offensive, rude, and insulting messages;
- Denigration – "Dissing" someone online with insulting, denigrating gossip or rumors;
- Impersonation – Getting a person's password and posing as them online;
- Outing and trickery – Sharing someone's secrets or embarrassing information online;
- Exclusion – Intentionally keeping someone out of an online group (e.g., a buddy list);
- Cyberstalking – Repeatedly sending unwanted messages that may include threats.

Filtering software is ineffective at stopping all this, says Willard, and students tend not to report cyberbullying because they fear (rightly) that they may be punished by being cut off from using the Internet. So what can educators do to prevent this kind of bullying? Willard says that adults need to become more involved in the online lives of students and make it clear that they will respond (and help) when some cross the line. When kids realize that adults can and will respond effectively, they are more likely to report bullying. Willard recommends that if cyberbullying is reported, schools should conduct individualized searches of the Internet-use activities of those students through the district's Internet system.

A proactive stance by schools is crucial, says Willard: "If students are engaging in cyberbullying at school and the school is not engaged in reasonable efforts to detect, prevent, and respond to it, the potential for liability is real."

But what if cyberbullying is happening outside school hours and doesn't involve the school's Internet system? The legal standard for taking disciplinary action, says Willard, is that the bullying creates a "substantial and material disruption or threat of disruption at school." As yet, there are no court precedents involving seriously harmful cyberbullying, but Willard says that "if the off-campus harmful speech involving students were to result in a material and substantial disruption of the targeted student's ability to fully participate in learning and enrichment activities at school, this should meet the legal standard."

If off-campus bullying is detected or suspected, Willard recommends contacting parents and urging them to install monitoring software on their home computers. "If parents know that their children are causing harm to others and fail to intervene to stop it," writes Willard, "they can be held financially liable in civil-court proceedings."

"Cyberbullying: What Educators Need to Know to Combat Online Cruelty" by Nancy Willard in *Education Week*, April 5, 2006 (Vol. 25, #30, p. 41, 43), no free e-link available

8. Helping Third Graders Get Better at Solving Math Word Problems

In this article in the new *Elementary School Journal*, researchers from Vanderbilt University report on a study of mathematical problem-solving among 455 third graders. The team found that most teachers change the story line of word problems but not the schema (the underlying mathematical problem), which leaves students unprepared for variations in the schema of problems in state tests and in real-world applications.

For example, here is one basic type of problem:

> *Harry needs 7 balloons for his birthday party. The store sells balloons in bags of 3. How many bags should Harry buy?*

Here is a variation of the same schema with different story details:

> *Sarah needs 12 balls for the ping-pong tournament. Ping-pong balls are sold in bags of 8. How many bags should Sarah buy?*

And here is a variation of both the story and the schema:

> *Marita needs 3 hats for the school play. Hats are sold in bags of 2, and each bag costs $7. How much money will Marita spend on hats?*

The best results, concluded to the researchers, come when teachers move systematically through these steps:

- Teach students the steps for solving a problem with a given schema.

• Have students practice solving problems with different story lines but the same underlying schema.

• Introduce variations in the schema and give students practice transferring their problem-solving strategy to new situations.

• Give students explicit instruction solving real-world problems with varying schema.

"Teaching Third Graders About Real-Life Mathematical Problem Solving: A Randomized Controlled Study" by Lynn Fuchs, Douglas Fuchs, Robin Finelli, Susan Courey, Carol Hamlett, Estelle Sones, and Susan Hope in *Elementary School Journal*, March 2006 (Vol. 106, #4, p. 293-311), no e-link available

9. Using Noncertified Tutors to Boost Reading Achievement

In this *Elementary School Journal* article, Darrell Morris of Appalachian State University analyzes five studies of noncertified staff (community volunteers and teacher aides) tutoring low-achieving primary-grade students in reading. Morris found that this kind of pullout tutoring can have a positive effect on student achievement if:

- Tutors are carefully chosen;
- Tutors get training in how to handle one-on-one reading lessons;
- Teachers assess students to determine their level and skill needs;
- Tutoring sessions take place at least twice a week;
- Students have engaging reading materials geared to their current reading levels;
- Tutoring includes a sequenced word study or phonics curriculum;
- Sessions include guided reading, word study, and reading for fluency;
- Most important, each tutor gets frequent, active coaching by an expert reading teacher.

