Marshall Memo 503

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 23, 2013

In This Issue:

Quotes of the Week

"When I was young, maybe sometimes I was loud. Now I never am. Nobody is perfect – not even me – and people learn from mistakes. They catch up and then go an extra step. So I walk around and see what people are doing. But I never yell."

Nobu Matsuhisa, renowned chef and owner of 26 restaurants, in "Life's Work" in *Harvard Business Review*, October 2013 (Vol. 91, #10, p. 152), no e-link

"The ability to see things is key – or, more specifically, the ability to see things you don't expect to see."

Sir Alex Ferguson, long-time Manchester United soccer coach (see item #1)

"Let's be clear… when you scrub every reading list, every textbook, and every test item clean of everything that could offend anybody for any reason, you end up with the boring pablum that dominates so much of today's curriculum. One reason American kids don't read much is because what remains for them to read is so dull. Is it any wonder the Internet is more beguiling?"

Chester Finn Jr. (see item #6)

"Selfish single-mindedness can lead to a bad reputation and missed opportunities, but the most effective people I know are generally strategic about how they use their time."

Allison Vaillancourt (see item #3)

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1. Management Secrets from the World's Best Soccer Coach

In this intriguing *Harvard Business Review* article, HBS professor Anita Elberse reports on her examination of the leadership principles of Sir Alex Ferguson, the highly successful coach of the Manchester United (U.K.) soccer team for 26 seasons. How many of these apply to K-12 school leadership?

• *Start with the foundation*. Ferguson defied the conventional wisdom ("You can't win anything with kids") and the obsession with winning the next game and focused on building the club for the long haul. He did this by recruiting promising young players who might eventually make the first team (David Beckham and Ryan Giggs were among the youngsters he brought in). "With this approach," he says, "the players all grow up together, producing a bond that, in turn, creates a spirit… I always take great pride in seeing younger players develop. The job of the manager, like that of a teacher, is to inspire people to be better. Give them better technical skills, make them winners, make them better people, and they can go anywhere in life… You could say it was brave, but fortune favors the brave."

• *Dare to rebuild your team*. Even when Manchester United was dominant, Ferguson looked to the future. "Although I was always trying to disprove it, I believe that the cycle of a successful team lasts maybe four years, and then some change is needed," he says. "So I tried to visualize the team three or four years ahead and make decisions accordingly."

• *Set high standards – and hold everyone to them*. Ferguson, driven by his own mediocre record as a player, arrived at work at 7:00 a.m. and pushed all his players to give one hundred percent and demand the same from their teammates. Practice sessions were carefully scripted and honed to perfection, and even his superstars spent extra hours practicing. "If you give in once," he said to players, "you'll give in twice."

• *Never, ever cede control*. "[I]f any players want to take me on, to challenge my authority and control, I deal with them," says Ferguson. "Your personality has to be bigger than theirs. That is vital… You can complicate your life in many ways by asking, 'Oh, I wonder if the players like me?' If I did my job well, the players would respect me, and that's all you need." He made a point of dealing immediately with insubordination, negative talk, or public griping by fining or trading the miscreants before things got out of hand.

• *Match the message to the moment*. "Few people get better with criticism," says Ferguson. "Most respond to encouragement instead. So I tried to give encouragement when I could… As the same time, in the dressing room, you need to point out mistakes when players don't meet expectations. That is when reprimands are important. I would do it right after the game." Ferguson appealed to players' blue-collar backgrounds, emphasizing the work ethic,

trust in each other, not letting their mates down. When he had to tell a star player he wouldn't be starting in a particular game, Ferguson would do it in private and always preface the bad news by saying, "Look, I might be making a mistake here, but I think this is the best team for today."

• *Prepare to win*. Manchester United had the best record for winning when they were tied or behind at half time. That was because Ferguson drilled players in specific tactics to use when they needed a goal with 10, five, or three minutes remaining.

• *Rely on the power of observation*. Reluctantly at first, Ferguson delegated training sessions to assistant coaches and took on the role of observer. "As a coach on the field, you don't see everything," he said. "Once I stepped out of the bubble, I became more aware of a range of details, and my performance level jumped… The ability to see things is key – or, more specifically, the ability to see things you don't expect to see… Seeing a change in a player's habits or a sudden dip in his enthusiasm allowed me to go further with him: Is it family problems? Is he struggling financially? Is he tired? What kind of mood is he in? Sometimes I could even tell that a player was injured when he thought he was fine."

• *Never stop adapting*. "I believe that you control change by accepting it," says Ferguson. Professional soccer went through major shifts during his 26 years at Manchester United, and he rolled with them – a youth league, a state-of-the art medical facility in the clubhouse, sports scientists to support the coaches, Vitamin D booths in the locker room to compensate for the lack of sunlight in Manchester, yoga sessions, GPS sensors on players during practice sessions.

"Ferguson's Formula" by Anita Elberse with Sir Alex Ferguson in *Harvard Business Review*, October 2013 (Vol. 91, #10, p. 116-125), no e-link available

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2. Sharing Personal Information in the Workplace

In this helpful *Harvard Business Review* article, Lisa Rosh (Yeshiva University) and Lynn Offermann (George Washington University) advise on the do's and don'ts of disclosing too much with professional colleagues. Here's an example: Mitch, a university administrator, is visiting another university and tells the dean that he'd hoped to attend the university as a student but didn't get in. Mitch saw this as friendly and self-deprecating, but the dean was chilly and the meeting didn't go well. Mitch's comment came across as a criticism of the admissions process or perhaps an appeal for pity.

Rosh and Offermann have gathered hundreds of stories like these and have done some careful analysis. "Authenticity begins with self-awareness, knowing who you are," they say, "– your values, emotions, and competencies – and how you're perceived by others. Only then can you know what to reveal and when." They've identified five common mistakes (some people make more than one):

- Being oblivious – These people don't have a realistic sense of themselves and reveal information or opinions in a way that seems clueless or phony.

- Bumblers – They have a better understanding of themselves but aren't good at reading colleagues' body language and facial expressions and don't know how they're coming across.
- Open books – They talk endlessly about themselves, about others, about everything, and lose their colleagues' trust. "I know more about his wife than I know about my own," said an associate of one open-book manager.
- Being inscrutable – They have difficulty sharing anything, come across as remote and inaccessible, and don't form long-term relationships.
- Social engineers – They encourage self-disclosure within their work groups – for example, in elaborate team-building exercises – but allow the information to be mishandled.

What can we learn from these errors? Rosh and Offermann suggest five ways to improve our judgment about what personal information should be shared in which situations:

• *Build a foundation of self-knowledge*. Think through your upbringing, work experiences, successes and failures, and reflect on your values and philosophy. You can also solicit honest feedback from others or arrange to have a formal 360-degree review.

• *Consider relevance*. "Skillful self-disclosers choose the substance, process, and timing of revelations to further the task at hand," say Rosh and Offermann. "Be clear that your goal in revealing yourself at work is to build trust and engender better collaboration, not to make friends – though that may happen."

• *Be honest*. Rosh and Offermann are amazed by how often managers fabricate stories and fudge details. The truth usually comes out, and the boss loses all credibility.

• *Understand the cultural and organizational context*. People from individualistic societies (the U.S. and India, for example) are more likely to disclose personal information and expect others to do the same. People from collectivist societies (e.g., China and Japan) are less prone to telling personal stories – and more likely to be taken aback and put off when someone else does. Culture aside, it's wise to size up the norms in a new workplace and take cues from colleagues about what's done and not done.

• *Delay or avoid very personal disclosures*. "Intimate stories *strengthen* relationships," say Rosh and Offermann; "they don't establish them. Sharing too much personal information too quickly breaks all sociocultural norms of behavior, making one appear awkward, needy, and even unstable… First develop common objectives, delineate goals and roles, and demonstrate credibility and trustworthiness through your work. Take careful note of how open others are before offering significant disclosures of your own."

"Be Yourself, But Carefully" by Lisa Rosh and Lynn Offermann in *Harvard Business Review*, October 2013 (Vol. 91, #10, p. 135-139), no e-link available; for an interactive tool on self-disclosure, see http://hbr.org/web/2013/09/assessment/when-and-when-not-to-share.

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3. Managing Time and Priorities with Savvy and Wisdom

In this thoughtful *Chronicle of Higher Education* article, Allison Vaillancourt (University of Arizona/Tucson) writes about some of the time-allocation choices she's had to make during her academic career: "Do I meet with the student who is struggling, or the one who shows great promise? Should I make an appearance at the often-pointless department meeting, or should I use that time to finish my manuscript? Will anyone notice if I skip the ribbon-cutting ceremony to meet with a high-potential donor instead?"

Here are the guidelines Vaillancourt has come up with decide where to invest her time and energy:

• *Will this activity move me toward my long-term goals?* "Selfish single-mindedness can lead to a bad reputation and missed opportunities," she says, "but the most effective people I know are generally strategic about how they use their time."

• *Will this activity be energizing, or will it suck the life out of me?* Some meetings give us new ideas, a fresh way of seeing an old problem, a productive collaboration, or a mood boost, and that makes them worthwhile.

• *Will anyone notice or care if I am missing?* Is not going an option – or going for part of a meeting?

• *Will this choice disappoint the right people?* Vaillancourt rues the day she skipped her beloved grandmother's memorial service to attend the launch of a high-profile academic leadership institute. "I rationalized that I was an attentive granddaughter while my grandmother was alive and convinced myself that missing the gathering was an appropriate sacrifice for an opportunity to demonstrate my professional commitment. Stupid, stupid, stupid. The memorial service was probably the final time my extended family would ever be together, and my father was crushed by my absence. There is no question that I disappointed the wrong people, and I count this as one of my very worst decisions."

"Are You Disappointing the Right People?" by Allison Vaillancourt in *The Chronicle of Higher Education*, Sept. 20, 2013 (Vol. LX, #3, p. A35), http://chronicle.com/blogs/onhiring/are-you-disappointing-the-right-people/40793

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4. Language Prejudice and What Schools Can Do About It

In this article in *Teaching Tolerance*, Walt Wolfram describes a study in which 3-5 year-olds preferred a Standard-English voice to a voice with an African-American dialect. "Children acquire attitudes about language differences early and these attitudes quickly become entrenched," says Wolfram. "While other forms of inequality, prejudice, and discrimination have become widely recognized and exposed in recent decades, language prejudice is often overlooked and, in some cases, even promoted."

Part of this comes from children being taught Standard-English conventions – certain words and usages are "correct" and others are "incorrect." Another part comes from regional dialects and stereotypes that accompany them. "New York regional speech is often viewed as aggressive and rude," says Wolfram. "Southern speech might be seen as backward and

'country.' Voices in television cartoons frequently portray villains as accented speakers of English. Standard English is reserved for superheroes and winsome characters."

These stereotypes need to be challenged, says Wolfram, and he describes a middle-school curriculum piloted in North Carolina. Students were taught about regional dialects and shown the snap judgments they made when they heard a voice on the phone. They learned that dialects aren't sloppy versions of Standard English but follow consistent rules and logic. For many minority students, the curriculum was the first time a teacher had told them that their dialect was not "broken" and that using it didn't mean they were less intelligent.

"[T]o understand language," says Leatha Fields-Carey, a North Carolina teacher, "is not only to know how to speak and write 'Standard English' correctly, but also to value the rich tapestry of language in all its forms."

Wolfram suggests three steps that teachers can take to chip away at language prejudices their students may have:

• Regularly expose students to language differences. Get them connecting with students in different parts of the country via Skype and discuss different dialects and pronunciations.

• Challenge assumptions about language differences. If a student says that another student's pronunciation or word choice is "weird" or "funny," initiate a discussion.

• Put language differences in context. In history and ELA classes, students can learn about the cultural roots of language differences.

"Sound Effects: Challenging Language Prejudice in the Classroom" by Walt Wolfram in *Teaching Tolerance*, Spring 2013 (p. 29-31), spotted in *Education Digest*, September 2013 (Vol. 79, #1, p. 27-30) http://www.tolerance.org/sites/default/files/general/Sound_Effects.pdf,

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5. How Can Art and Music Teachers Demonstrate Their Contributions?

In this *Education Week* article, Erik Robelen reports on how some Tennessee arts educators are measuring their impact on student learning as part of the state's teacher-evaluation process. In curriculum areas where no test scores are available, this voluntary program (called the Tennessee Fine Arts Growth Measures System) uses before-and-after classroom portfolios containing (for example) video footage of students sight-reading a musical score, a video of students reciting a speech from *Julius Caesar*, digital photos of students' self-portraits, and samples of student-written research papers.

Last year, 435 teachers electronically submitted five batches of student work samples from different points in the year, along with a self-rating for each. At least two of the evidence collections had to demonstrate differentiated instruction for students at different skill levels. Trained peer reviewers scored them, focusing on four domains from the state's art standards: performance, creativity, responsiveness, and connection. If an evaluator's score differed significantly from the teacher's self-assessment, a second evaluator was called in.

"Teachers want to demonstrate their effectiveness, they really do," says Dru Davison of the Shelby County schools. "But they want it to be based on what they actually do in the classroom and the value they bring to their kids. They want to feel empowered and to be

honored for the professionals that they are. If we have accountability systems that go against those principles, then we're shooting ourselves in the foot."

There was some skepticism among teachers at first, but many were won over by the degree of teacher control over what was submitted and the fact that subject-area educators were doing the evaluating. "It is a true measurement of a teacher's teaching ability," said Jackie Norman, a Memphis visual-arts teacher. Jeffrey Chipman, a music teacher, agreed: "To be able to say, 'This is where they were and this is how I helped them get here' is powerful. We're in an age of accountability and quantifying just about everything that you can quantify, so providing teachers with a way to actually show what they're doing in class is very different from a bubble-in test."

"Teacher-Review Tool: Classroom Portfolios" by Erik Robelen in *Education Week*, Sept. 18, 2013 (Vol. 33, #4, p. 1, 20), www.edweek.org

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6. Does the Common Core Mandate Specific Works of Literature?

In this *Education Gadfly* article, Chester Finn addresses the concern that the Common Core ELA standards are dictating the use of certain books. There's recently been a flap over Toni Morrison's *The Bluest Eye*, which is included in the 11th-grade list in Appendix B of the standards http://www.corestandards.org/assets/Appendix_B.pdf).

Calm down, says Finn. "Appendix B isn't part of the standards and nothing on it needs to be read by anyone. The choice of curricular materials remains entirely within the province of the state, district, school, or teacher, according to standard practice in that locale."

He goes on to defend the inclusion of a wide range of exemplar books and poems in Appendix B, and a shorter list on page 58 of the standards http://bit.ly/d1SrnZ. "[W]hen you scrub every reading list, every textbook, and every test item clean of everything that could offend anybody for any reason, you end up with the boring pablum that dominates so much of today's curriculum. One reason American kids don't read much is because what remains for them to read is so dull. Is it any wonder the Internet is more beguiling?"

Finn hopes that local education authorities will make wise choices from the wide range of literature available.

"Standards, Reading Lists, and Censorship" by Chester Finn Jr. in *The Education Gadfly*, Sept. 19, 2013 (Vol. 13, #36), http://www.edexcellence.net/commentary/education-gadfly-weekly#56148

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7. That Pesky Equal Sign

In this insightful article in *Teaching Children Mathematics*, consultant/author Henry Borenson explains how we use the equal sign = in two quite different ways:

- First, *operational*, indicating the unique numerical result of the sequence of computations that preceded it – for example, 10 + 15 = ___. This is the way the equal

sign on a calculator works – you push it at the end of a computation and only one number (the answer) pops up.

- Second, *relational*, indicating equivalence between two sets of expressions, each of which includes one or more operations – for example, 4 + 3 = ___ + 6.

Because most students start with the operational use of the equal sign, they have trouble dealing with a relational problem like 8 + 4 = ___ + 5. In fact, a study of hundreds of grade 1-6 students conducted in 1999 found that only five percent solved that problem correctly.

"We can therefore conclude that the relational meaning of the equal sign is not something that students find intuitive or self-evident," says Borenson, "nor is it an understanding that naturally follows from knowing the operational meaning of the equal sign." In an ideal world, there would be a different sign for relational equations – perhaps a third horizontal line above the two in the conventional equal sign, or an arrow pointing in both directions. But we're stuck with the dual-purpose sign.

The challenge for teachers is that an operational understanding of the equal sign can hinder learning its relational application. When students are given the problem 8 + 4 = ___ + 5 and asked to fill in the missing number and justify their answers, most will say that 12 belongs in the space because "the answer follows the equal sign" – in other words, the equal sign triggers the operational definition in their minds. If students are asked, "What about the plus five?", they say, "Maybe they just put it there to confuse us" or "It's there to see if we can tell what's important and what isn't" (as often happens with extraneous information in story problems).

Very few students will get the correct answer (7), and once the majority decide the answer is 12 and see most of their classmates agreeing, it's very difficult to dissuade them – they'll cling tenaciously to the way they've been using the equal sign. "This instructional problem will be compounded," says Borenson, "if the teacher, in trying to teach the relational meaning of the equal sign, says that 'the equal sign does *not* mean that the answer comes next.' What then are the students to think? They know how they have used the equal sign countless times. Is the teacher asking them to discard their prior understanding? Resistance sets in."

Teachers need to anticipate this crucial juncture in math instruction and have a strategy to avoid the scenario just described. They've got to avoid triggering the operational meaning of the equal sign – and yet validate students' prior experience with that use of the sign.

Borenson recommends introducing students (in second or third grade) to the idea of balanced equations using concrete objects rather than numbers and the equal sign – perhaps a see-saw with weights on each side or a diagram and a question like, "If you have 3 oranges and 2 apples on one side, what will balance it on the other side?" Once students get the idea, the equal sign can be introduced with the balancing explanation. Studies have shown that if the relational meaning of the equal sign is introduced this way, students will get it, becoming "bilingual" in their understanding and use of the equal sign.

"A Balancing Act" by Henry Borenson in *Teaching Children Mathematics*, September 2013 (Vol. 20, #2, p. 90-94), http://bit.ly/1fvrbKS; Borenson is at henry@borenson.com.

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8. The Power of a Museum Visit

In this *Education Gadfly* article, Dara Zeehandelaar reports on a recent study of school field trips. Researchers gathered data on 11,000 Arkansas students in grades K-12 – half took a one-hour tour of the Crystal Bridges Museum of American Art and half remained in their schools. Several weeks after the field trip, students took a quiz and here were the results:

• Students who visited the museum were able to recall a great deal of information about art and the artists whose work they saw.

• When shown a painting they'd never seen before, students who took the trip were better able to write critically about it.

• Field-trip students showed greater historical empathy – they could imagine what life was like in the past and could imagine what a figure in a painting was thinking.

• Students who had taken the trip were more likely to use a coupon to bring family members on a free visit to the museum.

Researchers found that all four effects were strongest among younger students and those from rural areas, high-poverty schools, and racial minorities.

"The Educational Value of Field Trips" reviewed in *The Education Gadfly*, Sept. 19, 2013 (Vol. 13, #36); "The Educational Value of Field Trips" by Jay Greene, Daniel Bowen, and Brian Kisida is available at http://educationnext.org/the-educational-value-of-field-trips/

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9. A Coming-of-Age Ritual for Young Teens

In this *Ed. Magazine* article (one of a set of 30 "big ideas" for schools), Richard Weissbourd (Harvard Graduate School of Education) suggests that American adolescents would benefit from an ethically-based coming-of-age ritual between the ages of 13 and 16. "With fewer Americans actively religious, fewer youth are participating in meaningful traditions that can build moral commitment and awareness," says Weissbourd. Some schools have their students complete capstone experiences, but in most cases they lack a substantial ethical component, he says. A more substantive ritual would last a semester or a full year, be guided by an adult from the school or community, and focus on developing empathy, respect for differences, commitment to justice, and preparation for being effective citizens, workers, and family members. Some possible projects:

- Writing a biography of someone in the school from a very different background;
- Creating a video containing interviews with students, custodians, school secretaries, and other adults in the school about what constitutes a just community;
- Developing a board or video game that promotes empathy and responsibility.

The project could culminate in a community ceremony in which students display and/or perform their projects.

"[T]he stark reality is this," concludes Weissbourd: "If we want a just society, we need to far more carefully attend in schools to developing students with the skills and commitments to lead just lives."

"What's the Big Idea? Add Ethically-Based Coming-of-Age Ritual" by Richard Weissbourd in *Ed. Magazine*, Fall 2013 (p. 26),
http://www.gse.harvard.edu/news-impact/2013/09/whats-the-big-idea/
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10. How Affirming Values Can Reduce Stress and Boost Achievement

In this *Ed. Magazine* article (one of 30 "big ideas" for schools), Gabrielle Rappolt-Schlichtmann (CAST) reports on a study from *Science* on the remarkable impact of teachers asking students to briefly affirm their most important values in writing just before a high-stakes test. Students' stress dropped dramatically, and when scores on the test were analyzed, the black-white achievement gap decreased by 40 percent. "Because emotions are biological processes based on social interaction," says Rappolt-Schlichtmann, "teachers can help their students manage school-related stress through the language they use in the classroom. When prompted, the mind can be a powerful tool to de-stress the body. Actively relieving stress is a skill students can develop with the support of knowledgeable adults."

"What's the Big Idea? Use Teacher 'Talk' to Reduce Student Stress" by Gabrielle Rappolt-Schlichtmann in *Ed. Magazine*, Fall 2013 (p. 26),
http://www.gse.harvard.edu/news-impact/2013/09/whats-the-big-idea/
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11. Books About Bullying in Middle School

In this article in *School Library Journal*, librarian Joy Fleishhacker recommends the following books to spark discussion on the subject of bullying:

• *Bully* by Patricia Polacco, grades 4-6 (Putnam, 2012) – This illustrated middle-school drama deals with cyberbullying, pressure to dump a boyfriend, and exclusion.

• *The Bully Book* by Eric Kahn Gale, grades 5-7 (HarperCollins/Harper, 2013) – An entire sixth-grade class turns on a boy, revealing the mindset and methods of the bully.

• *Bystander* by James Preller, grades 6-9 (Feiwel & Friends, 2009) – A boy takes a stand against a bully, only to become the next victim.

• *Hokey Pokey* by Jerry Spinelli, grades 5-7 (Knopf, 2013) – Jack lives in a day-dreamy world in which kids do as they please and adults are nowhere to be found, but it has to end…

• *Slob* by Ellen Potter, grades 6-8 (Philomel, 2009) – Owen is overweight and super-smart – the perfect magnet for bullies (including a sadistic P.E. teacher) in his progressive New York City school.

• *The Truth About Truman School* by Dori Hillestad Butler, grades 5-8 (Albert Whitman, 2008) – An underground website designed to let students discuss the truth about their school is invaded by anonymous posts harassing a popular girl.

• *Warp Speed* by Lisa Yee, grades 5-9 (Scholastic/Arthur A. Levine, 2011) – A bullied student becomes a track star, revealing truths about him and his tormentors.

• *Girls Against Girls: Why We Are Mean to Each Other and How We Can Change* by Bonnie Burton, grades 6-10 (Zest, 2011) – A well-researched text written in a chatty style explores malicious gossiping, social shunning, and verbal abuse.

• *Teen Cyberbullying Investigated: Where Do Your Rights End and Consequences Begin?* by Tom Jacobs, grades 7 and up (Free Spirit, 2010) – Judge Jacobs introduces landmark court cases involving teens and tweens involved in cyberbullying.

• *We Want You to Know: Kids Talk About Bullying* by Deborah Ellis, grades 5-9 (Coteau, 2010) – Kids 9 to 19 talk about their experiences as victims, bullies, and bystanders – eye-opening, intimate, shocking, and hope-filled, says Fleishhacker.

"Bullied: Middle-Grade Books to Spark Discussion" by Joy Fleishhacker in *School Library Journal*, April 2013 (Vol. 59, #4, p. 36-38), www.slj.com.

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12. Primary Sources Online

This *School Library Journal* article by high-school social studies teacher Richard Byrne recommends the following sources for primary documents:

- U.S. National Archives Experience: www.digitalvaults.org – An introduction to discovering and working with primary-source materials with a curated collection of 1,200 items.
- National Archives: http://docsteach.org/tools – Seven free tools to create interactive learning activities based on any primary source in the National Archives: finding a sequence; focusing on details; making connections; mapping history; seeing the big picture; weighing the evidence; and interpreting data.
- Historical Scene Investigations (HSI): http://web.wm.edu/hsi/index.html – Hosted by the University of William & Mary School of Education, this site presents historical cases and clues for students to crack.
- World Digital Library: www.wdl.org/en – A database of more than 7,000 primary-source documents and images from around the world, sponsored by the United Nations Educational, Scientific, and Cultural Organization, searchable by date, era, country, continent, topic, and type of research.

"Get Kids Engaged with Primary Sources" by Richard Byrne in *School Library Journal*, April 2013 (Vol. 59. #4, p. 13); Byrne can be reached at richardbyne@freetech4teachers.com.

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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.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 43 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 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

Subscriptions:

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest