

# Marshall Memo 766

A Weekly Round-up of Important Ideas and Research in K-12 Education  
December 17, 2018

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## Quotes of the Week

“People often want to know ‘what works’ in education, but the simple truth is that everything works somewhere, and nothing works everywhere.”

Dylan Wiliam (see item #2)

“There will always be, and should be, a lot of room for creativity and artistry in teaching, and a wide range of approaches, from Montessori to classical models and beyond. But there are also some design principles that cannot be ignored, not if we don’t want our children to fall behind.”

Michael Petrilli (see item #1)

“Stay alert to surprises. Many times – in class and out – the best learning outcomes are the ones you never expected.”

Cathy Davidson, CUNY professor, in “Professors Share: The Moment That Changed The Way I Teach” in *The Chronicle of Higher Education*, December 14, 2018 (Vol. LXV, #15, p. A8-A10), no free e-link

“In the cultures I visited, I didn’t see many feedback sandwiches. Instead, I saw them separate the two into different processes. They handled negatives through dialogue, first by asking if that person wants feedback, then having a learning-focused two-way conversation about the needed growth. They handled positives through ultraclear bursts of recognition and praise. The leaders I spent time with shared a capacity for radiating delight when they spotted behavior worth praising. These moments of warm, authentic happiness functioned as magnetic north, creating clarity, boosting belonging, and orienting future action.”

Daniel Coyle in *The Culture Code* (Random House Business Books, 2018)

“Go to the real place.”

Kim Marshall (see item #6)

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## 1. Figuring Out “What Works” and Getting Educators to Follow Up

In this *Education Gadfly* article, Michael Petrilli says that to improve U.S. schools, we need to get a better handle on which instructional practices work in classrooms, when they work, and at what costs. This nut still hasn't been cracked, says Petrilli, and he lists some key questions for the elementary grades that researchers have yet to answer:

- How can little children make sense of the alphabet code? How can they move smoothly from sounding out words to reading fluently and confidently?
- How does reading comprehension develop? Is it a skill to be learned, or more like a process driven by how much students know about the world – history, geography, science?
- How can children be taught to write effectively? When should we worry about spelling, grammar, and punctuation? How do children learn how to write strong sentences, paragraphs, and essays?
- In mathematics, should we simply teach students  $9 + 6 = 15$  and have them memorize facts or should students explore strategies to figure out and understand *why*  $9 + 6 = 15$ ?
- Are there some ways to teach fractions that work better than others?
- Should we place students in small groups with peers at the same level? Across grades?
- Should students practice their reading skills with books at their current reading level or their grade level?
- What is the role of homework?
- How can teachers manage their classrooms to be orderly, yet friendly?

“The best part about these questions,” says Petrilli, “is that their answers are *knowable*.”

Researchers should be able to focus on the most important questions, design studies to test various hypotheses, processes, and programs, and make practical recommendations.

Committees of educators could then look at the research, develop clear guidelines for schools, and suggest additional unanswered questions for study.

This is the way it works in medicine, says Petrilli. Doctors don't Google an ailment to figure out what to do; they consult an updated compendium of research-based practices. There are disagreements and debates, but there's a knowledge base that's respected and followed.

Some educators don't like the medical analogy, arguing that teaching is an art *and* a science. “Fair enough,” says Petrilli, and suggests that architecture is a better analogy. “There is a lot of art in architecture,” he says, “a lot of freedom, different styles and approaches and traditions. But there is also a set of engineering principles that architects simply cannot ignore,

not if they don't want their buildings to fall down. So too in education. There will always be, and should be, a lot of room for creativity and artistry in teaching, and a wide range of approaches, from Montessori to classical models and beyond. But there are also some design principles that cannot be ignored, not if we don't want our children to fall behind."

We've had studies positing best practices, says Petrilli – the 2008 National Reading Panel report, the federal What Works Clearinghouse practice guides, and others. But they are widely ignored in the field, and too many educators are going with instinct and personal beliefs. What's needed, says Petrilli, is a new national organization with a board of accomplished educators and scholars that publishes and updates "clinical practice guidelines and policies" and makes sure they are followed in schools.

