

Marshall Memo 709

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

October 30, 2017

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Quotes of the Week

“One dismissal sends a stronger message throughout an organization than 10,000 hours of sensitivity training.”

Nicholas Kristof in “Hey, Men, Listen Up” in *The New York Times*, October 26, 2017, <https://www.nytimes.com/2017/10/25/opinion/sexual-harassment-men.html>

“With all that is asked of teachers already, where do you propose that we find the time for your pet projects? If you want us to listen, please show us ideas that simplify our lives.”

A teacher's plea to a group of academics, tech entrepreneurs, and funders (see item #2)

“Always remember that you are absolutely unique. Just like everyone else.”

Margaret Mead (quoted in item #5)

“Today's world requires problem solvers, not answer-getters.”

Mike Flynn (see item #4)

“Teacher effort in correcting and evaluating papers is fruitless unless it results in further student effort to improve papers.”

Eric Johnson (see item 8)

“In sports you rarely succeed without putting in the work... Kids are held directly accountable. You show up, work hard and perform, or else you sit; the scoreboard is the last word in accountability and resiliency. School-based ‘social-emotional learning’ rarely equals the lessons learned through long hours of practice alongside teammates to whom you are directly and intimately accountable. Small wonder then that many parents ‘push’ their kids to excel as athletes. You're simply more likely to see a clear cause-and-effect relationship between effort and outcome in sports than in school.”

Robert Pondiscio in “In Defense of Sports Parents” in *The Education Gadfly*, October 25, 2017 (Vol. 17, #43), <https://edexcellence.net/articles/in-defense-of-sports-parents>

1. What Struggling Students Want Their Teachers to Know

In this *Chronicle of Higher Education* article, Nicole Matos (College of DuPage) says that each semester, she asks the students in her community college remedial writing classes what they really wish their instructors understood about them. Here's a compilation of what her students have said:

- *Feel our pain.* “My students wanted us to understand that most of them had entered the developmental classroom disappointed, if not outright depressed,” says Matos. They flinched when placement test results said they weren't good enough for “regular” coursework. They were envious of academically successful classmates and high-school buddies off at fancy colleges. “If we don't seem motivated,” said one student, “it might be because you don't seem to care how we actually feel.”

- *Help us out of the mess we're in.* Empty cheerleading isn't helpful. What these students want, says Matos, is “a pathway, a plan, a step-by-step route to college-level work” with clear, realistic benchmarks along the way.

- *Don't hate us when we fail.* “My students readily admitted that they often screwed up or failed to meet expectations,” says Matos. “They turned work in late, unfinished, or not at all. They racked up too many absences. They lost focus and sometimes took the easy way out. When that happened, they wanted their professors to maintain equanimity and balance – and not read those errors as defections, treason, or revenge.” Many students had fragmented lives working several jobs, raising children, struggling to put food on the table. The most helpful response to disappointing performance was, “I'm not mad at you, but...”

- *Give us multiple, varied chances to succeed.* “Don't only lecture,” begged one student. Traditional tests were “almost universally despised,” says Matos. Students wanted formative assessments, feedback and coaching on weaknesses, and celebration of successes. “If I don't succeed at first, why can't I try again, without having to start a whole new class?” asked one student. Specifically, students said they wanted:

- Late work accepted for reduced credit;
- Retest opportunities and the chance to revise work;
- Optional assignments for additional credit;
- Something like a standards-based, contract-grading model with clear expectations and multiple routes to show proficiency;
- A “completion camp” space where students can work on the skills or content they've missed.

“What My Struggling Students Wanted Me to Understand” by Nicole Matos in *The Chronicle of Higher Education*, October 27, 2017 (Vol. LXIV, #9, p. B38), <http://www.chronicle.com/article/Commentary-What-My-Struggling/241486>; Matos can be reached at matosn@cod.edu.

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2. With Social-Emotional Learning, Less Is More

In this *Education Week* article, Hunter Gehlbach (University of California/Santa Barbara) recalls a teacher blurting out to a group of academics, tech entrepreneurs, and funders who were brainstorming ways to fix schools, “With all that is asked of teachers already, where do you propose that we find the time for your pet projects? If you want us to listen, please show us ideas that simplify our lives.” Gehlbach believes teachers are justified in having a similar reaction to the glut of advice being given on social-emotional learning and character development. “So how can we simplify their lives,” he asks, “without oversimplifying these complex ideas?”