"What is, and always has been, needed," concludes Morris, "is commitment to the idea that all children can learn to read, knowledge of how to teach beginning grades, creative use of available resources, and hard work."

"Using Noncertified Tutors to Work with At-Risk Readers: An Evidence-Based Model" by Darrell Morris in *Elementary School Journal*, March 2006 (Vol. 106, #4, p. 351-362), no e-link available

10. Short Items:

a. Online lesson plans – *Reading Today*, the International Reading Association's newspaper, lists peer-reviewed lesson plans gathered on the ReadWriteThink website (http://www.readwritethink.org):

• Going on a Shape Hunt: Integrating Math and Literacy (grades K-2):
http://www.readwritethink.org/lessons/lesson_view.asp?id=776

• A Race with Grace: Sports Poetry in Motion (grades 3-5):
http://www.readwritethink.org/lessons/lesson_view.asp?id=920

• Spelling Cheerleading: Integrating Movement and Spelling Generalizations (grades 3-5): http://www.readwritethink.org/lessons/lesson_view.asp?id=233

• Let it Grow: An Inquiry-Base Organic Gardening Research Project
http://www.readwritethink.org/lessons/lesson_view.asp?id=804

"Lesson Plans to Spice Up Your Spring" in *Reading Today*, April/May 2006 (Vol. 23, #5, p. 44), no e-link available

b. Student-written "wikis" – This *Education Week* article tells about several schools whose students are writing articles and posting them on "wikis" – do-it-yourself websites that reportedly foster collaboration and communication. A wiki (short for wiki-wiki, which means "quick" in Hawaiian), is a new tool of the Read/Write Web, the second generation of Web applications that includes podcasts and blogs. Will Richardson, author of *Blogs, Wikis, Podcasts, and Other Powerful Web Tools* (Corwin, 2005), says that once schools have dealt with privacy and security issues, wikis can be an excellent outlet for student writing and creativity. Here are a few websites from the *Education Week* article:

• Selected school wikis:
http://theneighborhoodschool.org/wiki
http://usd.edu/tet/undercontrol/index.html

• Information about wikis in schools:
http://www.weblogg-ed.com
http://www.nycwp.org/paulallison
http://technosavvy.org
http://tim.lauer.name

• Wiki software:
http://www.pbwiki.com
http://www.wikispaces.com
http://www.wikia.com
http://www.mediawiki.org
http://www.instiki.org

"Educators Experiment with Student-Written 'Wikis'" in *Education Week*, April 5, 2006 (Vol. 25, #30, p. 10), no free e-link available

c. Arts websites – The April issue of *Kappan* has a number of websites on integrating art from around the world into the classroom:

• Goshen College site on creatively teaching multicultural art:
http://www.goshen.edu/art/ed/multiculturalart.html

• KinderArt site with multicultural art lessons K-12:
http://www.kinderart.com/multic

• Global Children's Art Gallery's site allows teachers to display and view students' artwork:
http://www.naturalchild.com/gallery

• History for Kids provides teachers and students with resources on the history and cultures of Europe, Asia, and Africa before 1500 AD:
http://www.historyforkids.org

• Art museum sites:
http://www.artcyclopedia.com/museums-int.html

• Artlex is an online dictionary of art-related terms (e.g., labyrinth, pointillism)
http://www.artlex.com

• Metropolitan Museum of Art's site, which has an interactive timeline of art history:
http://www.metmuseum.org/toah/splash.htm

• This site has a timeline divided by year, artist, style, and medium, also lessons and study guides for teachers and interactive games and art activities for students:
http://www.sanford-artedventures.com/study/timeline.html

• This site has a multicultural calendar with information on holidays and celebrations from around the world:
http://www.kidlink.org/KIDPROJ/MCC

"Web Watch: Integrating Arts from Around the World Into the Classroom" by Aimee Bloom and Jaclyn Hanny in *Phi Delta Kappan*, April 2006 (Vol. 87, #8, p. 641), no e-link available

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 36 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 scores of 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 (with occasional breaks; there were 50 issues in 2004-05).

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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Update
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Jimmy Kilpatrick
Journal of Staff Development
Language Learner
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
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