Marshall Memo 233

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 5, 2008

In This Issue:

Quotes of the Week

"If school leaders really believe that literacy is a priority, then they have a personal responsibility to understand literacy instruction, define it for their colleagues, and observe it daily."

Douglas Reeves (see item #2)

"The way to reform high school is to prepare students effectively in the elementary years to thrive there… With a slow, tenacious, and effective buildup of knowledge and vocabulary in elementary school, high school will almost take care of itself."

E.D. Hirsch Jr. (see item #1)

"One of the biggest impediments to building a successful advisory program was getting teachers and students to take it seriously."

Leasha Henriksen, Jim Stichter, Jody Stone, and Bridgette Wagoner (see item #7)

"Youth operate in what I call an institutional train wreck. All the youth-serving institutions are fragmented and incoherent. They don't add up to a coherent system of support for young people."

Milbrey McLaughlin (see item #11)

"When the principal is gone from the building a lot, it sort of gives everyone that casual feeling that being present in the operation doesn't have that much value."

Mary Cadez (see item #8)

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1. E.D. Hirsch on the Elementary Antecedents of High-School Achievement

In this *Education Week* article, "core knowledge" advocate E.D. Hirsch says that in the years since the 1983 *A Nation at Risk* report, policy-makers and philanthropists haven't paid enough attention to the all-important elementary years. "The general knowledge and vocabulary required for effective learning at the high-school level are the fruits of a long process," he writes. "The way to reform high school is to prepare students effectively in the elementary years to thrive there… With a slow, tenacious, and effective buildup of knowledge and vocabulary in elementary school, high school will almost take care of itself."

Hirsch worries that U.S. elementary schools are spending too much time on general skills, versus academic content. He points out that Asian and European students are more proficient critical-thinkers and problem-solvers than American students, despite the fact that their schools spend most of their time on academic content. "Higher-order skills are important," he argues, "but they are not gained best by endlessly focusing on them… Few of us learned critical thinking by taking lessons in critical thinking." Higher-level skills are attained by studying a rich curriculum in math, literature, science, history, geography, music, and art and learning higher-level skills *in context*. "There is a scientific consensus that academic skill is highly dependent on specific relevant knowledge," writes Hirsch.

How do some people who are only modestly above average in math become highly proficient? asks Hirsch. "Mental calculators are made, not born," he says. "They begin with a tiny basic advantage in math ability. This leads them to take pleasure in math. The process of doing problems and practicing calculations is a rewarding activity for them, and they practice math more and more. Those of us who lack that tiny initial edge take less pleasure in the activity and practice it much less. What makes a math genius is thus in large part what makes a great musical performer – a small advantage in talent leads, over time, with long effort, to a big advantage in achievement."

"In general," Hirsch concludes, "it is not some Kryptonitic superiority of Superman-like endowment that accounts for high expertise in any subject, but rather tenacity of practice (lasting on average some 10 years). What is true for math and music is also true for language abilities. Wide knowledge and a large vocabulary – the prerequisites to high achievement in high school – are gradual accretions. You cannot gain them by a sudden intensive incursion into high school."

"An Epoch-Making Report, but What About the Early Grades?" by E.D. Hirsch Jr. in *Education Week*, Apr. 23, 2008 (Vol. 27, # 34, p. 40, 30-31)
http://www.edweek.org/ew/articles/2008/04/23/34hirsch_ep.h27.html

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2. Douglas Reeves on Effective Leadership of Literacy Instruction

(Originally titled "The Leadership Challenge in Literacy")

"If school leaders really believe that literacy is a priority," says Douglas Reeves in this important *Educational Leadership* article, "then they have a personal responsibility to understand literacy instruction, define it for their colleagues, and observe it daily." To get traction from classroom visits and follow-up feedback to teachers, he says, leaders must take on three important challenges:

• *Making the case for consistency*. Memos and workshops are not enough, says Reeves. "If leaders expect consistent literacy opportunities for students, then they must be willing to describe what effective literacy instruction is and to provide opportunities for teachers to engage in extended observations of effective instruction."

• *Clarifying what good teaching looks like*. The best way to do this, suggests Reeves, is creating rubrics that give detailed descriptions of key practices (e.g., guided reading) at the expert, proficient, progressing, and novice level. "These norms must be so specific that teachers can monitor their own practice and observe their colleagues and almost always come to the same conclusion about the level of instruction the school principal would," says Reeves.