Gehlbach suggests distilling social-emotional learning to three core competencies that are “truly fundamental” prerequisites to students’ academic success and personal well-being:

- *Social connectedness* – Students won’t learn if they hate their teachers or fear ridicule from their classmates. Conversely, students who have strong social connections tend to be significantly more engaged and have higher achievement.

- *Motivation* – Without this, students don’t have goals to pursue or energy to pursue them. Simple motivational strategies – like showing students the value of what they’re studying or giving them choices among a manageable number of options – can improve feelings of competence as well as boost achievement.

- *Self-regulation* – To learn and be prepared for life’s challenges, students need to choose effective study strategies, focus their attention, and stick to their goals.

By simplifying social-emotional learning to these three fundamentals, says Gehlbach, teachers can quickly diagnose what’s going on with a student who is off-track by asking:

- How healthy are this student’s social relationships?
- What goals is the student pursuing?
- What are the student’s self-regulatory strengths and weaknesses?

These questions focus teachers on the “low-hanging fruit” for improving student success. Even modest interventions in these three domains can yield big improvements in student outcomes.

“With Social-Emotional Learning, Keep It Simple” by Hunter Gehlbach in *Education Week*, October 25, 2017 (Vol. 37, #10, p. 24-25), www.edweek.org; Gehlbach can be reached at hgehlbach@education.ucsb.edu.

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3. Shame, Embarrassment, and Guilt in Schools – What Works?

In this article in *Phi Delta Kappan*, Joan Goodman (University of Pennsylvania) describes an example of shaming in a school cafeteria. A child who hasn’t paid for her lunch is

given a cold sandwich and told that she won't get a hot lunch until her family pays up. She's also asked to wear a wristband so cafeteria workers will know she's a non-payer. This incident would seem to have three hallmarks of shaming:

- Public criticism
- For a breach of accepted norms
- Carried out by someone in a position of accepted authority.

Shaming can be a searing experience, says Goodman – a child feeling unworthy, incompetent, bad, small, worthless, powerless, exposed, saying to him- or herself, “I must have done wrong because you think I did.”

Shame is worse than simple embarrassment (I wore long pants to a kickball game and tripped), which is often situational, temporary, and doesn't involve a broad, devastating critique of the self. Shame is also worse than guilt (I forgot to pay my friend back and she had to eat a cold sandwich for lunch). Guilt is often a specific pang of conscience that can be repaired by a simple act (repaying the friend) and prevented in the future. “Shaming children is almost never appropriate,” says Goodman; “inducing them to feel guilt often is. When a child has not discharged an obligation, the preferred remedy should be directed to correcting that omission and supporting the child's budding conscience.”

Interestingly, Goodman continues, the shame felt by the girl who was denied a hot lunch would be lessened, perhaps even negated, if (a) she is spoken to privately or asked to carry home home a letter about payment; (b) she is one of many students refusing to comply with the pay-for-lunch norm and is perfectly happy to eat the cold sandwich (*I don't want your cheap lunch anyway!*); and/or (c) the adult delivering the message is not respected by students. For example, says Goodman, “if a widely disliked teacher calls out a student for misbehavior, it may not be felt as a shaming experience at all.”

“Shaming is a complex event,” she continues: “It involves a shamer, the shamed, and the setting. If the shamer isn't perceived as a respected authority, or if the rule being enforced isn't seen as legitimate, then the effort to shame will fail... In sum, for shaming to occur, people must be observed disapprovingly by others whose values they share, and they must believe that they deserve the criticism.”

Realizing these complexities, Goodman and a colleague read through a number of school handbooks and spoke to parents and educators in search of policies that might result in shaming of students. They zeroed in on nine charter management organizations (CMOs) that were more explicit about their policies than traditional public schools (which is not to say that traditional public schools don't engage in similar practices without being as explicit about them). Several of these CMOs explicitly disavow shaming of students – for example, one New York City group tells teachers never to yell at children and not to “use a sarcastic, frustrated tone,” “give consequences intended to shame children,” or “speak to a child in a way they wouldn't in front of the child's parents.”