"Identifying 'What Works' Is Still a Work in Progress" by Michael Petrilli in *The Education Gadfly*, December 12, 2018 (Vol. 18, #49), <https://bit.ly/2URF3sQ>  
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## 2. Dylan Wiliam on the Powerful Potential of Formative Assessment

"People often want to know 'what works' in education," says U.K. assessment guru Dylan Wiliam in this article in *Voices from the Middle*, "but the simple truth is that everything works somewhere, and nothing works everywhere. That's why research can never tell teachers what to do – classrooms are far too complex for any prescription to be possible, and variations in context make what is an effective course of action in one situation disastrous in another."

But recent research tells us that formative assessment, used well, can significantly improve student achievement. Formative assessment is often thought of as in-the-moment checking for understanding. Not necessarily, says Wiliam. Moreover, he believes the term formative assessment is a misnomer; what makes a difference is the *formative use of assessment* at any point in the learning process. "There will never be an optimal model," says Wiliam, "but as long as teachers continue to investigate that extraordinarily complex relationship between 'What did I do as a teacher?' and 'What did my students learn?' good things are likely to happen." Some examples:

- A seventh-grade English teacher gives a test under exam conditions and collects students' papers. After quickly reading them, the teacher decides not to grade them; rather, she gives them back the next day, has students sit in groups of four, and asks each group to write the best composite paper. Each group then reports out to the whole class and the merits of their collaborative work are discussed and debated. "What is interesting about the example," says Wiliam, "is that the assessment being used had been designed entirely for summative purposes, but the teacher had found a way of using it formatively."

- A fifth-grade teacher introduces students to five kinds of figurative language: alliteration, hyperbole, onomatopoeia, personification, and simile. Five minutes before the end of the lesson, she writes the five on the board and reads these sentences aloud:

- He was like a bull in a china shop.
- This backpack weighs a ton.
- The sweetly smiling sunshine warmed the grass.

- He honked his horn at the cyclist.
- He was as tall as a house.

Students “finger vote” which kind of figurative language they heard (one finger for alliteration, two for hyperbole, etc.).

Most students give correct responses to the first two, but the third sentence gets a mix of one finger and four fingers. The teacher notes that they are both right and wrong: the sentence has both alliteration and personification. Realizing that a sentence might contain more than one, most students get the last two correct (alliteration and onomatopoeia, and simile and hyperbole). In less than three minutes, this teacher used a formative assessment to check for understanding, grade, and take follow-up action.

- A sixth-grade class works on suspense stories, with these ground rules: (a) stories need to contain four phases: establishment, build-up, climax, and resolution; and (b) stories must contain at least two examples of figurative language. When students finish a first draft, they exchange papers with a classmate and everyone switches roles from “author” to “editor.” Each editor marks up the story using four different colored pencils to mark the beginning of each phase and a fifth color to underline the two examples of figurative language. With the editor’s approval, a story is submitted to the “chief editor” (the teacher). Because each editor is accountable for ensuring that the required elements are there, students take the role very seriously.

Wiliam suggests three key considerations with formative assessment: (a) Where the learner is right now; (b) Where the learner needs to be; and (c) How to get there. Then teachers need to use a process that involves the student, their peers, and the teacher. Trying to follow Albert Einstein’s advice – “Make things as simple as possible, but not too simple” – Wiliam suggests these steps:

- Clarifying, sharing, and understanding learning intentions;
- Orchestrating effective discussions, activities, and tasks that elicit evidence of learning;
- Feedback that moves learning forward;
- Activating peers as learning resources for each other;
- Getting students to own their own learning.

Wiliam concludes with a quote from researcher Roy Sadler: “The indispensable conditions for improvement are that the student comes to hold a concept of quality roughly similar to that held by the teacher, is able to monitor continuously the quality of what is being produced during the act of production itself, and has a repertoire of alternative moves or strategies from which to draw at any given point.”

“Assessment: The Bridge Between Teaching and Learning” by Dylan Wiliam in *Voices from the Middle*, December 2013 (Vol. 21, #2, p. 15-20), <https://bit.ly/2BAMVWX>; Wiliam can be reached at [dylanwiliam@mac.com](mailto:dylanwiliam@mac.com).