• *Supporting differentiation*. "Leaders and teachers must collaborate to find the golden mean between instruction that is compliant but devoid of joy and classroom practices that are fun but unsupported by research," says Reeves. This means nurturing the kind of teaching that works best for the children in each classroom.

"The Leadership Challenge in Literacy" by Douglas Reeves in *Educational Leadership*, April 2008 (Vol. 65, #7, p. 91-92); this article is available free at http://www.ascd.org/infocon/. Reeves can be reached at DReeves@LeadandLearn.com.

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3. Howard Gardner on Excellence, Engagement, and Ethics in U.S. Schools

In this provocative *Education Week* article, Harvard multiple-intelligences guru Howard Gardner says that it's impossible to come up with nationwide educational solutions that meet the needs of a country as diverse as ours. To prove his point, he challenges us to formulate an approach that would meet the "Jesse test" – acceptable to Jesse Helms (conservative former U.S. Senator), Jesse Ventura (flamboyant former professional wrestler and governor), and Jesse Jackson (charismatic civil rights activist).

There are really three Americas when it comes to schools, says Gardner, each with its own challenges – the "three E's". In high-poverty schools, Gardner believes the challenge is *excellence* because so many students are academically behind. In the rural heartland, the challenge is *engagement* because so many students find school boring. And in the elite suburbs and independent schools, the challenge is *ethics*. Privileged students, says Gardner, "are quick to assert their rights, in a way that smacks of excess entitlement. But when asked about the responsible thing to do at work or as a citizen, and when their behaviors and actions are monitored, they emerge as a population that has rarely stretched in an ethical direction. All too often, members are engaged in compromised or even sheer bad work."

With this analysis in mind, Gardner suggests a new slogan for educational reform: "Leave No E Behind."

"E Pluribus… A Tale of Three Systems" by Howard Gardner in *Education Week*, Apr. 23, 2008 (Vol. 27, # 34, p. 40, 30-31)
http://www.edweek.org/ew/articles/2008/04/23/34gardner_ep.h27.html

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4. A Study Zeroes in on the Shortcomings of "Critical Friends Groups"

In this thoughtful *Teachers College Record* article, University of California/Berkeley professor Marnie Curry reports on her three-year study of "critical friends groups" at a Pacific Northwest high school. Many staff members within the school were fans of the long-standing discussion groups, and for good reason: the groups enhanced teachers' collegial relationships, boosted their awareness of research-based practices and reforms, increased their knowledge of schoolwide issues, and improved their capacity to undertake instructional improvement.

But Curry concludes that the critical friends groups were a weak lever for improving teaching and student achievement in the school. Why? Because they have "minimal influence on teachers' pedagogical content knowledge." Such groups, she found, "are by nature places in which in-depth attention to subject matter is unlikely."

Curry believes that the seeds of ineffectiveness lie in four design elements, and lays out a helpful list of possibilities and limitations to each feature. Clearly she believes that the limitations are what prevented the groups from having a more positive impact in this high school.

• *A diverse menu of activities*:
- Possibilities: Attracted and held a diverse and growing membership over five years, and linked instructional practices with school reform goals in tangible ways.
- Limitations: Undermined the coherence and depth of professional development opportunities.

• *Decentralized structure*:
- Possibilities: Created a low-stakes forum in which to explore politically charged reform topics over time; encouraged "constructive controversy"; and honored teachers' and groups' different interests.
- Limitations: Hampered systematic and collective political action; mired critical friends groups in ambiguity in terms of their relation to schoolwide reform.

• *Interdisciplinary membership*:
- Possibilities: Strengthened schoolwide communication; contributed to cross-curricular coherence and cross-fertilization; curtailed teacher isolation; and fostered shared professional commitments and collective responsibility for student learning.
- Limitations: Oriented teacher learning toward general pedagogy rather than toward content or pedagogical content knowledge.

• *Reliance on protocols*:

- Possibilities: De-privatized teacher practice and supported critical collegiality; ensured substantive, focused conversations about teaching, learning, and reform; and infiltrated and enhanced other arenas of school discourse.
- Limitations: Constricted the pursuit of important emergent issues related to student learning and school reform; generated and reinforced ritualized patterns of discourse that potentially narrowed the depth of group inquiry.

Curry believes that collegial discussions have more impact when they focus on the "bottom line" goal of improving teacher practice to increase student achievement. She also thinks high-school critical friends groups can be more productive if they take place within subject-matter departments and interdisciplinary grade-level academic teams.