Nevertheless, the stated policies of these CMOs explicitly supported shaming in three ways: (a) public displays of data on student behavior, disciplinary infractions, detentions, and academic progress; (b) physical or simulated isolation from students' peer group, for example,

a bench designated for misbehaving students, silent lunches, or clothing changes (e.g., wearing a different color shirt); and (c) public apologies to classmates or the community.

Goodman believes these forms of public shaming are not only wrong but ineffective. Empirical studies have found that shaming doesn't generate remorse or inhibit future wrongdoing and may even make matters worse, provoking "defensively motivated anger, future substance use, risk taking, and externalization of blame." Guilt, on the other hand, is associated with students developing empathy and taking constructive, reparative actions.

But while shaming is an inappropriate response to not turning in homework or speaking disrespectfully to a teacher, Goodman believes there are situations where it's the right approach – for example, egregious, unrepentant bullying. "The persistent bully is so clearly immoral, cruel, and damaging," says Goodman, that the bully has forfeited the right not to be stigmatized and shaming is appropriate.

"But such cases are few and far between," she believes. Most of the time, "shaming is ineffective, and such deliberately induced humiliation violates a child's dignity... Children at school struggle to maintain self-esteem amidst the battle for popularity, grades, and social rankings. When an adult induces the belief that one is unworthy – a lesser person – then self-respect and self-assurance are undermined." Thirty-one states have outlawed corporal punishment in schools, says Goodman. "Is shaming dissimilar?"

"I recognize that shaming – so dependent on a child's interpretation as well as teachers' intent and behavior – is hard to recognize, burdensome to eliminate, and probably unavoidable in our school systems," Goodman concludes. "However, teachers, administrators, and policy makers would benefit from a self-conscious and self-critical review of their shaming practices. The disgrace and subordination that comes from shaming is antithetical to the values of equal respect, autonomy, and dignity. Whenever possible, discipline should be a private rather than public matter, and it should be done with the objective of helping a child understand [his or] her wrongdoing and taking responsibility for it."

"The Shame of Shaming" by Joan Goodman in *Phi Delta Kappan*, October 2017 (Vol. 99, 32, p. 26-31), www.kappanmagazine.org; Goodman can be reached at joang@upenn.edu.

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4. Teaching Problem Solving in a Fourth-Grade Classroom

(Originally titled "From Answer-Getters to Problem Solvers")

"Today's world requires problem solvers, not answer-getters", says Mike Flynn (Mount Holyoke College) in this *Educational Leadership* article. "Answer-getting is a narrow view of what it means to engage in mathematics. It encourages methodologies that focus on direct teaching of procedures and the use of mnemonic devices and other tricks for students to remember steps for performing calculations."

Flynn goes on to describe a fourth-grade problem-solving lesson he conducted using Dan Meyer's three-act instructional approach:

• *Act 1: A hook to spark curiosity and focus on a question* – Flynn showed students a video in which he held a roll of bills and then rolled the bills across the floor – they were taped together in one long line. He asked students what they noticed, eliciting a range of comments and questions: How did you get the bills to stick together? How many bills were there? Were they all the same denomination? Where did you get them? How much money was there all together?

• *Act 2: Information gathering and group work* – Flynn asked students what information they would need to answer the math questions (having sorted those out that weren't mathematical). Students volunteered that they would need to know the total length of the rolled-out bills, how long each bill was, whether the bills were stuck together end-to-end or with overlap, what denominations of bills were in the roll, and whether all the bills were the same size. Flynn answered that they were all one-dollar bills stuck end-to-end, each measuring a little bit longer than eight plastic connecting cubes (he demonstrated this with one bill), and told them that the total roll laid out measured 179 cubes.

He then got students working in groups to figure out the total length of the roll. “I walked from group to group observing their work, listening to conversations, and at times asking probing questions to get a sense of what students were thinking,” says Flynn. “I refrained from any direct teaching because the purpose of three-act tasks is to allow students to navigate their own solution pathways.” When he saw incorrect solutions emerging, he made note of them but didn't intervene.

