Marshall Memo 388

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 30, 2011

In This Issue:

Quotes of the Week

"Who's learning? Who's not? What are we doing about it?"
　　　Three questions in a high-school professional learning community (see item #1)

"For Americans, errors tend to be interpreted as an indication of failure in learning the lesson. For Chinese and Japanese, they are an index of what still needs to be learned."
　　　James Stigler (quoted in item #7)

"One thing I've learned is that kids are exquisitely attuned to the real message, and the real message is 'Be smart.' It's not, 'We love it when you struggle or when you learn and make mistakes.'"
　　　Carol Dweck (quoted in *ibid*.)

"[B]ooks will soon be obsolete in the schools… It is possible to teach every branch of human knowledge with the motion picture."
　　　Thomas Edison in 1913 (quoted in item #5)

"It's the gee-whiz factor. People don't think about outcomes. They're naïve in the belief that doing what we did before, only this time with technology, must make it better."
　　　Eric Mazur on new classroom technologies (see item #6)

1. The Key to Success: Teachers Learning About Student Learning

In this thoughtful *JESPAR* article, Kristin Shawn Huggins of Washington State University and James Joseph Scheurich and James Morgan of Texas A&M University report on a case study of an urban high school that achieved significant gains in math achievement as the result of a "professional learning community" of six teachers and three administrators. The researchers saw improvements in classroom practices as a result of the PLC's work, and traced that to the steps taken by the principal:

• *Focus* – Her constant questions to members of the team, with an eye on the state assessment, were:

- Who's learning?
- Who's not?
- What are we doing about it?

"The number one thing," said one PLC member, "is, 'Did your kids get it?' You know, 'Did they understand the lesson today? What percent understood and what percent didn't?' And if they didn't understand it, 'How are you going to go back and reteach it to them?' Or 'What are you going to do to make them understand it?'"

• *Structure and pressure* – Visiting classrooms at the beginning of the year, the principal noticed that math lessons were conducted in a haphazard fashion with a lot of off-task student behavior. This led her to insist on a specific lesson cycle: an anticipatory set, a homework demonstration, a state assessment-item spotlight, checks for understanding, direct teaching of objectives, guided practice, independent practice, and closure.

• *Support* – Teachers constantly got teaching ideas from each other and from the administrators. In addition, administrators responded to teachers' requests and purchased materials and calculators for classrooms.

• *Increased individual and public accountability* – The principal used the three questions (which were asked in every PLC meeting) to "help transform some teachers' thinking about where responsibility lies for the academic success of students," say Huggins, Scheurich, and Morgan.

• *Increased group accountability* – Teachers asked for help and helped each other when their students' struggled. "Have you tried this?" was a frequent question.

• *Increased collaboration* – When teachers had difficulty getting across certain concepts to students, they talked about the problem and got support. For example, students were having difficulty with solving equations on both sides of an equal sign, and teachers

created a poster that unified a step-by-step procedure that worked. Teachers also learned about each others' strengths and tapped their colleagues in times of need.

By dint of this work, the school raised math achievement in all grades from 58% in the 2007-08 school year to 73% for 2008-09 – 10 percentage points higher than schools with similar demographics.

Reflecting on the case study, Huggins, Scheurich, and Morgan say that school leadership was the key. "[M]any school leaders may believe that if they provide the organizational structures that allow teacher learning, teacher learning will, indeed, follow," they say. "However, given the example of this case, school leaders may need to take responsibility for teacher learning and be engaged in the instructional process and practices of teachers to ensure that teacher learning about student learning is indeed occurring."

"Professional Learning Communities as a Leadership Strategy to Drive Math Success in an Urban High School Serving Diverse, Low-Income Students: A Case Study" by Kristin Shawn Huggins, James Joseph Scheurich, and James Morgan in *Journal of Education for Students Placed at Risk*, April-June 2011 (Vol. 16, #2, p. 67-88), http://www.informaworld.com/smpp/content~content=a937430098~db=all~jumptype=rss; Huggins can be reached at k.huggins@vancouver.wsu.edu.

2. How Teacher Leaders Can Solve Their Core Dilemmas

In this insightful *Journal of Staff Development* article, Melinda Mangin of Rutgers University and Sara Ray Stoelinga of the University of Chicago highlight the dilemma faced by teacher leaders: if they come across as "experts", they risk alienating teachers, but if they present themselves as colleagues, they risk not being taken seriously. "How can the teacher leader be both a trusted colleague and a resource for instructional improvement?" ask Mangin and Stoelinga. "Making teacher leadership an effective tool for improving instructional practice depends on resolving this paradox."

Teacher leaders often try to earn teachers' trust and acceptance by downplaying the credentials they bring to the job. This conforms to the norm of egalitarianism that is pervasive in American schools – we're all co-learners here. But being "just one of the gang" undercuts the teacher leader's impact. "If teachers view the teacher leader as lacking expert knowledge," say Mangin and Stoelinga, "there is little incentive to seek the teacher leader's advice or guidance… By describing themselves as nonexperts, teacher leaders unintentionally devalue their work and become a less desirable resource."

There's another problem with teacher leaders presenting themselves as co-equal: they are less likely to give "hard feedback", defined by Lord, Cress, and Miller as "instances where a teacher leader's honest critique of classroom practice is issued even though the critique actively challenges the teacher's preferred practice and may lead the teacher to experience some level of professional discomfort" (2008, p. 57). Rather than violating the norms of egalitarianism and autonomy, teacher leaders tend to provide "nonintrusive assistance" to teachers – getting them materials and resources, teaching demonstration lessons, sitting in on

team meetings. All this may be seen as a necessary step to gaining enough trust to have difficult conversations about instruction, but many teacher leaders never take the next step. A further reason for not providing hard feedback is that few teacher leaders have training and experience in this area.

Mangin and Stoelinga believe that teacher leaders can solve this dilemma by taking three steps:

• *Accept the role of expert* – "Peer relationships must be reconceptualized to make room for teachers to lead in areas where they have strengths," they say. "As such, formal structures must be put in place in schools to allow a broad base of classroom teachers to lead professional development, provide advice to peers, and share aspects of their practice that are exemplary."

• *Have difficult conversations* – Classroom instruction won't improve unless teachers receive honest feedback about ineffective and mediocre practices, and it has to be understood that providing this kind of feedback is part of the teacher leader's job. "While such conversations are inherently evaluative in nature," say Mangin and Stoelinga, "they should also be free from stigma, presenting all teachers with an opportunity to learn with and from one another." Teacher leaders (as well as many principals and other school administrators) need training and practice with these difficult conversations.

• *Redefine school norms* – Teachers must let go of the dysfunctional norms of egalitarianism, autonomy, and privacy and embrace collaboration, dialogue, and deprivatized practice. One of the biggest jobs faced by teacher leaders is developing the trust needed for this to occur. "Schools must become places where the norms of teaching reflect an expectation that peers have the capacity and ability to engage in the joint work of effectively critiquing one another's instructional practice," say Mangin and Stoelinga. It's also essential, they say, to provide time in the schedule for these interactions, get teachers observing each others' classrooms, use videotape and assessment evidence to examine practice, and use rubrics to guide instructional practice.

"Peer? Expert? Teacher Leaders Struggle to Gain Trust While Establishing Their Expertise" by Melinda Mangin and Sara Ray Stoelinga in *Journal of Staff Development*, June 2011 (Vol. 32, #3, p. 48-51); http://www.learningforward.org/news/getDocument.cfm?articleID=2283; the authors can be reached at mmangin@msu.edu and srstoelinga@uchicago.edu.

3. How Teacher Leaders Can Confront the "Culture of Nice"

"Teachers must be willing to expose their struggles and failures with their colleagues," says Massachusetts-based consultant Elisa MacDonald in this *Journal of Staff Development* article, "or teams will go through the motions of collaborative inquiry but never see results." She believes teacher leaders need to do four things to move beyond the culture of nice:

• *Recognize the signs*. MacDonald identifies the following symptoms of a too-nice team culture:

- Teachers rarely question their practices, assumptions, and beliefs. They compliment each other a lot and don't look for classroom improvements that might boost student learning.
- Teachers only share exemplary student work for fear that their colleagues will judge them. As a result, the team doesn't discuss strategies for getting better work from failing students.
- Teachers make excuses for why some students aren't successful. They blame the assessment or the student rather than looking at instruction.
- Teachers recommend strategies to colleagues but don't look in the mirror and consider improvements they themselves need to make.

• *Take the initiative in team meetings*. Here are MacDonald's suggestions for nipping the culture of nice in the bud:
- Articulate norms and make sure they're followed – for example, We question our assumptions, beliefs, and actions; We go beyond the surface; We respectfully challenge viewpoints; We agree to disagree without being disagreeable; We zoom in on the real issue.
- Create common assessments and lessons so that looking at results won't foster defensiveness on the part of individual teachers.
- Set an example by going first or raising a concern based on student work and asking for suggestions on how to teach differently.

• *Respond in the moment*. Teacher leaders can act in ways that short-circuit the culture of nice and lead to deeper discussion, for example:
- When the team is making positive comments, go deeper, for example: "What specifically worked? How do we know? Why do we think it worked?"
- Focus on the dilemma, not the teacher. Teachers sometimes hold back presenting less-than-proficient student work because they are afraid their colleagues will think less highly of them. The team leader can reduce this fear by analyzing student work and asking questions like, What next steps does this student need? "Focusing the discussion on students reduces any concerns of blame or judgment," says MacDonald, "and encourages the team to look more analytically, discuss more openly, and problem-solve collaboratively."
- Model curiosity, observation, and honesty. Teacher leaders can foster productive dialogue by constantly wondering about what's going on in students' minds and what can be done to improve their performance. "The wondering brings the discussion to a safe but more critical level," says MacDonald, "allowing for others to build on the teacher leader's observation or feel comfortable expressing their own observations."
- Redirect. Sometimes the teacher leader needs to confront the culture of nice directly, saying, for example, "I've heard a lot of positives about the student work and teacher's instruction. With the time remaining, let's look to see if there are specific areas in

which the students can improve. For example, I notice in paragraph two of the student essay…"

• *Follow up*. If a team hasn't moved beyond the culture of nice, there tend to be not-so-nice comments in the parking lot afterward. To prevent this, the team leader needs to:
- Debrief at the end of each meeting, getting frank opinions on the rigor of the discussion (based on a clear definition of what a rigorous discussion looks like).
- Ask colleagues to fill out exit tickets, perhaps: *What new thinking do you have? How might you apply it? How can the team and teacher leader support you?*
- Check in individually with colleagues to get their candid opinions on how the meeting went.

"When Nice Won't Suffice: Honest Discourse Is Key to Shifting School Culture" by Elisa MacDonald in *Journal of Staff Development*, June 2011 (Vol. 32, #3, p. 45-47, 51); to purchase, go to http://www.learningforward.org/news/articleDetails.cfm?articleID=2282; MacDonald can be reached at elisamacdonald@gmail.com.

4. What Will Schools of the Future Look Like?

In this thoughtful *Education Week* article, Richard Elmore and Elizabeth City of the Harvard Graduate School of Education ask us to think ahead 10-15 years and guess the proportion of student learning that will take place in schools (versus elsewhere). "The availability of relatively cheap technologies offering direct access to knowledge of all types creates opportunities for students to experience a dramatic increase in the choice of what they learn, with whom they choose to learn, and how they choose to learn," say Elmore and City. Right now, most schools have resisted the digital revolution, sequestering computers to special labs, using laptops as digital typewriters and presentation producers, and treating social networking as a subversive activity. Will that change in the years ahead? Here are three possible scenarios for 2025:

• *Fighting for survival* – Schools look much the way they do today, but expand the use of laptops, interactive whiteboards, digital lessons, digital grading, and new ways to communicate with parents and schedule meetings, while teachers continue to control access to content and learning. "In this instance," say Elmore and City, "schools will increasingly become custodial institutions, isolated from the lives of their students and the learning environment beyond their walls."

• *Controlled engagement* – Schools define learning goals and map out the best pathways, then use technology to open portals for students to learn from a wider world. For example, a school in Alabama participates in a two-way bilingual cooperative with a school in Shanghai, with teachers using video technology and shared materials to alternate between English and Mandarin lessons. "Teachers are less gatekeepers of knowledge and more knowledge brokers," say Elmore and City. "School leaders become less managers of instruction, and more entrepreneurs connecting their organizations to the broader learning

environment. Schools become less places where students go to learn from adults, and more places where adults and students get together to enter a broader learning environment."

• *Open access to learning* – There are broad standards for content (like the Common Core) and general guidance on how students and parents can get access to learning, speculate Elmore and City, but schools "are on their own, competing with other types of service providers and learning modalities for the interest and loyalty of students and their parents. A family might combine services from two or three different organizations into a learning plan for its children – tutoring for 'basic' academic content, active learning and access to the digital environment at an experiential learning center, and physical and kinesthetic development from sports and recreation center." Students might take as long as sixth months in one learning environment – a language program or a biology expedition – accumulating digital learning portfolios of their learning that would be used to apply to colleges. All this would be funded by per-student grants adjusted to family income, language status, and disabilities. "Schools, as we presently know them, would gradually cease to exist and be replaced by social networks organized around the learning goals of students and their families," say Elmore and City.

Which of these scenarios makes the most sense? The authors suggest that we find our way toward the answer by:
- Talking with students and educators about what school could and should look like;
- Visiting schools that are breaking the mold;
- Using new school construction and renovation projects as opportunities to think differently about what configuration will maximize student learning.

"Beyond Schools" by Richard Elmore and Elizabeth City in *Education Week*, May 18, 2011 (Vol. 30, #31, p. 24-26) http://www.edweek.org

5. The Impact of Computers on Student Learning

In this *Review of Educational Research* article, a team of researchers from Hamdan Bin Mohammed e-University in Dubai and Concordia University in Montreal analyze the impact of computer technology on classroom learning over the last 40 years. They lead off with a quote from Thomas Edison, who wrote in the *New York Dramatic Mirror* in 1913 that "books will soon be obsolete in the schools… It is possible to teach every branch of human knowledge with the motion picture." Things didn't exactly work out that way, and in 1983, Richard Clark quipped that media have as much impact on learning as a grocery truck has on the nutritional value of the produce it carries to market.

The authors synthesized 25 meta-analyses (encompassing 1,055 primary studies) comparing classrooms that used computers with those that did not. The bottom line: computers had a low to moderate impact on learning – between 0.30 and 0.35 effect size – with slightly more impact when computers were used to support teachers' instruction than when computers were used for direct instruction. "In other words," say the authors, "the average student in a classroom where technology is used will perform 12 percentile points higher than the average student in the traditional setting that does not use technology to enhance the learning process."

Within this finding, however, there was wide variation, accounted for by instructional design, pedagogical approaches, and teacher practices. The authors close with a call for further research to get a more detailed picture of what works and what doesn't.

"What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study" by Rana Tamim, Robert Bernard, Eugene Borokhovski, Philip Abrami, and Richard Schmid in *Review of Educational Research*, March 2011 (Vol. 81, #1, p. 4-28); to purchase this article, go to http://rer.sagepub.com/content/early/2011/01/09/0034654310393361.full.pdf+html; the lead author can be reached at r.tamim@hbmeu.ac.ae.

6. Second Thoughts About Some Classroom Technologies

In this *Chronicle of Higher Education* article, editor Ben Gose questions whether certain cutting-edge technologies are making a positive contribution in the classroom. For example, he quotes Miami University professor Glenn Platt, who tried wikis and found that the ability to edit others' writing online was frightening to timid students who hesitated to change a classmate's contributions. Platt also had difficulty deciding how to allocate credit for material produced by several students. "It's one of those technologies that everyone jumped on," says Platt, "and only later realized that maybe it doesn't do everything we need it to do." He believes simple tools are best, and now uses the humble Internet discussion board, which allows threaded discussions in which students can interact online and bring their own unique perspectives to the interpretation of historical events.

Eric Mazur, a Harvard physics professor who frequently uses "clickers" to check for student understanding, rejects PowerPoint and interactive whiteboards on the grounds that they add little value to the old-fashioned blackboard and overhead projector. Mazur also scoffs at using smartphones to submit questions in class as an unnecessary distraction from real-time discussion. "It's the gee-whiz factor," says Mazur. "People don't think about outcomes. They're naïve in the belief that doing what we did before, only this time with technology, must make it better."

Gose suggests asking two questions when deciding whether to adopt a new classroom technology: First, is it relatively easy to use? And second, does it make something possible that instructors and students couldn't do before?

"When One Person's Tech Treasure Is Another's Trash" by Ben Gose in *The Chronicle of Higher Education*, May 13, 2011 (LVII, #37, B16, 18)
http://chronicle.com/article/When-One-Persons-Tech/127383/

7. Learning from Failure

In this *Education Week* article, *New York Times* ShortCuts columnist Alina Tugend says that many American educators and parents are giving the wrong message to children about making mistakes. "For Americans," says UCLA professor James Stigler, "errors tend to

be interpreted as an indication of failure in learning the lesson. For Chinese and Japanese, they are an index of what still needs to be learned." Elementary students in Japan are often asked to work out a math problem in front of the whole class for ten minutes or longer, even if they are getting it wrong; the teacher uses public errors to probe the struggling student's thought process and ask other students if they made a similar error.

Stanford University professor Carol Dweck agrees about the mindset we're developing in our children: "One thing I've learned is that kids are exquisitely attuned to the real message, and the real message is 'Be smart.' It's not, 'We love it when you struggle or when you learn and make mistakes.'" Dweck says students who are taught that talent and ability are fixed at birth don't see the value in learning from errors – in fact, they're afraid that making mistakes will show them up as stupid and incompetent. Students who are taught that talent and ability can be developed have an entirely different attitude toward a mistake – it's feedback that can be used to spur development. The good news is that students who have imbibed the fixed mindset can be taught the growth mindset; it's never too late.

The lesson for educators and parents: "We have to be willing to let our children struggle and fail and make mistakes without always rushing in to protect them or fix the problem," says Tugend. "We also have to be careful not to give the contradictory message that mistakes are OK, except when they count."

"Why Wrong Is Not Always Bad" by Alina Tugend in *Education Week*, May 18, 2011 (Vol. 30, #31, p. 25, 27) http://www.edweek.org; Tugend can be reached at www.alinatugend.com.

8. Dealing with Math Anxiety

When students are asked to solve a math problem, reports Sarah Sparks in this *Education Week* article, any level of anxiety gobbles up working memory and interferes with their ability to get the answer. Researchers have found that students with the most interest and potential in math are most affected by anxiety; they can solve math problems when they work in non-stressful conditions, but not when the pressure is on. What causes anxiety? Mentioning gender stereotypes (e.g., girls aren't as good at math as boys), or telling students that their scores will be compared with those of other students.

Researchers have found that female teachers' math anxiety rubs off on their female students. In a study of first- and second-grade classrooms, there was no difference in boys' and girls' math performance at the beginning of the year, but girls whose teachers had a high level of math anxiety did worse than boys by the end of the year. Girls in these classrooms tended to adopt a stereotypical view of math ability (boys are good at math, girls are good at reading), and the more they believed this, the worse their math achievement. "Teacher math anxiety is really an epidemic," says Daniel Ansari at the University of Western Ontario. "I think a lot of people go into elementary teaching because they don't want to teach high-school math or science."

How can teachers create anxiety-free classrooms? Eugene Geist of Ohio University/ Athens suggests that teachers focus on teaching math processes and not rely on the answers in

textbooks. "If I give the answer, you immediately forget about the question," he says. "If I don't give you the answer, you will still have questions and you will be thinking about the problem long after." Constantly referring to the answer key undermines students' and teachers' confidence in their own math skills and encourages students to focus on being right over understanding the concepts.

Jody Willis, a California-based neurologist and author, says that it's vital that students are not afraid of making mistakes in math classes. Teachers have to be able to spot problems with foundational knowledge, and they can do this only if students participate in class and make mistakes.

"'Math Anxiety' Explored in Studies" by Sarah Sparks in *Education Week*, May 18, 2011 (Vol. 30, #31, p. 1, 16) http://www.edweek.org

9. More on Adolescent Sleep Deprivation

In this *New York Times* article, Jane Brody sums up the National Sleep Foundation's guidelines on the amount of sleep children need as they grow up:
- Newborns: 12-18 hours a day
- Toddlers 1-3 years old: 12-14 hours
- Preschoolers 3-5 years old: 11-13 hours
- Elementary school children 5-10 years old: 10-11 hours
- Teenagers: 8½ -9¼ hours

The problem for teenagers is that they don't readily fall asleep before 11:00 p.m. and most school opening times necessitate getting up at 6:00 a.m. or earlier. The result, says Cornell University psychologist James Maas, is that most adolescents are "walking zombies" in school.

A study conducted in 1998, before smartphones and iPads, found a correlation between poor grades and less sleep. Mary Carskadon of Brown University, one of the coauthors, says that adolescence and sleep collide in a "perfect storm." She calls early start times in high schools "abusive" and says that sleep deprivation results in "three strikes against learning… Students aren't awake enough to attend to information they're supposed to be learning, their knowledge acquisition is impaired and their ability to retrieve information is reduced. What is learned during the day is consolidated during sleep." Catching up on sleep over the weekend further distorts their biological clocks, she says, making it even harder to get up for school on weekdays. The result is "an erosion of happiness – an increased risk of depression and other mood disturbances" for adolescents.

Carskadon offers the following tips for dealing with the mismatch between teens and their daily schedules:
- School should start later for adolescents (one high school managed to have a later start time and keep the same closing time by shaving five minutes off the time between classes).
- Late-evening school-sponsored events should be minimized.

- The curriculum should include information about sleep and biological rhythms so teens can make better choices about their sleep schedules.
- Parents should set "an appropriate bedtime."
- Families should establish relaxing pre-sleep rituals, reminiscent of bedtime stories for younger children.
- Teens should avoid bright light and stimulating activities in the evening and be exposed to light in the morning.

"Zombie Prevention: Your Child's Sleep" by Jane Brody in *The New York Times*, May 24, 2011,
http://www.nytimes.com/2011/05/24/health/24brody.html?_r=1&scp=1&sq="Zombie%20Prevention:%20Your%20Child's%20Sleep"%20&st=cse

10. Helping Elementary Students Make Sense of Science Textbook Diagrams

In this article in *The Reading Teacher*, Texas A&M University professor Erin McTigue and Alexandria (VA) elementary teacher Amanda Flowers say that elementary students are often confused by the diagrams in their science textbooks. One study that found that diagrams were gap-wideners – they helped high-achieving students and had negative effects on low-achievers.

Many teachers believe science diagrams are self-explanatory and all they need to do is point them out to students. McTigue and Flowers disagree, saying that students need explicit instruction to make meaning of illustrations. Interestingly, science trade books have simpler, more comprehensible illustrations, often photographs or drawings, while science textbooks try to cram a lot more meaning into their pictorials. "Deciphering the abstract diagrams in science texts requires unique skills and knowledge compared with understanding a painting," say McTigue and Flowers.

In their study of students' reactions to science textbook graphics, they found that the skills of interpreting diagrams were not intuitive to students. Many didn't understand how diagrams are used to convey important information, didn't understand the conventions used in diagrams (for example, arrows denoting sequence, captions, labels, and cutaways), and appreciated simplicity (many diagrams were too complex). The authors make the following recommendations to teachers:
- Use think-alouds to walk students through graphics, unpacking their content and showing the links to information in the text.
- Critically assess students' knowledge of graphics, especially the conventions used in science diagrams.
- Develop students' analytical thinking by showing them more than one representation of the same item – for example, a photograph, a painting, and a labeled diagram of a butterfly.
- Have students make their own diagrams as a way of organizing their knowledge about an object and communicating it to others.

"Science Visual Literacy: Learners' Perceptions and Knowledge of Diagrams" by Erin McTigue and Amanda Flowers in *The Reading Teacher*, May 2011 (Vol. 64, #8, p. 578-589), http://www.reading.org/Publish.aspx?page=/publications/journals/rt/v64/i8/abstracts/rt-64-8-mctigue.html&mode=redirect; McTigue can be reached at emctigue@tamu.edu.

11. The Impact of Literacy Programs

In this *Review of Educational Research* article, a European research team reports on a meta-analysis of 30 recent studies of the impact of family literacy programs on student achievement. They found a "small but significant mean effect" – 0.18 – with a slightly bigger impact on comprehension than code-related skills. "The conclusion that the overall effects of the programs are small should give program developers, policymakers, and educators pause for thought as the high expectations they might have of these programs are not necessarily justified," conclude the authors. "This does not mean, however, that the programs should be abandoned… The results highlight the need for further research into how programs are carried out by parents and children, how program activities are incorporated into existing family literacy practices, and how program contents are transferred to parents."

"How Effective Are Family Literacy Programs? Results of a Meta-Analysis" by Roel van Steensel, Nele McElvany, Jeanne Kurvers, and Stephanie Herppich in in *Review of Educational Research*, March 2011 (Vol. 81, #1, p. 69-96); to purchase this article, go to http://rer.sagepub.com/content/early/2010/12/02/0034654310388819; van Steensel can be reached at R.C.M.vanSteensel@uva.nl.

12. Short Item:

Animated video on what motivates people – Check out this 10-minute video by Daniel Pink on research findings on motivation: http://www.youtube.com/watch?v=u6XAPnuFjJc

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If you have comments or suggestions, if you saw an article or web item in the last week
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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 41 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.

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American Journal of Education
American School Board Journal
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