"Critical Friends Groups: The Possibilities and Limitations Embedded in Teacher Professional Communities Aimed at Instructional Improvement and School Reform" by Marnie Curry in *Teachers College Record*, April 2008 (Vol. 110, #4, p. 733-774), no free e-link available

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5. Teaching African-American Students to "Translate" to Formal English

(Originally titled "Becoming Adept at Code-Switching")

In this *Educational Leadership* article, Christopher Newport University professor Rebecca Wheeler describes an individual reading assessment in which an African-American second-grader is asked to read the passage, *The mouse runs. The cat runs. The dog runs. The man runs. Run, mouse, run!* The boy reads, "Da mouse run. Da cat run. Da dog run. Da man run. Run, mouse, run." The teacher records eight errors, concludes that the passage is at the student's frustration level, places him in the lowest reading group, and thinks about referring him to special education. In this and countless other cases, mistaking errors in Standard English for reading errors leads teachers to underestimate black students' true achievement levels, lower their expectations, and make inappropriate placement decisions.

Wheeler believes the problem can be solved by better teacher training and classroom practices around code-switching – helping students navigate the two worlds in which they live, home and school. Research shows, she says, that black students' achievement will soar and the achievement gap will close if teachers incorporate one linguistic insight and three strategies:

• *The insight* – "Students using vernacular language are not making errors, but instead are speaking or writing correctly following the language patterns of their community," says Wheeler. Research has found that it's ineffective for teachers to treat black students' vernacular patterns (e.g., *I have two sister and two brother*) as "poor English" and correct them with the "right" grammar. This approach has been linked to "negative attitudes toward stigmatized dialects, lower teacher expectations for students who speak these dialects, and lower academic achievement," says Wheeler.

• *Strategy #1: Scientific inquiry* – A linguistically sophisticated teacher notices patterns of vernacular English (e.g., lack of subject-verb agreement, not using past tense, possessives, or plurals, and using "a" rather than "an") and writes them on the left side of a two-column

code-switching chart to help students notice the pattern, formulate and test a hypothesis, see the formal English version on the right side, and internalize the rules for translating vernacular to formal English (for example, listing several examples of not using possessives and translating them into formal English, with the pattern students need to remember).

• *Strategy #2: Comparison and contrast* – The teacher has students compare and contrast the grammatical patterns of vernacular English on the left side of the chart and formal English on the right. "This process builds an explicit, conscious understanding of the differences between the two language forms," says Wheeler.

• *Strategy #3: Code-switching as metacognition* – Having noticed patterns and compared the two kinds of language systems, students "learn to actively code-switch – to assess the needs of the setting (the time, place, audience, and communicative purpose) and intentionally choose the appropriate language style for that setting," writes Wheeler. "Teaching students to consciously reflect on the different dialects they use and to choose the appropriate language form for a particular situation provides them with metacognitive strategies and the cognitive flexibility to apply those strategies in daily practice… In this way, we add another linguistic code, Standard English, to the student's language toolbox."

"Becoming Adept at Code-Switching" by Rebecca Wheeler in *Educational Leadership*, April 2008 (Vol. 65, #7, p. 54-58); this article is available free at http://www.ascd.org/infocon/. The author can be reached at rwheeler@cnu.edu.

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6. A Kansas High School Welcomes Its New Ninth Graders

In this *Principal Leadership* article, Sally Lundblad and Dave Tappan, principal and assistant principal of a Kansas high school, describe the way they induct new ninth graders each year. Dubbed Operation PASS – Preparing for Academic Student Success – the program has been evolving over the last few years. Here are the key components:

• *Ninth-grade buddies* – In April, as eighth graders begin to fret about moving to the high school in the fall, the high school organizes get-togethers in which current ninth graders meet rising ninth graders in small, diverse groups. Evaluations have shown that these informal gatherings are very helpful.

• *Rah-rah* – The day before grade 10-12 students arrive, all new ninth graders report to the high school. As they enter the building, they get a thunderous ovation and high-fives from teachers, administrators, secretaries, and custodians in the central atrium. Staff members encircle the new students and, one at a time, shout out what the school is proud of: "Did you know that Louisburg High School has reached the Standard of Excellence in math three out of the last four years and reading the last four years in a row?" "Did you know that Louisburg High School offers 12 interscholastic athletic teams and 20 different clubs that want you to be part of them?" and so on.

• *Mother hens* – Designated PASS teachers, who were selected for their interest in welcoming ninth graders, gather groups of freshmen and go to a classroom, where they and

student council members go over the nuts and bolts of life in the high school. Students get their schedules, locker assignments, and planners and hear about rules and expectations.

• *A grand tour* – Each group of freshmen gets a tour of the building, with staff members at each location telling local lore and activities that take place there and teaching students that when an adult yells, "Louisburg!" they are to respond, "Wildcats!"

• *An anti-fashion show* – Freshmen then gather in the auditorium and are flabbergasted to see teachers parading across the stage wearing what students are *not* allowed to wear in school. This shows staff members' human side – and reinforces the dress code.

• *Lunch and another seminar* – Freshman eat in the cafeteria and have one more question-and-answer session with their PASS teacher.

• *Speed-scheduled classes* – Students then go through an accelerated version of their full schedule, spending 10 minutes in each class with teachers giving basic information and setting the tone. This sneak-peak is also great for teachers, who find students much more prepared to get off to a good start the next day.

• *Pep rally* – Freshmen then go to the gym, where cheerleaders, the dance squad, and the band perform. Newbies learn the fight song and school chants and begin to develop pride in their new school, feeding off the enthusiasm of upper-classmen.

• *Reverse gantlet* – At the end of the day, freshmen file through the entire staff again, this time joining in the cheering.

• *Organization, note-taking, test-taking, and goals-setting* – In the opening days of school, freshman are given a time-management pre-test and taught the basics of organization, including how to use their planners, a color-coded folder system for their classes, and an organizational system in their book bags. Students are introduced to five note-taking systems – Cornell, outlining, mapping, charting, and sentence form – and primed to choose the one best suited to them. Teachers check students' notes each week and critique them at intervals throughout the year. Students also get tips on test-taking and setting goals.

• *Evaluation* – Every year, the school asks students for feedback on the PASS program and makes changes in response to new ideas.

"Operation PASS: A Program in Motion" by Sally Lundblad and Dave Tappan in *Principal Leadership*, April 2008 (Vol. 8, #8, p. 5-7), no e-link available

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7. An Iowa High School Beefs Up Senior Year

In this *Principal Leadership* article, the principal and three teachers at a Cedar Falls, Iowa high school describe how they have wrestled with the three perennial challenges of senior year: the lack of rigor, unclear pathways to work and postsecondary education, and poor preparation for a successful transition to post-secondary experiences. The school decided on a three-pronged approach:

• *A strong core curriculum* – College readiness for all students is the underlying goal of the school's revised curriculum, with an emphasis on increasing the rigor and relevance of courses.

• *A required advisory program* – "One of the biggest impediments to building a successful advisory program was getting teachers and students to take it seriously," say the authors. They decided to give ¼ credit for each year's advisory and make the full advisory credit a requirement for graduation. Teachers now follow the same advisory group for four years and are heavily invested in tweaking the program to make it more helpful to students. Here are some current advisory assignments:

- One college application or other postsecondary experience application;
- One teacher recommendation related to college or some other postsecondary plan;
- A copy of a thank-you note to a teacher for a letter of recommendation;
- A copy of one completed scholarship application applicable to postsecondary plans;
- An essay of at least 350 words summarizing the type of service performed throughout high school and what has been gained from it;
- A senior presentation;
- Fifteen hours of documented service performed during senior year;
- A reflective, professional portfolio.

The goal of all this is for students to demonstrate their knowledge and skills in communication, reasoning, and personal development before they graduate.

• *A senior-year options program* – Seniors design academic and health activities within a flexible eight-period schedule. Among the options are:

- Dual enrollment in college courses in nearby campuses;
- Internships and volunteer experiences in supervised workplaces, including cadet teaching in a pre-K-12 classroom;
- Independent study courses, including anatomy/physiology, scientific Latin, and language-arts options;
- Senior projects for in-depth study – a minimum of 100 hours;
- Correspondence programs and online courses;
- Healthy lifestyles options in place of traditional physical education.

The high school's staff keeps track of seniors' progress and performance in a variety of ways:

- A letter to parents communicating the purpose and procedures of senior-year options;
- Student guidelines and responsibilities for senior-year options;
- Senior-year experience contract;
- Student attendance log;
- Memorandum of agreement;
- Advisor evaluation of student performance;
- A variety of evaluation forms, rubrics, and rating forms; one rubric has four levels: Promotion Worthy, Satisfactory Performance, Performance Probation, and Fired.

"Senior Year Experience: Challenges and Options" by Leasha Henriksen, Jim Stichter, Jody Stone, and Bridgette Wagoner in *Principal Leadership*, April 2008 (Vol. 8, #8, p. 34-39), no e-link available

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8. Minimizing Teacher Absenteeism

Researchers are finding that teacher absences have a small but significant impact on student achievement, reports Bess Keller in this *Education Week* article. Union officials and teacher advocates say that if schools want to attract and retain good teachers, they need to offer generous benefits. Besides, they argue, abuse of sick leave is rare. "The majority of teachers don't like to take a sick day because it's a whole lot of work," says Michele Wise Capen, a nationally certified teacher in North Carolina. "Something always happens that you have to deal with when you get back."

Without necessarily denying these points, some economists and educators suggest that schools can do more to reduce teacher absenteeism, including:

• Requiring teachers to call their principal when they are going to be out, rather than calling the central office or an answering machine.

• Having principals monitor teacher absenteeism for unnecessary use of sick, personal, or emergency days.

• Building a culture that discourages excessive absenteeism. "Experts of all kinds agree that it is hard to underestimate the effect of school culture on teacher absences," writes Keller. "Shared feelings of obligation can be the best pushback" against a sense of entitlement about sick and personal days.

• Keeping the principal's absences from the building to a minimum. "When the principal is gone from the building a lot, it sort of gives everyone that casual feeling that being present in the operation doesn't have that much value," says Mary Cadez of the Salem-Keizer district in Oregon. Teacher leaders can also set the tone and enforce expectations, she said.

• Monitoring teacher absenteeism at a district-wide level and making it a data point on each school's "scorecard" – a practice the Chicago Public Schools have recently begun to implement. "If there's a high rate, questions should be asked about morale, leadership, and support," says CPS official Michael Vaughn.

• Writing into the contract that teachers may not use personal days before or after a holiday or vacation.

• Setting up bonuses for good attendance – for example, rewarding teachers who limit their absences to three or fewer days a year. So far, such incentives have not been very effective in limiting absences, one theory being that they reward teachers who don't usually take sick days and fail to change the behavior of those who do. "People respond to incentives, but the details matter," says Raegan Miller, a University of Washington/Seattle researcher.

• Offering to pay teachers for some or all of their unused sick days when they retire, either in cash or by cutting down the remaining days they need to work.

• Having teachers "buy" sick days beyond a basic allocation of 10 a year.

• Eliminating "free" sick days, giving teachers an across-the-board $400 salary increase, and having them buy their sick days for $50 apiece. This idea, which hasn't been implemented anywhere yet, got a negative reaction from Michelle Wise Capen: "It's a horrible idea," she says. "It strikes me as rather sexist and then demeaning," since women need more sick days than men because they are the primary family caregivers.

"Districts Experiment with Cutting Down on Teacher Absence" by Bess Keller in *Education Week*, Apr. 30, 2008 (Vol. 27, # 35, p. 1, 13)

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9. High Student Mobility – What Can Schools Do?

(Originally titled "When Mobility Disrupts Learning")

Low-SES students move frequently from school to school, report Oregon-based educators Jean Louise Smith, Hank Fien, and Stan Paine in this *Educational Leadership* article, and this has "potentially deep and pervasive consequences" for them and the schools they attend. "Mobility can harm students' nutrition and health, increase grade retention, and lower academic achievement," say the authors. "High student-mobility rates can also disrupt the learning environment in the classroom and throughout the school."

Some school districts have taken a number of steps to mitigate the effects of student mobility, including:

• *District-wide curriculum programs, expectations, and assessments* – This means that students who move within the district encounter a similar approach in all schools.

• *An enrollment plan* – As soon as a new student enrolls, a designated staff member does an initial screening to get an indication of the student's current reading skills and instructional needs, and another staff member calls the previous school to get information on the student's attendance record, academic strengths, special programs (speech/language, before/after school programs, gifted services, ELL development, and other support services), other concerns, what reading and math programs were in use at the school, subject time allocations, and the instructional approach.

• *A schoolwide instructional support plan* – It should be possible to place newly-arrived students in the instructional group, reading program, and tier of support that best fits their needs, differentiating group size, materials, and instructional time based on whether the student is on level, at some risk of not meeting goals, or at high risk.

• *A coordinated assessment plan* – Assessments need to be in place to screen new students and regularly measure progress, steer instruction, and document important outcomes. This requires choosing good assessments, deciding on how often they are given, and training staff to use interim assessment results effectively.

• *Family outreach* – This might involve setting up a family resource center in each school with information in multiple languages, identifying parent liaisons who can explain programs in several languages, designating a staff member in each school who can check in with each new student frequently during the student's first few weeks at the school and

establish a bond with the family, setting up attendance incentives to motivate new students to come to school every day, and scheduling a parent conference within a few weeks of the student's arrival.

• *A can-do attitude* – "It is easy for educators to blame a student's frequent moves on the instability of the family and conclude that the cycle of moving and falling behind academically are inevitable," write the authors. It's up to school leaders to push back on this belief system and set the right tone. "Believing that we can make a difference in all students' academic development, regardless of how long they might be with us, brings out the best in educators."

"When Mobility Disrupts Learning" by Jean Louise Smith, Hank Fien, and Stan Paine in *Educational Leadership*, April 2008 (Vol. 65, #7, p. 59-63); this article is available free at http://www.ascd.org/infocon/. The authors can be reached at jsmith@pacificir.org, ffien@uoregon.edu, and spaine@rmccorp.com.

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10. How Board Games Build Preschoolers' Math Understanding

Playing board games can produce large and lasting gains in students' understanding of numbers, according to research reported in this *Education Week* article. The gains were found to be especially significant among disadvantaged students, say Robert Siegler and Geetha Ramani of Carnegie Mellon University, who published their findings in the April/May issue of *Child Development*.

Their study had Pittsburgh-area pre-schoolers play a game resembling Chutes and Ladders four times over the course of two weeks, 15-20 minutes per sitting. Children showed major gains in mathematical number sense. The researchers' theory is that playing games is a powerful way to build math understanding – especially of numerical magnitudes. Playing produces bigger gains among lower-SES students because they play fewer games of this kind, and hear less mathematical "talk", in their homes.

Everyday Mathematics and other programs incorporate board games and similar activities, but some teachers and parents see the games as a frivolous distraction from drill and practice. "The idea that something could be simultaneously fun and worthwhile academically just doesn't add up for them," says Andy Isaacs, the director of the third edition of Everyday Math. The new research backs up his view that the games are a legitimate form of practice – in fact, more effective than traditional drills.

Douglas Clements, a SUNY Buffalo professor, says that this research has implications for what parents can do at home. "There's a huge amount of math in these board games and card games that is not on television and video games," he said. "Even if you played once or twice a week, it would probably have a real effect on kids."

"Playing Games in Classroom Helping Pupils Grasp Math" by Sean Cavanagh in *Education Week*, Apr. 30, 2008 (Vol. 27, #35, p. 10)
http://www.edweek.org/ew/articles/2008/04/30/35games_ep.h27.html

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11. Collecting and Analyzing Data on Youth Services

This *Education Week* article describes the Youth Data Archive, which addresses the problem of schools not having access to information on the services students receive from public health, child welfare, the juvenile justice system, and other public and private community-based groups. "Youth operate in what I call an institutional train wreck," says Milbrey McLaughlin, a Stanford professor who heads up the project. "All the youth-serving institutions are fragmented and incoherent. They don't add up to a coherent system of support for young people."

By collecting comprehensive data on young people, the Youth Data Archive hopes to help schools and communities see patterns and make better decisions. One initial finding is that students who are getting social services in the community have better academic achievement. A similar effort, the Kids Integrated Data System, is under way in Philadelphia.

"Cross-Agency Project Tracks Students' Data to Tackle Policy Issues" by Lynn Olson in *Education Week*, Apr. 23, 2008 (Vol. 27, # 34, p. 8-9); article available to subscribers only

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12. Short Item:

A map showing carbon emissions – This extraordinary series of videos of the continental U.S. shows graphically where there are the highest and the lowest levels of carbon emissions. Check it out at: http://www.youtube.com/watch?v=eJpj8UUMTaI

"From C to Shining C" by Matthew Battles in *The Boston Globe*, Apr. 27, 2008 (p D-3)

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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 School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
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
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
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Reading Research Quarterly
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Review of Educational Research
Teacher Magazine (online)
Teachers College Record
TESOL Quarterly
The Reading Teacher
Theory Into Practice
Tools for Schools