• *Act 3: Presentation of different strategies and closure* – Flynn called the class together and started by writing each group's answer on chart paper: 21, 22, 23, and 22 r3 (the last answer was the most common but it caused some confusion since “remainder 3” didn't make sense to some students). Flynn then had each group give its rationale, starting with one group he'd observed having a thoughtful discussion. The crux of this group's solution, and others subsequently called on, was how to deal with the little bit of each dollar bill that was longer than the eight cubes. Some groups added it to the total length, one subtracted it. Then one group's spokesperson said (with the help of a sketched diagram), “Each time you add a dollar, the cubes are kind of moving over, right? We figured the last dollar, number 22, would have part of a stack of eight cubes and then the three extras. So, it's 22 dollars.” Flynn then showed the remainder of his video, in which he counts out the bills – there were 22. Cheers and high-fives from students.

Flynn wonders how the class would have gone if he'd given students a worksheet with the problem $179 \div 8$ instead. He believes there would have been none of the engagement, curiosity, collaboration, and *work* – and much less learning. “Students were invested because the task was interesting and contextualized,” he says. “There was something perplexing about the situation, and they wanted resolution. It was also visual, so students could operate on intuition without language getting in the way.”

Flynn lists websites that have similar problem-solving resources for a variety of grade levels:

- Robert Kaplinsky's search engine: <http://robertkaplinsky.com/prbl-search-engine>

- Dan Meyer's tasks for older students: <http://blog.mrmeyer.com>
- Graham Fletcher's K-5 collection: <https://gfletchy.com/3-act-lessons/>
- Another problem-solving resource is 101 Questions: www.101qs.com

“From Answer-Getters to Problem Solvers” by Mike Flynn in *Educational Leadership*, October 2017 (Vol. 75, #2, p. 26-31), available for ASCD members at <http://bit.ly/2zRq5Yh>; Flynn can be reached at mflynn@mtholyoke.edu.

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5. What Differentiation Is All About

In his editor's introduction to an issue of *HaYidion* devoted to differentiation, Elliott Rabin quotes Margaret Mead: “Always remember that you are absolutely unique. Just like everyone else.” Rabin continues, “At its heart, differentiation gets to the essential paradox of education as it has been practiced for most of its history. A teacher teaches a group of students – 10, 20, 200 in a class... But the true target is the individual student, and the proof of the teaching lies in what each singular student learns and makes of that learning. Statistics are important, evaluations are necessary, but what truly matters is the imprint that learning leaves on a student's mind and heart, and what his or her hands are able to make of it.”

Each student is unique, Rabin says, even identical twins. “Each person is a cosmos, with all of the mystery, the unknown, the ability to develop in ways never before witnessed... If no two people are the same, then they don't learn the same way and can't be taught the same way.”

But how are teachers going to implement these sentiments with so many kids? That is the quandary all educators wrestle with. “Under the banner of differentiation, teachers have been encouraged to change their philosophy, their approach, their instructional methods to give students greater control over their learning,” says Rabin. From “sage on the stage” to “guide on the side.” From straight rows to learning stations. From lectures to active learning, project-based learning, inquiry learning, expeditionary learning, and technology “so students won't sit bored and overlooked, chewing gum and passing notes.” The ultimate goal: helping students “discover and develop their own talents, their interests, their voices.”

“Differentiation” by Elliott Rabin in *HaYidion*, Fall 2017 (p. 3), <https://prizmah.org/sites/default/files/uploads/HaYidion%20Fall%202017.pdf>

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6. The Real Challenge of Differentiation

In this article in *HaYidion*, Matt Williams says that in most classrooms differentiation happens every day, and not always in the best way. “Teachers have only a certain amount of instructional time,” he says, “and it can be monopolized quite quickly. Various studies have shown that extroverts, boys, high achievers, those with learning disabilities, and those whom the teacher simply likes more – all can easily monopolize the bandwidth of even the most well-

intentioned educator. In other words, teachers already differentiate based on a variety of criteria.”

As a beginning teacher, Williams realized that his enthusiasm for the subject matter was captivating only a fraction of his students. “On the drive home after a particularly difficult class,” he says, “I asked myself, what if my students’ apathy was not about the subject per se and more about my own inability to understand how they might be able to connect with it? My love of my discipline, on a good day, may have resonated with a quarter of my students. Teaching those students was a joy... What if I was guilty of allowing the love I had for my subject to limit the love my students might develop, if I could only get myself, my ego, out of the way?... While I might be an expert in my subject, I knew I could never be an expert in the many and varied ways in which my students experienced my classroom.”

The real challenge of differentiation, Williams realized, was how he could give ownership and access to all students, how he could “design a classroom that took seriously the fact that students are the ultimate arbiters of their learning experience.” The question he hadn’t answered was, “How do you build a classroom for people who can choose to tune you out anytime they want?”

The essence of differentiation, then, is shifting from reaching curriculum objectives to figuring out experiences that students will opt into. “In a world where students can wait out, tune out, or fake out teachers by ‘doing school’ instead of actually learning,” Williams concludes, “this shift in thinking matters now more than ever.”

“Differentiation, An Unavoidable Reality” by Matt Williams in *HaYidion*, Fall 2017 (p. 29), <https://prizmah.org/sites/default/files/uploads/HaYidion%20Fall%202017.pdf>

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7. How Campbell’s Law Plays Out in Teacher Evaluation

In this article in *AASA Journal of Scholarship and Practice*, Tray Geiger and Audrey Amrein-Beardsley (Arizona State University) say that when the stakes are high, there’s a strong tendency for people to game the system. This has occurred in professional sports, the stock market, airline schedules, politics, and elsewhere. These and other instances are evidence of the wisdom of Campbell’s Law (1976): “The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor.”

Geiger and Amrein-Beardsley believe the same dynamic played out as K-12 schools and districts used value-added measures as part of Race to the Top teacher evaluation plans. Three kinds of data manipulation took place:

- *Artificial inflation of rubric-based classroom observation scores* – This happens when administrators want to protect teachers they believe are effective, but have low growth scores, from the extreme consequences of what they regard as unreliable, invalid, and unfair teacher-accountability systems.

- *Artificial deflation of classroom observation scores* – This happens when administrators are strongly encouraged to be very sparing with high teacher ratings to create a bell curve of teacher effectiveness more in keeping with the expectations of policymakers. In

the same vein, Charlotte Danielson has been quoted saying that teachers should “live” in the effective range and only occasionally “visit” the highly effective range.

- *Artificial conflation of observation and growth scores* – This is done to create alignment of the two as is theoretically expected and required for the credibility of the system. (If classroom observation and student growth scores line up, they validate each other.) “Reports of artificial conflation have been reported... in Alabama, Georgia, and Tennessee, and most recently, Texas,” say the authors. “In Tennessee, the state’s Board of Education actually made it state policy that teachers’ observational scores be forcibly aligned with their growth/VAM scores, regardless of what it took to reach the increased levels of alignment externally mandated and desired.” Houston ISD principals reported that they were under “significant pressure from district administrators to ensure that their teachers’ observational and growth/VAM scores were also satisfactorily ‘aligned.’”

This kind of conduct, conclude Geiger and Amrein-Beardsley, “negates the entire enterprise, as well as the entire purpose for doing and financing all of this in the first place. What school administrators need to know is that they are unequivocally remiss if they believe artificially manipulating teachers’ observational scores is a beneficial and warranted practice. Worse would be if school administrators continue to engage in such practices, without fighting back (and often upwards in education’s oft-hierarchical systems) in that this is, simply put, very bad educational measurement and professional practice.”

“Administrators Gaming Test- and Observation-Based Teacher Evaluation Methods: To Conform to or Confront the System” by Tray Geiger and Audrey Amrein-Beardsley in *AASA Journal of Scholarship and Practice*, Fall 2017 (Vol. 14, #3, p. 45-53), <http://www.aasa.org/uploadedFiles/Publications/JSP-Fall-2017.pdf>; the authors can be reached at tjgeiger@asu.edu and audrey.beardsley@asu.edu.

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8. Who’s Doing the Work Here? Shifting Editing and Correcting to Students

In this article in *Learning*, Eric Johnson suggests ten ways to cut the burden of grading student writing and get students to take more responsibility for improving their own writing.

- *Foresee difficulties and pre-teach*. For example, if students are going to be writing a sequential narrative, suggest ways to avoid the then-then-then syndrome. If students are likely to have to spell embarrass, government, character, or its/it’s, go over these ahead of time. “Pre-teaching has two advantages over mop-up teaching,” says Johnson: “It allows students to practice doing things right, and it saves you a lot of correcting time.”

- *Teach, and teach again, how to proofread papers*. It makes no sense for teachers to spend hours correcting errors that students could have caught themselves. “Show students how to make themselves ‘strangers’ to their own writing,” says Johnson, “and then read it with a cold, objective eye or, better, to read it *aloud* so they can hear the mistakes they don’t see.” Demonstrate this process with a sample of error-filled student writing, and have students save at least ten minutes for proofreading before handing in their writing.

- *Have student triads read and edit each other's papers.* In groups, students read and make comments and corrections on the two papers not their own, then have overnight to consider the suggestions from their classmates and improve their work.

- *Resist overcorrecting.* “No rule or sense of integrity requires you to mark every error,” says Johnson, “and students should not get back papers that look more as if they have been attacked by a disease than worked on by a teacher/editor... Let students know that you will correct *selectively*.”

- *Give targeted feedback.* Rather than a blunt-instrument overall grade, give feedback on specific areas – organization, transitions, content, spelling/mechanics, sentence variety, logic, etc., perhaps using a shorthand symbol for each one.

- *Teach a lesson on common problems.* Before grading papers, quickly scan them to spot some significant issues – for example, ragged transitions; getting off the subject; fuzzy rather than specific writing; not backing up statements with evidence; spelling words ending in a silent *e*. Hand back papers, unmarked, mention the problem areas, and have students see how they did in those areas and fix any problems.

- *Teach from sample passages and papers.* Highlight sentences that reveal common writing problems and have students work on those individually or in an all-class discussion with several papers projected on the screen.

- *Have groups of students evaluate papers on selected criteria.* With students sitting in groups of five, have them each read their papers aloud and ask for reactions on specific points – for example, interesting beginning, good descriptions, effective choice of words, redundancy. Groups might also select the best papers for all-class oral reading the next day.

- *Follow through on a complete revision process.* “Teacher effort in correcting and evaluating papers is fruitless unless it results in further student effort to improve papers,” says Johnson. When a teacher finally does a careful reading of submitted papers, students should be expected to make every correction and improvement and resubmit their work, and those improvements should count as part of the final grade.

- *Establish a reading and consultation period.* Johnson recommends blocking out a period once a week, getting the class going on independent work or silent reading, and conferencing individually with students whose writing needs attention – and with those who request a meeting.

“Intelligent, discriminating use of these shortcuts, plus others you invent, can help all of your students feel that their work has been read, appreciated, and improved,” Johnson concludes. “They’ll be encouraged to write more and better, all without your becoming a miserable martyr or a dull drudge.”

“Ten Shortcuts to Grading Children’s Papers” by Eric Johnson in *Learning*, March 1980, no e-link available [I found this article going through some old files; Eric was a dear friend and inspiring teacher, and *Learning* was, in its day, one of the best teacher magazines.]

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9. Our Tendency to Do the Easy Stuff First

“When work piles up, how do you react?” asks this *Harvard Business Review* summary of a working paper by Diwas KC and colleagues. “If you’re like most people, you begin by working longer. But as the to-do list grows, people tend to shift to another form of triage, which researchers call ‘task completion bias.’” This is the tendency to do easy-to-finish items first, creating a sense of accomplishment – even though those items aren’t the most important. “Completing tasks leads individuals to feel good and that increases short-term performance,” say the researchers. “However, when we examine long-term productivity, workers who exhibit task completion bias tend to be significantly less productive.”

“Productivity: Stop Checking Off Easy To-Dos” by Diwas KC et al., summarized in *Harvard Business Review*, November-December 2017 (Vol. 95, #6, p. 24), no e-link available

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If you have feedback or suggestions,
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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 48 years' experience as a teacher, principal, central office administrator, consultant, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine