

Marshall Memo 527

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

March 10, 2014

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Quotes of the Week

“We all admire the wisdom of people who come to us for advice.”

Jack Herbert (quoted in item #8)

“Kids are built to move. Having more time for unstructured outdoor play is like handing them a reset button. It not only helps to break up their day, but it also allows them to blow off steam, while giving them an opportunity to move and redirect their energy to something more meaningful once they return to the classroom.”

Debbie Rhea in “More Play, Better Focus” in *Education Week*, Feb. 26, 2014
(Vol. 33, #22, p. 21), www.edweek.org

“The SAT is a mind-numbing, stress-inducing ritual of torture... It freaks students out so completely that they cannot even think... Our children, precious, brilliant, frustrating, confused souls that they are, are more than a set of scores.”

Jennifer Finney Boylan (see item #2)

“Is it possible for students, especially English language learners, to come to school for an entire day, or perhaps a whole week, and never utter a word in class?”

Lesli Maxwell in “English Language Learners: Maria Santos, Deputy Superintendent, Oakland Unified School District, California” in *Education Week*, Mar. 5, 2014 (Vol. 33, #23, p. S18), www.edweek.org

“Feedback is about generating a loop... Too often, the loop is too small, occurring mostly between the teacher and a few eager students.”

Brent Duckor (see item #3)

1. Chester Finn Finds the Middle Ground in U.S. School Debates

“Modern U.S. politics leave scant middle ground where compromise or synthesis can be forged,” says Chester Finn Jr. in this sweeping *Education Gadfly* article. “But it should be the job of serious education reformers to plant their policy banners – and themselves – on whatever demilitarized territory can be found.” Finn examines a number of perennial “debates and dichotomies” in American education and argues for a sensible middle ground in each one:

- *Skills vs. knowledge* – The Common Core standards appear at first to be skills-centric, he says, but they also “make clear that success hinges on the deployment of a rich, sequential, content-focused curriculum.”

- *“Sage on the stage” vs. “guide on the side”* – It’s not students’ job to figure out for themselves why the Civil War was fought or what atoms make up a molecule of water, says Finn. “It’s their job to internalize much that has been figured out by others – and to use it themselves, both for purposes of their own devising and for purposes that adults place before them.”

- *Who should be in charge, parents or the state?* Education is both a private and a public good, says Finn. We need to balance students’ preferences/needs/aspirations (as gauged by parents) and “a set of needs, priorities, and capacities determined by the larger society...”

- *Evaluate teachers by student results or peer judgments?* Each approach has serious limitations, says Finn, and the best way to compensate for them is to use a blend of both approaches, augmented by student surveys and other data.

- *Assess achievement via test scores or pupil “performance”?* Standardized tests, for all their deficiencies, can gather important information, he says, but performance assessments go deeper, measuring creativity, understanding, and the ability to apply knowledge and skills. Use both, says Finn.

- *Gauging pupil progress by grade level or competency?* Instructing students at their assessed levels seems more efficient, but it wreaks havoc with the traditional structure of schools and is confusing to many parents (my child is at fifth grade level in math and seventh grade in writing?). Finn advocates working toward an amalgam of both.

- *Learning with technology or humans?* Online education seems efficient, “But what about socialization?” asks Finn. “What about music and phys. ed.? Basketball and Christmas pageant? How about children’s relations with adults and other kids – and the teacher’s role not just in answering their curricular questions and helping them understand the lesson but also seeing what excites their minds, how they’re behaving, and what may be going awry in other

parts of their lives?” Yet the traditional model is expensive, depends heavily on the quality and character of individual teachers, tends to be boring to fast learners and frustrating for those with learning difficulties, and harms students who are stuck in subpar schools. Once again, a blend works best.

- *Diversity vs. uniformity?* Finn is for a body of shared knowledge, with reasonable variations for the marvelous diversity of America.

- *Is education run best by professionals or laypeople?* “We need them working in tandem,” he says. Political leaders need to set broad parameters, but shouldn’t be micromanaging at the classroom level.

- *Local or centralized control?* Finn believes governance needs a “top-to-bottom renovation” to bring a 19th-century structure up to speed with a 21st-century world of geographic spread, increasing diversity, charter schools, and more.

“Education’s Endless, Erroneous Either-Ors” by Chester Finn Jr. in *The Education Gadfly*, March 6, 2014 (Vol. 14, #10), <http://bit.ly/1qcNo5L>

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2. Is the SAT Helping?

“The SAT is a mind-numbing, stress-inducing ritual of torture,” says Jennifer Finney Boylan (Colby College), recalling her own long-ago struggles with the test in this *New York Times* article. “... [N]o single exam, given on a single day, should determine anyone’s fate. The fact that we have been using this test to perform exactly this function for generations is a national scandal.” Here are Boylan’s objections to the test:

- The SAT measures memorization, not intelligence.
- It favors those who can pay for test-prep courses.
- “It freaks students out so completely that they cannot even think.”
- It’s usually given at 8:30 in the morning, hardly ideal for most teenagers.

“I sympathize with college-admissions deans who want a simple, accurate measurement of student potential,” says Boylan. “But no such measurement exists, as I can attest from 25 years as an English professor. Students flower or diminish unexpectedly, in ways unpredictable and strange. One of the great joys of teaching is that moment when a student makes a leap and creates something new. The possibility of that leap is unlikely to be measured by a test involving bubble sheets.”

The only way to get a handle on students’ potential, Boylan says, is to look at the overall picture of their lives, including:

- The quality of their schools;
- Their performance in high-school courses;
- What they’ve studied;
- Their progress over time;
- How they have dealt with adversity.

“Our children, precious, brilliant, frustrating, confused souls that they are, are more than a set of scores,” she concludes.

“Save Us From the SAT” by Jennifer Finney Boylan in *The New York Times*, Mar. 7, 2014, <http://nyti.ms/1lpgET4>

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3. Best Practices with Formative Assessment

(Originally titled “Formative Assessment in Seven Good Moves”)

In this thoughtful *Educational Leadership* article, Brent Duckor (San Jose State University) says that effective use of on-the-spot assessments is *the* most influential factor in improving student learning. Duckor recommends the following seven “moves”:

- *Explicitly prepare students.* “Unfortunately, the literature on formative assessment provides few accounts of the culture shock many students experience when they’re expected to learn in this new and perhaps puzzling manner,” says Duckor:

- Why is the teacher always answering a question with another question?
- Why is the teacher asking “Why” all the time?
- Why is the teacher using Popsicle sticks to call on us?
- Why is the teacher pausing before taking answers?
- Why is the teacher writing up all the answers, even the wrong ones?
- Why can’t the teacher just solve the problem and write the correct answer on the board so we can move on?

- *Pose good questions.* Many classroom questions are either too simple (“Can someone give me the definition of mitosis?”) or too open-ended (“Why did the French Revolution occur?”). “An effective question sizes up the context for learning, has a purpose related to the lesson and unit plan and, ideally, is related to larger essential questions in the discipline,” says Duckor. For example, in a high-school civics class discussing a segregated skating rink: “Should the integration of public facilities extend beyond the ruling on education addressed by the *Brown v. Board of Education* decision?”

- *Give students time to think.* Some teachers feel uncomfortable with silences. Giving adequate wait time for students to process their answers requires planning, patience, and complementary moves – turn-and-talk, think-pair-share, journal writing, polling. All these help the teacher gauge the level of understanding and guide next steps.

- *Probe student responses.* Many standard classroom questions lead to staccato exchanges with students – “Does everyone understand?” “Can we move on now?” Standard *Who? What? When? Where? How? Why?* questions have one correct answer, and as soon as a student provides it, there’s no need to follow up since “we” all know the correct answer. Probing, on the other hand, means there’s always more to know. For example, in a lesson on buoyancy, a teacher might ask, “So who thinks things float because they’re hollow? Can you say why? Turn to your partner and ask for an example of a hollow thing that might sink.” “The more one learns about how real students in a particular classroom approach the material,” says Duckor, “the better one can guide them through the bottlenecks, cul-de-sacs, and eddies that will inevitably mark a student’s progression toward an understanding of conceptually difficult material.”

- *Question all students.* “Feedback is about generating a loop,” says Duckor. “Too often, the loop is too small, occurring mostly between the teacher and a few eager students.” This can give the teacher an inaccurate sense of whole-class understanding and allow most students to rest on their oars. The solution: cold-calling with popsicle sticks or all-class response systems. This is particularly important for low-achieving students and English language learners.

- *Use tagging to generate a wide range of responses.* For example, the teacher asks the class, “What is the first thing that pops into your head when you hear the word *ratio*?” and has students jot their ideas, turn and talk to a partner, and then creates a word web on the board. Some teachers are uncomfortable entertaining incorrect answers, but, says Duckor, “If teachers don’t create a space for students to express both their understandings and their misunderstandings, students who are too embarrassed to express a potentially incorrect answer will simply remain silent.”

- *Sort answers into “bins.”* As students answer questions, the teacher mentally sorts them – correct, misconception, proficient, etc. “A teacher needs to know, through practical training and rich classroom experience, where kids get stuck and why,” says Duckor. For example, teaching a science unit on why things sink or float, teachers need to know common misconceptions about mass, volume, density, and relative density.

“Formative Assessment in Seven Good Moves” by Brent Duckor in *Educational Leadership*, March 2014 (Vol. 71, #6, p. 28-32), <http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/toc.aspx>; Duckor can be reached at brent.duckor@sjsu.edu.

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4. Alternatives to Penalizing Students for Not Doing Homework

(Originally titled “The Problem with Penalties”)

“Penalties that are administered with little regard to each student’s individual needs are antiquated and unprofessional,” says Canadian educator Myron Dueck in this *Educational Leadership* article. “Whether at home or school, influencing change in human behavior seems to hinge upon four simple rules, which I call the CARE guidelines.”

- Care – The penalty must evoke some degree of concern in the learner.
- Aim – The penalty must align with the ultimate objective.
- Reduction of an undesirable behavior – The penalty needs to be effective.
- Empowerment – The young person must have control over the conditions that led to the infraction and be able to understand the situation.

Dueck believes punishing students for not doing homework fails on all four counts: many students don’t care about low-caliber assignments (“Can I just take a zero for that?”); a lot of homework is not a meaningful component of the learning aim; penalties often don’t reduce noncompliance; and many students aren’t empowered to finish homework because they don’t have the resources at home. Penalizing students for not doing homework is likely to meet the CARE criteria only with “academically successful students from supportive homes who are

extrinsically and intrinsically motivated by grades,” says Dueck. “I’d rather build a universally appropriate system that both supports learning and measures it.” Here are his ideas:

- *In-class quizzes* – Toward the end of a lesson, the teacher suggests homework questions and activities that reinforce the concepts just taught, and students ask questions and start on their homework. At the beginning of the next class, the teacher gives a short quiz on the content of the homework assignment, collects it, and then goes over the correct answers. Students know immediately if they didn’t do well and can request a re-quiz after boning up (the teacher might be available at lunch or other times to work with students). These quiz grades are very useful for keeping track of student understanding and deciding what needs to be retaught to the whole class or groups of students who were confused.

- *Incompletes and interventions* – “Penalties have never really motivated me,” said one of Dueck’s students, “but a chance to improve – *that’s* motivating.” Dueck recommends that when a student fails to hand in a homework assignment on time, (a) the grade is recorded as Incomplete; (b) the student fills out a form giving the reason for missing the due date (sports event, after-school job, too difficult, heavy course load, social events, club or group event, procrastination, etc.), the date when the assignment *will* be handed in, and the intervention needed (homework club, extra help from the teacher, tutorial, counselor visit, etc.); and (c) if and when the student hands in the assignment, a grade is given. “Whatever the structure,” says Dueck of after-school support venues, “the key is to have an adult with expertise present to manage the environment and assist students.”

- *Personalized projects* – “When students pursue projects connected to their passions, with learning outcomes they help choose, they become so motivated to complete assignments that using penalties to push them into completion becomes unnecessary,” says Dueck. “Negative behaviors like procrastination and cheating are greatly reduced when students are meaningfully engaged in the learning process.” In his history classes, he uses a project planning sheet on which he lists all the possible learning outcomes in the left-hand column so students can choose; the middle column is where students consider how these outcomes will be addressed, planning to demonstrate their learning in various ways – pottery, drama, song, art, videography, photography, models, etc.; and in the right-hand third column, students plan the essential details of their project, including knowledge and skills addressed.

“The Problem with Penalties” by Myron Dueck in *Educational Leadership*, March 2014 (Vol. 71, #6, p. 28-32),

<http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/toc.aspx>; Dueck can be reached at myrondueck@gmail.com.

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5. How to Deal with Three Types of Student Errors

(Originally titled “Thoughtful Assessment With the Learner in Mind”)

In this *Educational Leadership* article, consultant Jan Chappuis addresses key elements of effective classroom assessment: making sure the rigor of instruction matches the rigor of assessments; using data to continuously fine-tune and improve instruction; and keeping

learning moving forward without being excessively tied to a pacing guide. In the second area, Chappuis suggests that teachers need to be especially attuned to these types of student learning difficulty:

- *Errors due to incomplete understanding* – For example, a primary-grade student puts a period after every word in a sentence. Those periods shouldn't be marked wrong; instead, the student needs to be taught how to string words together into complete thoughts and put the period at the end.

- *Errors due to flaws in reasoning* – For example, a student is asked to summarize a story and includes unimportant details, or leaves out central points; a student is asked to generalize and either overgeneralizes or doesn't make an accurate generalization; or a student is asked to make an inference and isn't able to find the evidence to back it up. Each of these errors can be addressed by showing students examples of correct reasoning and counterexamples embodying their errors.

- *Errors due to misconceptions* – For example, many middle-school students have difficulty accepting Newton's first law of motion – that when an object is in motion, a force is not needed to keep it moving – because it doesn't sound right. "Misconceptions, whether in science, social studies, mathematics, language arts, or any other discipline, require an intentional approach tailored to the nature of the misconception," says Chappuis, "because the teaching challenge is to cause conceptual change – to have students give up the inaccurate conception they currently hold in favor of an accurate one."

"Thoughtful Assessment With the Learner in Mind" by Jan Chappuis in *Educational Leadership*, March 2014 (Vol. 71, #6, p. 20-26), <http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/toc.aspx>; Chappuis can be reached at janchappuis90@gmail.com.

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6. How Millennials Are Seen – and How They See Themselves

In this article in *Psychology Today*, freelance writer Abby Ellin says that some characteristics attributed to Millennials (the "Y" generation born between 1982 and 2004) may be annoying to their older colleagues (especially Boomers), but are in fact quite functional. "They're charging into a world the rest of us are resisting," says Ellin. Here are differing perspectives on some Gen Y traits:

- *Constant need for feedback* – This may irritate supervisors, seeing it as an uncalled-for bid for attention or a lack of know-how. To Millennials, it's eagerness to please, wanting to know if they're doing a good job, and a desire to be mentored.

- *Confidence in their abilities* – Superiors may see this as being entitled and unwilling to pay one's dues. To Millennials, it's all about wanting a meaningful, important job that gives them a sense of purpose and has a positive impact on the world.

- *Craving immediate gratification* – Elders may see this as disrespectful, not showing deference to authority. To Millennials, it's being data-driven, dealing with hard facts, wanting their voices to be heard.

- *Preferring nontraditional working hours* – Supervisors may see this as not being willing to put in a 9-5 day and having a short attention span. To Millennials, it's being flexible, willing to work at any time, blurring the boundaries between work and personal time.

- *Restlessness, wanting their ideas to have an impact* – To Boomers, this may come across as impatience, even arrogance. To Millennials, it's being action-oriented, self-motivated, eager to achieve important goals.

- *Overly connected to their parents* – To older supervisors, these youngsters may seem coddled and unable to make decisions for themselves. To Millennials, this means being family oriented, remaining connected, thinking about the community at large rather than just themselves.

- *Self-promotional* – Others may see this as narcissistic, self-obsessed. To Millennials, it's essential to market their "brand" on Facebook, Pinterest, Twitter, and Instagram to stand out from the competition. "An effective web profile conveys important information about the user's skills, credibility, and potential," says Ellin.

- *Job hopping* – To superiors, this bespeaks disloyalty and inability to stick with one thing for any length of time. To Millennials, it's all about the workplace being compatible and meaningful – and not wanting to be taken advantage of.

"The Beat (Up) Generation" by Abby Ellin in *Psychology Today*, March/April 2014 (Vol. 47, #2, p. 56-63), no e-link available

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7. Anger, In Moderation, Is Emotionally Intelligent

In this intriguing *Psychology Today* article, Joanne Ellison Rodgers says that anger (mild to moderate, not uncontrolled rage) is an important and functional emotion. "Researchers are amassing evidence that anger is a potent form of social communication," says Rodgers, "a logical part of people's emotional tool kit, an appetitive force that not only moves us toward what we want but fuels optimism, creative brainstorming, and problem solving by focusing mind and mood in highly refined ways. Brainwise, it's the polar opposite of fear, sadness, disgust, and anxiety – feelings that prompt avoidance and cause us to move away from what we deem unpleasant. When the gall rises, it propels the irate toward challenges they otherwise would flee and actions to get others to do what they, the angry, wish." For example, the anger Americans felt after 9/11 brought people together in a common cause and minimized paralyzing fear.

Interestingly, when we're angry, heart rate and testosterone levels rise but cortisol, the stress hormone, falls. Brain scans have also shown that anger activates the left frontal lobe and the left anterior cortex, which control rational, logical, systematic, and positive ways of dealing with a problem. In short, anger works to help us focus on a challenge and think straight – as opposed to avoiding or running away from it. "Anger allows us to detect our own value in any conflicting interaction," says Rodgers, "then motivates us to get others to rethink our positions, to pay a lot more attention to what it will cost us to get what we want – and whether it's worth the cost."

The most important take-away about anger, she concludes, is that we shouldn't suppress it but should keep the flame low and use it to help solve problems and deal constructively with others.

"Go Forth in Anger" by Joann Ellison Rodgers in *Psychology Today*, March/April 2014 (Vol. 47, #2, p. 72-79), no e-link available

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8. Manipulative Ingratiation

In this article in *Psychology Today*, Adam Grant (Wharton School of Business) describes seven ploys that some people in power use to manipulate others (this research was done in the business world):

- *Prefacing compliments with a disclaimer* – For example, "I don't want to embarrass you, but..." "I know you won't want me to say this, but..." "You're going to hate me for saying this, but..." This tactic disguises the goal of flattery, making it seem less obvious, and it allows us to look modest.

- *Asking for advice* – By inquiring about you how you were able to do something successfully, the person makes you feel good. "We all admire the wisdom of people who come to us for advice," says Jack Herbert of Time Warner.

- *Praising you to others* – "When people speak glowingly about us behind our backs, we're often pleasantly surprised to learn that they were talking about us, let alone praising us," says Grant. It also seems more genuine than face-to-face compliments.

- *Okay, you've convinced me, good point* – "When people immediately agree with us, we become skeptical of their intentions," says Grant. "When they argue with us first and then go along, it validates our beliefs that we're smart and logical. We also walk away with the sense that they're a discerning, critical audience worthy of our trust."

- *Using covert reconnaissance* – The person finds out your viewpoint through casual conversations with others and then expresses that view directly to you. "The maneuver comes across as sincere if you have no clue that the employee is already aware of your views," says Grant.

- *Endorsing your values* – Another tactic is to start a conversation by speaking positively about something you believe in – perhaps a religious conviction of support for environmental protection. "When people establish that they share our values," says Grant, "we're less likely to doubt what they say next."

- *Reference commonality* – A similar strategy is mentioning membership in a club or organization the other person also belongs to, creating an unspoken bond that helps grease the skids for persuasion.

"Seven Sneaky Tactics That Sway" by Adam Grant in *Psychology Today*, March/April 2014 (Vol. 47, #2, p. 43-44), no e-link available

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9. Sex Education: A Story of Too Little and Too Much

In this *New York Times* article, author Lara Vapnyar contrasts the super-detailed sex education course her 15-year-old daughter is getting in a New York City public school with the total absence of sex education she herself experienced growing up in the former Soviet Union. Vapnyar recalls that when she was 10, her boyfriend announced that he wasn't going to marry her. Why? Because she would want children, having children would require sex, and sex was disgusting. "That evening," says Vapnyar, "I convened an emergency meeting with my best friend, Katya, with three questions on the agenda:

- Was sex disgusting?
- Was sex necessary for making kids?
- What was sex?

"We asked around, but nobody had answers for us. Our families were no help. My mother said, 'You'll know it yourself, when the time comes.' Katya's mother refused to discuss 'that filth.' When I asked a recently married cousin how he felt on his wedding day he simply said, 'I felt like a fool.'"

When Vapnyar was 16, the Soviet Union went through perestroika and young people were suddenly flooded with information about sex at every corner kiosk, much of it violent and pornographic. "We felt even more hapless and clueless than when we were kids," says Vapnyar. "My dates ranged from mildly awkward to horrifyingly embarrassing. My ignorance and confusion were boundless... One of the reasons I married early was to avoid more dating embarrassment." She hoped that her own children would start their sex lives better prepared.

So when her daughter's New York school sent home a permission letter for a semester-long health class, Vapnyar happily signed it, hoping that professionals would do a better job than her own awkward attempts. But as the curriculum unfolded, she became concerned that there was *too* much detail. "Do teenagers really need to know the temperature of sperm?" she wondered. She said to her daughter, "I just wish you would be left with some sort of mystery."

"Oh, we have that," the girl replied. "The mystery is what sex feels like, because none of us has any idea."

"Soviet-Era Sex Ed" by Lara Vapnyar in *The New York Times*, Mar. 2, 2014,
<http://nyti.ms/1nAHcCr>

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10. Free Online Curriculum Resources

(Originally titled "Open Educational Resources: On the Web and Free")

In this *Educational Leadership* article, Minnesota district media/technology director Doug Johnson recommends the following online curriculum resources:

- OpenEd: www.opened.io with more than 250,000 videos, games, and other resources aligned with standards.
- The Digital Public Library of America: <http://dp.la> and the Library of Congress www.loc.gov have copious primary-source materials – manuscripts, artworks, maps, and sound recordings.

- Gooru: www.goorulearning.org is an open and collaborative online community used by more than 400,000 teachers in 140 countries and all 50 states.
- Creative Commons: <http://search.creativecommons.org> is an effective tool for finding copyright-free media.
- CK-12: www.ck12.org specializes in high-quality curated STEM content and has links to more than 15,000 resources.

“Open Educational Resources: On the Web and Free” by Doug Johnson in *Educational Leadership*, March 2014 (Vol. 71, #6, p. 85-86); Johnson is at doug0077@gmail.com.

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11. Short Item:

An online foreign language assessment – This link is a sample of the online, performance-based AAPPL Measure of Language Proficiency in Spanish, French, German, Russian, Chinese, and Arabic and ESL: <http://aappl.actfl.org/demo>

“Using Real-World Tasks to Assess Student Performance” by Douglass Crouse in *The Language Educator*, February 2014 (Vol. 9, #2, p. 20-22)

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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).

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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
AMLE Magazine
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 Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
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Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
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
School Library Journal
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