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### 3. More Insights from Dylan Wiliam

In this *Education Gadfly* article, Robert Pondiscio lauds a new book by Dylan Wiliam: *Creating the Schools Our Children Need* (Learning Sciences International, 2018). Some key points:

- Get away from the idea of “what works” in schools, instead asking, “How well does it work?” If the effect size is small, it’s probably not worth pursuing.
- “Costs and benefits are meaningless if studied separately,” says Wiliam. For example, class size matters, but reducing class size is expensive and if there aren’t enough strong teachers available, it’s not worth it.
- A policy might be “evidence based” judging by a small-scale study, but it might not work at scale or in a different setting.
- A knowledge-rich curriculum is key. “The big mistake we have made in the United States,” says Wiliam, “is to assume that if we want students to be able to think, then our curriculum should give our students lots of practice thinking. This is a mistake because what our students need is more to think *with*.”
- To improve instruction, we should focus on improving the teachers we have, versus the teachers we wish we had. We’re not very good at predicting who will be an effective teacher, says Wiliam, nor at identifying effective and ineffective teachers through observations, surveys, and test scores. “For the foreseeable future,” he says, “improving teacher quality requires investing in the teachers we already have.” In other words, “Love the ones you’re with,” using coaching, supervision, and professional development.
- Almost all teachers can become effective if they work at it over a period of years, says Wiliam. The key is creating a culture of improvement and focusing PD and coaching on strategies that improve teaching and learning. “And the available research evidence suggests that is using assessment to adjust instruction to better meet students’ needs.”

“Dylan Wiliam’s Guide to Clear Education Thinking” by Robert Pondiscio in *The Education Gadfly*, December 12, 2018 (Vol. 18, #49), <https://bit.ly/2SRr1UR>

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### 4. Pushing the Science of Learning from the Laboratory to the Classroom

“Some old ideas about learning die hard,” say Pooja Agarwal (Berklee College of Music) and Henry Roediger, III (Washington University/St. Louis) in this article in *Phi Delta Kappan*. Three common misconceptions:

- If students practice memorizing (poetry, for example), they’ll be better at memorizing in other subject areas;
- “Errorless learning” is best, meaning that teachers should step in when students are struggling with difficult material and help them not make mistakes;
- Students have specific learning styles and perform best when content is presented in their preferred modalities.

By contrast, more than 100 years of laboratory and classroom research have identified teaching and learning strategies that really do work. Some examples:

- Retrieval practice – When students have to recall learned information through a quiz or self-test, they can see if they really remembered it and solidify the memory.
- Feedback – Being corrected or affirmed boosts learning as well as students’ understanding of their own cognition.
- Spaced practice – Spreading out lessons and retrieval over time consolidates and refreshes learning.
- Interleaving – Practicing a mix of closely related skills (for example, addition, subtraction, multiplication, and division) improves learning by fostering connections and distinctions among them.

Researchers have shown that these four strategies produce consistent and reliable increases in performance, confidence, and engagement across subjects, grades, and different levels of cognitive complexity.

Many teachers use these strategies, say Agarwal and Roediger, but perhaps not as powerfully as they might. Two possible enhancements:

- Think-pair-share – What are students doing in the “think” part after being given the prompt – daydreaming? thinking about lunch? How about asking students to start by writing down a quick response to the prompt? This gets everyone pulling ideas out of their heads and writing them down before talking to their partners and sharing out.
- Reviewing yesterday’s lesson – Instead of the teacher doing this, how about asking students to spend a couple of minutes writing down what they remember from previous lesson, or taking a quick no-stakes quiz? This simple retrieval exercise has been shown to significantly improve student learning, with no additional preparation or classroom time.

All this makes sense. Even so, Agarwal and Roediger frequently encounter pushback from educators. Here are their responses:

- *These strategies apply only to memorization.* “Actually,” they say, “a growing body of research demonstrates that simply encouraging students to retrieve what they know improves their ability to apply that knowledge, transfer it to new situations, and retain complex ideas in content areas ranging from Advanced Placement social studies to medical school.” And the learning goes well beyond simple memorization.

- *Applying these principles will add to the time preparing for classes and grading.* Not if prompts and quizzes are quick and low-stakes – for example, replacing retrieval for review, or having students write in response to a quick in-class question and not collecting it, since it’s a retrieval opportunity, not an assessment.

- *The class won’t be able to cover as much material.* “When it comes to the trade-off of time vs. content,” say Agarwal and Roediger, “think about it this way: If students remember more, you save time by reteaching less. If we want to make sure that time spent teaching is time spent learning, then using research-based strategies to boost learning at the outset will

make a large difference for you in class and for your students outside class: They won't need to do so much cramming before an exam.”

“How Cognitive Psychology Informs Classroom Practice” by Pooja Agarwal and Henry Roediger, III in *Phi Delta Kappan*, December 2018/January 2019 (Vol. 100, #4, p. 8-12), <https://bit.ly/2U87ZfR>; the authors can be reached at [pooja@poojaagarwal.com](mailto:pooja@poojaagarwal.com) and [roediger@wustl.edu](mailto:roediger@wustl.edu).

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## **5. A New Paradigm for the Stressed-Out, Do-It-All Principal**

In this *Journal of Jewish Day School Leadership* article, principal Andy Johnsen and consultant/speaker Malachi Pancoast say that casual observers are often impressed seeing principals chatting with students in the hallways, cheerleading awards ceremonies, and admiring kindergarteners' artwork. But under the surface, most school leaders are beleaguered and overworked. “Principals are professionals and they can put on a good game face when all eyes are on them,” say Johnsen and Pancoast. “But at the end of a long day when – yet again – theirs is the last car to pull out of the lot, many wonder if it's worth it.”

There are plenty of causes for leaders' stress and overwork, but the biggest one, say the authors, is that principals are trying to do everything in their 70-hour weeks: sign requisitions, review attendance reports, patrol the halls, evaluate teachers, answer everyone's questions, respond to e-mails, carry home paperwork to be done evenings and weekends.

Johnsen and Pancoast suggest a radically different leadership model: being captain of an 1800s sailing ship. These vessels depended on scores of officers, sailors, carpenters, gunners, sail makers, coopers, doctors, and others to do their jobs well; failure by any crew member could put everyone at risk. The captain had just two responsibilities: keep an eye out to sea to ensure the ship was on course, and keep an eye on the crew to make sure their work was coordinated and done properly. Captains might have worked their way up through the ranks and mastered some specialist jobs, but upon becoming captain, they had to “let go of performing these tasks and take up the business of leading and managing the crew,” say Johnsen and Pancoast. “Essentially, the captain must stop working in the system and start working on the system.”

The principal's job is similar: keep an eye on the school's mission, vision, and direction, and ensure that all staff members have the training, coaching, and support to do their jobs well. The problem is that many principals are trying to perform these two leadership functions *and* do the work of crew members – and doing neither particularly well. “The result,” say Johnsen and Pancoast, “– principals spend the bulk of their days hunkered down in their offices, buried under mountains of paperwork, doing their employees' jobs.”

Just as captains need to be “up on deck” to know where the ship is headed and to monitor the crew's performance, they contend, “a school principal needs to be ‘up on deck’ at school, present where the real work is happening.” That means spending significant time in classrooms, walking the hallways, being out front for entry and dismissal, and constantly interacting with staff, students, and parents. “This can only happen,” say the authors, “when the

principal ceases doing their employees' jobs and instead, begins training and developing their staff to do their work themselves. Shifting principals' efforts into 'captain-only work' takes time and practice, but it is energy well spent." Some questions principals might ask themselves:

- What does "up on deck" look like each day?
- Of the papers and e-mails on my desktop, which should others be handling?
- If I delegate tasks, do colleagues have the training and support to do them well?
- If I'm interrupted during classroom visits, what is needed so that front-office personnel can handle those issues?

"A Shift in Perspective on the Role of the Principal" by Andy Johnsen and Malachi Pancoast in *Journal of Jewish Day School Leadership*, November 2018 (Vol. 1, #1, p. 18-21),

[http://www.the-breakthrough-coach.com/pdf/andy\\_johnsen.pdf](http://www.the-breakthrough-coach.com/pdf/andy_johnsen.pdf)

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## 6. Principals Who Go to the Real Place

"Ensuring effective teaching in every classroom and a positive school culture is a daunting task," says Kim Marshall in this *Journal of Jewish Day School Leadership* article. The principal's work seems downright impossible when we consider that in an average school, there are about 27,000 lessons taught each year (five lessons a day x 30 teachers x 180 days). "Even the most energetic principal has to trust that teachers are handling things well in the 99.9 percent of the time they're on their own with students," says Marshall.

The problem, he continues, is that "no teacher is perfect, and in every school, there are some mediocre and even ineffective instructional practices going on in some classrooms every day." So how can principals successfully carry out four critically important jobs:

- Quality assurance – being able to honestly tell parents that their children are getting good teaching of the right content in every classroom;
- Feedback – regularly letting teachers know how they're doing, including appreciation, praise, and suggestions for improvement;
- Motivation – inspiring teachers to bring their A game every day and constantly reflect on their work;
- Personnel decisions – making the right calls on who stays and who goes.

It's easy to see why the traditional evaluation process – carefully inspecting one or two of each teacher's lessons a year – is woefully inadequate. Recent alternatives – using test scores, surprise video recording, video surveillance, lesson plans, student surveys, quick, superficial classroom walkthroughs – also have major flaws.

The good news, says Marshall, is that a number of schools around the country have found a much better approach:

- Administrators making short, frequent, unannounced classroom visits (about two a day, with each teacher getting about ten a year);
- Short face-to-face debriefs with each teacher shortly afterward ("it's amazing how much there is to talk about after only ten minutes of instruction," says Marshall);

- Sending each teacher a brief summary of key takeaways after these conversations; each of these cycles takes a total of 30 minutes: 10 minutes in the classroom, 10 minutes for the chat, 10 minutes to do the quick write-up;
- Observing teachers in team meetings, with parents, and in other activities;
- Pulling together all the snapshots in a detailed rubric at the end of each school year, with teachers' self-assessment as a significant component.

This process, says Marshall, helps “keep principals in touch with day-to-day teaching and learning, reassuring effective teachers about their status, and giving early warning about less-than-effective practices that can be improved – and, if there isn't improvement in a reasonable amount of time, making personnel changes.”

The time management challenge is fitting two observation cycles into a busy 6-7-hour school day. Marshall believes that if a principal can't do these critically important observations almost every day, there are three possibilities: the school is in complete chaos and the principal is putting out fires all day; the principal is not skilled at time management; and/or the principal is avoiding the hard work of instructional leadership.

*Go to the real place* should be every principal's mantra, concludes Marshall – in other words, observe lessons and teacher team meetings. “If you want to know what's really going on instructionally and culturally in your school, go to the real place... If you want to show teachers that you care about and appreciate their work, go to the real place. If you want to show your colleagues that, despite all the other stuff you have to do, you are genuinely interested in teaching and learning, go to the real place. If you want to see good classroom practices, give teachers specific praise, and spread effective ideas to the whole staff, go to the real place. If you want to coach teachers on practices that need improvement, go to the real place. If you want to pick up on possible boundary issues that could cause huge problems for the school, go to the real place. If you want to build a case to fire a persistently ineffective teacher, go to the real place. If you want to promote good morale, keep effective teachers, and attract good teachers, go to the real place. If you want to head home each day with a sense that you have done the core work of the principalship, go to the real place.”

“The Critical Importance of Good School Leadership” by Kim Marshall in *Journal of Jewish Day School Leadership*, November 2018 (Vol. 1, #1, p. 30-33), <https://bit.ly/2EntKTc>

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## 7. Questioning the Research on “Grit”

In this article in *Educational Researcher*, Marcus Credé (Iowa State University) takes a critical look at the claims made about the role of grit in K-12 achievement:

- *That grit = passion + perseverance* – The current definition of grit is that it is a combination of perseverance of effort and passion for long-term goals. This is intuitively appealing, says Credé, but the idea that perseverance and passion are joined at the hip doesn't stand up to empirical analysis; people can be strong on one and weak on the other, so grit doesn't accurately combine the two. In fact, grit may be little more than a repackaging of conscientiousness, one of the well-studied Big Five (OCEAN) personality traits. Both passion

and perseverance are strongly correlated with conscientiousness, says Credé, but they need to be treated separately.

- *That grit is a good predictor of performance and success* – The problem with this argument, says Credé, is survivor bias; researchers didn't look at gritty people who didn't succeed. It's true, for example, that J.K. Rowling labored for years on her manuscripts and kept trying despite many rejections, but there are many other aspiring authors who work just as hard and are never published, or are published but aren't as successful. "Focusing only on those who succeeded," says Credé, "provides a distorted perspective on the importance of perseverance and passion as a predictor of success in this specific discipline." He also questions the evidence on the assertion that grit is a better predictor of success than other variables like cognitive ability, test scores, or physical fitness.

Credé suggests two alternative hypotheses. First, that grit is necessary but not sufficient for success, interacting with innate ability – for example, people who have strong musical talent *combined with* perseverance and passion are more likely to be successful. Second, that grit interacts with situational factors – for example, it may be particularly valuable when there are high levels of adversity, ambiguity, and complexity that lead most people to fail, but not those with grit.

- *That grit is being accurately measured* – Credé is highly critical of the questionnaire items used by Angela Duckworth and other researchers to see how gritty people are. Self-report items need to be reworded, he says, and other third-party measures added.

- *That schools can improve students' grit* – Researchers have found that interventions to boost personality traits like conscientiousness have very small effects, and attempts to improve perseverance "are likely to require long-term investment by institutions and the involvement of well-trained and skilled teachers and trainers," says Credé. So attempts to improve grit are likely to have very little short-term effect.

"Until grit researchers have provided better evidence regarding the role that grit plays in determining success," concludes Credé, "it seems reasonable to advise educational institutions to focus their often-limited financial and instructional resources on variables that have stronger relationships with success and performance and that can be more easily changed via interventions."

"What Shall We Do About Grit? A Critical Review of What We Know and What We Don't Know" by Marcus Credé in *Educational Researcher*, December 2018 (Vol. 47, #9, p. 606-611), <https://journals.sagepub.com/doi/abs/10.3102/0013189X18801322>; Credé can be reached at [mcrede@iastate.edu](mailto:mcrede@iastate.edu).

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## **8. The Habits of Mind Fostered by Arts Education**

(Originally titled "Hitting the Right Note")

"Making art involves discovery, risk taking, and being vulnerable to the unknown," says school leader/author Linda Nathan in this article in *Educational Leadership*. But for too many disadvantaged students, the arts have been marginalized in favor of double doses of

reading and math and test prep. This is a shame, says Nathan, because artistic habits of mind are essential to an engaging and balanced education.

The K-8 Boston school that Nathan works with (Conservatory Lab Charter School) strives to find the right balance, combining intensive music instruction, El Sistema, and EL Education. “Musical training,” she says, “is an excellent way to teach social-emotional skills, including waiting your turn, perseverance, assuming best intent, prolonged focus, and the willingness to prioritize the good of the greater whole over one’s individual desires.” All this carries over into the academic part of the curriculum. Here are the “studio habits of mind” the school strives to inculcate (from *Studio Thinking*, Hetland, Winner, et al.):

- Developing craft: Learning tools, materials, and artist’s practices;
- Engaging and persisting: Learning to pursue topics of personal interest and develop focus and perseverance;
- Envisioning: Picturing and imagining what cannot be observed;
- Expressing: Creating works that convey ideas, meaning, or emotions;
- Observing: Viewing visual, audio, and written resources more critically;
- Reflecting: Thinking and conversing about their work and processes of making;
- Stretching and exploring: Going beyond perceived limitations, exploring freely, and learning from errors and accidents;
- Understanding arts in the world: Learning about art history, artistic practices, and engaging the arts community.

In the school, students compose their own music as early as kindergarten, conduct their peers as they perform it for internal and external audiences, interact with performing artists, and continuously reflect on and improve their work. “There is so much bad stuff happening in the world that it’s hard to shut out all of that,” said one student, “but when we play music, we are in control and it’s beautiful.”

“Hitting the Right Note” by Linda Nathan in *Educational Leadership*, December 2018/January 2019 (Vol. 76, #4, p. 62-67), available to ASCD members at <https://bit.ly/2S7ia2C>; Nathan can be reached at [lnathan@artistryandscholarship.org](mailto:lnathan@artistryandscholarship.org).

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# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

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

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## ***Core list of publications covered***

Those read this week are underlined.

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