

# Marshall Memo 1086

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

May 5, 2025

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## Quotes of the Week

“What has driven my whole career is the knowledge that one teacher showing that they care, providing the right challenge or encouragement, offering the right sage advice, or asking the right question, can profoundly change the life of a student.”

John King Jr., former U.S. Secretary of Education, in *Teacher by Teacher: The People Who Change Our Lives* (Legacy Lit, 2025)

“Above all, we should take care not to create an atmosphere in the classroom in which views that diverge from our own cannot freely be voiced, and we should respect the rights of others in the profession to express beliefs contrary to our own or to remain silent.”

William Leuchtenburg, U.S. historian who shaped America's conception of its past in the 1950s and 60s, who died January 28<sup>th</sup> at 102; see this *New York Times* [obituary](#).

“The ‘reading wars’ have brought to public attention what my colleagues in special education have long known and applied in our schools: that reading instruction must be structured, systematic, backed by science, and fun.”

Scott Gaynor in [“Bringing the Science of Reading to Your School? Remember This One Thing”](#) in *Education Week*, April 29, 2025

“Teachers want a leader who will both listen to them while not being one of them. They want decisions to be made that benefit all students, and especially theirs. This means making choices within the constraints of limited resources and different agendas. Someone is likely to be disappointed. Having a systems-level perspective is critical for effective decision-making. Administrators achieve that through a continuous presence in each and every classroom, not just in the select few.”

Matt Renwick in [“Should I Become an Administrator?”](#) in *Read by Example*, May 3, 2025; Renwick can be reached at [renwickme@gmail.com](mailto:renwickme@gmail.com).

“Keep in mind, people will remember how you chose to handle a mistake more than they will remember the mistake itself.”

Bruce Tulgan in [“Are You the Jerk at Work?”](#) in *Psychology Today*, April 16, 2025

“Teachers think their job is to explain, answer questions, and resolve cognitive dissonance, when their job is actually to ensure that students are provided with tasks that ask them to make meaning and which cause them to have to work, without making them so frustrated that they give up, avoid, or cheat.”

Isobel Stevenson (see item #1)

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## 1. Who’s Doing the Work Here?

In this Coaching Letter, Isobel Stevenson (Connecticut Center for School Change) says she’s increasingly convinced of the central importance of *instructional tasks* – the intellectual work students are asked to do – to making instruction equitable and effective. Her insights:

- Instructional tasks are the connection between curriculum expectations, students’ existing knowledge, and new knowledge.
- An instructional task is more than just *what* content students are exposed to but also *how* it is delivered, ensuring that the content isn’t watered down for some students.
- High-quality tasks are difficult and time-consuming to create.
- A key feature of a good instructional task is cognitive demand – the mental sweat students must exert.
- Tasks can be confused with assignments-to-be-completed, which loses the essential element: the thinking involved.
- The need (real or perceived) to give students grades for assignments encourages the just-get-it-done attitude.
- An instructional task can lose value if the teacher does too much explaining and scaffolding for students, answers all questions, or rescues students when they struggle.

Stevenson gives an example from a high-school Algebra 2 class she observed. Students were working on a challenging problem and one group asked the teacher, “Can we use a rational expression to solve this?” The teacher said, “Yes, and here’s how you would set it up” – and proceeded to tell them exactly what to do. This happens a lot, says Stevenson, especially when teachers have lower expectations of students.

All this means that ensuring the quality of instructional tasks is a high-leverage component of instructional leadership – for principals and instructional coaches and also for the central office, including:

- Getting department heads, instructional coaches, and teacher leaders to create strong instructional tasks as part of the district’s written curriculum. “There’s no good reason why every teacher should be doing that for themselves,” says Stevenson.
- Rooting out low-level classroom assignments.
- Working on teachers’ tendency to do too much of the work for students – what Stevenson calls being “indiscriminately helpful.” There is a sweet spot “between interceding too soon and allowing students to become frustrated,” says Stevenson, “and teachers need good, consistent, research-based guidance on what adaptive instruction should look like.”
- Part of that is providing specific techniques on what to do when teachers are tempted to step in too early. Some common scenarios:
  - Teachers ask a high-level question and when no one answers, they answer the question themselves or ask a more fact-based question.
  - Students ask a question and the teacher answers it rather than tossing it back to them, asking a different question, having them ask a peer, or just smiling and walking away.
  - Teachers notice confusion, hesitation, or disagreement and step in to be helpful when they should have allowed time for students to grapple with it on their own.

More-robust instructional moves don’t come easily to many teachers, says Stevenson. “They need recipes for what to do and they need to try them out and see how they work and learn to do them better.”

Stevenson sums up with an alliterative list of the essentials for maintaining a high level of cognitive demand in classrooms:

- *Provisioning* curriculum materials that provide teachers with meaty tasks and guidance on how to use them effectively;
- *Paradigm* shift: “Teachers think their job is to explain, answer questions, and resolve cognitive dissonance,” says Stevenson, “when their job is actually to ensure that students are provided with tasks that ask them to make meaning and which cause them to have to work, without making them so frustrated that they give up, avoid, or cheat.”
- *Practice* so teachers hone the instructional routines that maintain cognitive demand.

[“On the Acute and Critical Need for Urgent Attention to Task”](#) by Isobel Stevenson in *Coaching Letter #213*, April 14, 2025; Stevenson is at [istevenson@ctschoolchange.org](mailto:istevenson@ctschoolchange.org). For more on the kinds of student questions teachers shouldn’t answer, see Memo 1013 for a summary of a Peter Liljedahl chapter.

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## **2. Stretching Our OCEAN Personality Traits to Adapt to New Technology**

In this article in *Psychology Today*, Jessica Koehler (University of Arizona) says that our natural set-points on the “Big Five” personality traits (openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism) “influence how we navigate

change, discard outdated knowledge, and embrace AI-driven innovation.” Fortunately, our OCEAN set-points are malleable, and Koehler suggests how each can be optimized to deal with tectonic shifts in technology:

- *Openness to experience* – For those who are not naturally strong on this trait, Koehler says the key is adopting a “beginner’s mindset” and acknowledging that “expertise is fluid in the digital age.” Explore how ChatGPT and other tools can brainstorm ideas, draft e-mails, summarize lengthy reports, troubleshoot travel issues, and optimize online savings.

- *Conscientiousness* – Being disciplined, organized, and goal-oriented is usually associated with success, but with AI, it might manifest itself as rigidity and resistance to change. The key is regularly assessing skills, embracing progress over perfection, and putting AI tools to work in everyday situations.

- *Extroversion* – Introverts may be at a disadvantage dealing with new AI, says Koehler. To understand and effectively use new technology tools, they need to discuss AI with people outside their comfort zone, join professional communities that use it, and “balance social learning with independent critical thinking to avoid blindly adopting trends.”

- *Agreeableness* – Unlearning old ways of doing things may be difficult for people who are part of a group that’s resisting change. To break out of this bubble, it’s helpful to foster constructive skepticism, balance collaboration with critical thinking, and use AI to reduce reliance on social confirmation.

- *Neuroticism* – “Because unlearning necessitates change,” says Koehler, “neurotic individuals may fear the unknown, making it challenging to adapt to AI-driven progress.” To combat this tendency, they need to reframe uncertainty as opportunity, set small, achievable learning goals to build confidence with AI, and practice mindfulness to manage anxiety about change.

“AI can function as a digital Swiss Army knife, sharpening productivity and enhancing well-being in unexpected ways,” concludes Koehler. “Understanding our personality tendencies can help us cultivate a mindset that welcomes unlearning, ensuring that we stay relevant and indispensable in the digital age.”

[“The Art of Unlearning to Make Way for AI”](#) by Jessica Koehler in *Psychology Today*, May/June 2025 (Vol. 58, #3, pp. 42-44); Koehler is at [dr.jessicakoehler@gmail.com](mailto:dr.jessicakoehler@gmail.com).

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### **3. How to Promote Fluency in Student Writing**

In this online article, Timothy Shanahan (University of Illinois/Chicago) addresses a widespread concern among elementary teachers: their students find writing laborious and don’t do enough of it.

“Writing fluency is a slippery fish,” says Shanahan. “Definitions of the term vary greatly within the profession.” Recently there’s been a shift toward getting students to produce more writing, but students get bogged down with handwriting and correcting spelling and grammatical mistakes, which keeps them from getting their thoughts on paper. Perfectionism is

a big impediment to writing fluency; students write, erase, rewrite, erase, and get increasingly frustrated.

Then there's the issue of content. "Kids often tell me that they don't have any ideas, they don't know what to write about," says Shanahan. "That may be an accurate appraisal of their situation, or just a convenient excuse for avoiding what for them is an unpleasant and potentially embarrassing task. There are both cognitive and affective reasons for balking at the white page."

Shanahan has these recommendations for getting students' pencils and pens moving:

- *Explicitly teach handwriting and spelling.* Shanahan believes in teaching phonics, spelling, and writing together, with the goal of getting students to automaticity. "A youngster agonizing over how to form the letter G," he says, "is not thinking about the ideas he/she wants to communicate to others."

- *During the drafting phase, de-emphasize spelling and handwriting.* "Encourage (beseech, implore, beg) students not to worry about their spelling or handwriting while drafting," says Shanahan. "And don't undermine this encouragement by spelling words for them or marking up their errors on an early draft." Invented spelling helps primary-grade students think through the phonics, and teachers and parents needn't worry that incorrect spellings will be frozen in kids' minds.

- *Get students talking about what they'll write about.* This improves the flow of ideas and primes the pump. With younger students, drawing pictures is helpful; with older students, listing and charting ideas gets writing flowing.

- *Require a lot of writing.* "I can't see how anyone can gain proficiency in getting words out of their heads and onto paper without practice," says Shanahan. "Students should be reading and writing throughout the day. They should be writing as part of reading, science, social studies, and math... Given the learning benefits that writing about a topic can provide, it should be a go-to activity across the curriculum."

- *Have students do non-stop writing.* As a primary-grade teacher, Shanahan would give his students a prompt and have them write for one minute without stopping. "Then I'd give their hands a rest and change the prompt and have them write for 90 seconds more. Finally, another break was followed by two more minutes of non-stop writing." If students ran out of ideas, he told them to write their previous sentence again. With these three brief compositions in hand, he would ask students to pick the one they liked best and complete it, or combine all three in a single paper.

["How to Teach Writing Fluency"](#) by Timothy Shanahan "How to Teach Writing Fluency" by Timothy Shanahan in *Shanahan On Literacy*, May 3, 2025; Shanahan can be reached at [shanahan@uic.edu](mailto:shanahan@uic.edu).

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#### **4. A Teacher's Ambivalence About "Exemplary" Grades**

In this *Grading for Growth* article, math teacher David Clark says that for most of his classes, he's been using a four-level grading scale:

- *Exemplary*
- *Successful*
- *Revisable*
- *New Attempt Needed (or Not Yet)*

The prime meridian is *Successful*, which Clark defines as “correct, complete, and demonstrates a thorough understanding of the relevant topics with at most minor errors that are not central to the topics.” It’s a high bar – 85% or a high B.

He defines the top level, *Exemplary*, as containing “all of the qualities of *Successful*, but with no noticeable errors. In addition, your solution is particularly notable in some way, such as: conciseness, clarity, simplicity, an especially well-chosen approach, etc.” *Exemplary* recognizes and calls out work that is above-and-beyond, really outstanding. Getting this grade can be motivating to students, especially those working at an advanced level.

But recently, Clark has had second thoughts about the *Exemplary* level because recognizing top-level work can have three unintended consequences.

- *Distracting students from the basics* – With a basic-level curriculum unit (for example, introduction to proofs), he wants students to focus on following basic rules of communication. If they don’t do well, they get a grade of *Revisable* or *New Attempt Needed*. To get an A, they need to write *correct* proofs following a basic style book, not *beautiful* proofs; having an *Exemplary* level can distract students from the goal.

Even in upper-level elective classes, Clark has noticed that having an *Exemplary* level can cause problems: students focus on polishing their *Successful* work to get *Exemplary* when they should be revising flaws in their math solutions.

- *Confusing students* – With some medium-stakes assignments, Clark tells students that there’s no difference between *Exemplary* and *Successful* in terms of their final marks, that *Exemplary* is just shorthand for “Job well done.” But students continue to think *Exemplary* means the grade is “worth more,” so they put in extra effort to earn the top grade, ignoring the fact that it won’t make any difference to their final grade.

“All this has convinced me,” says Clark, “that it’s not worth the effort to have a separate *Exemplary* mark if I’m not going to give it concrete grade value. Instead, if I want to acknowledge excellence without a grade consequence, I give students personalized comments where I call out the specific reasons that their work is excellent. I sometimes do this in person, one-on-one before or after class, or in an office hour.”

- *Encouraging competition versus competence* – An additional problem with *Exemplary* grades is that they can be seen as norm-referenced – comparing students to one another rather than to a clearly described standard of excellence. “While I’m grading,” says Clark, “it is quite easy for me to think, ‘Oh, this is the clearest proof that I’ve seen this far,’ or ‘Wow, nobody else thought of this clever approach!’, at which point I’m tempted to assign them (and only them) *Exemplary*.” This introduces competition into classes, with students vying with each other for a limited number of high grades.

Clark doesn’t want that dynamic, but he knows that to avoid it, there has to be a clear definition of what outstanding work contains, not just *It’s better than other work* or *I know it*

when I see it. He's had difficulty going beyond mechanical criteria – excellent notation, correct spelling, grammar, and punctuation – and describing the ineffable qualities of really good work.

The bottom line: Clark is rethinking having a top level in his grading scheme. “My advice to new alternative graders,” he says, “is to avoid *Exemplary* entirely. It is much more valuable to focus on what a student can do if their work isn't yet *Successful*, such as by distinguishing between work that can be fixed up (*Revisable*) and work that needs to be reattempted from scratch (*New Attempt Needed*).” That requires making the *Successful* level a high bar. “*Successful* work on its own should be something to be proud of,” says Clark. “Feedback loops and reassessments can help raise student work up to this high standard.”

[“The Enigma of ‘Exemplary’”](#) by David Clark in *Grading for Growth*, April 21, 2025

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## 5. Systematically Debriefing a Project Before Moving on to the Next One

In this *SmartBrief* article, Amber Johnson has found in her consulting work that teams often finish a big project and forge ahead without pausing, debriefing, and (if appropriate) celebrating. Johnson suggests having a focused debrief meeting in which five questions are addressed:

- *What was the best part of this experience?* Each team member describes the most rewarding, successful, or engaging part of the project. Even if it wasn't particularly successful, telling individual stories helps celebrate successes and share moments of learning.

- *What factors contributed to success?* Using project data and responses to the first question, team members make a list of what produced positive outcomes and how those can be incorporated in future work.

- *Imagine we did this again in the future. What would we keep the same, and what would we change?* This is different from a post mortem, focusing instead on an imagined redo, an exploration of alternative pathways. “By focusing on what we'd do in the future,” says Johnson, “we address the problems without finger-pointing and invite fresh thinking.”

- *Based on our plans for the future, what are the three most important areas for us to focus on to continue improving?* Pushing for a short list helps establish the biggest priorities.

- *Looking beyond this event, what have we learned that will help us in other projects?* “One way to evaluate how your team is doing overall,” says Johnson, “is to ask, *Are we getting better over time?* For that to happen, you must learn continuously, finding the transferable concepts from one project to the next.”

Johnson says that in most teams, talking through these questions can be done in under an hour. Her process suggestions:

- Plan the debrief well in advance.
- Assign someone to take notes during the session.
- Take time to identify the most important decisions.

- End the meeting by transforming talk into action: what ideas are we moving forward on and who is responsible for next steps?
- Make celebration and debriefing part of your group norms.

[“5 Questions for Debriefing a Big Project or Event”](#) by Amber Johnson in *SmartBrief*, April 24, 2025

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## **6. Social Analysis and Action at the High School and Elementary Level**

(Originally titled “Don’t Teach Your Students to Be Passive Observers of Social Injustice”)

In *Educational Leadership*, Aaliyah El-Amin (Harvard University), Scott Seider (Boston College), and Julia Bott (Boston Public Schools) describe two examples of teaching social analysis skills and applying them in real-world situations while honing standards-aligned learning:

- 11<sup>th</sup>-grade civics classes identified a school policy students believed was unfair: smartphone and headphone use prohibited during the school day. Students researched the issue and made a presentation to the faculty arguing that cellphones and headphones *could* enhance learning and proposed a “media pass” for designated times – revocable if it was abused.

In the meeting, students fielded a number of challenging questions: *Was their research selective? Would kids be able to do their work while engaging with social media and music? Was there a difference between listening to music with lyrics versus instrumental?* Students responded thoughtfully, and the faculty voted to try the proposed change for the remainder of the school year. Students were “jubilant” that their work was taken seriously and resulted in a policy change – albeit provisional.

- Third graders reading the 1904 play *Peter Pan* (part of a district-mandated ELA unit) noticed stereotypes about Native Americans. This led to a discussion of how 20 high schools in their state still used Native American mascots for their sports teams. As the culminating writing assignment for the unit, students wrote letters to a neighboring school board urging a change in their high school’s mascot and eliminating a derogatory term for Native Americans.

“The students’ sense of agency about the possibility that they could effect change,” say El-Amin, Seider, and Bott, “only deepened a few months later when they learned that several legislators in their state’s House of Representatives had proposed a bill banning Native American mascots in public schools across the state.”

[“Don’t Teach Your Students to Be Passive Observers of Social Injustice”](#) by Aaliyah El-Amin, Scott Seider, and Julia Bott in *Educational Leadership*, May 2025 (Vol. 82, #8, online only); their new book is *Educating for Justice* (ASCD 2025); the authors can be reached at [aaliyah\\_el\\_amin@gse.harvard.edu](mailto:aaliyah_el_amin@gse.harvard.edu), [scott.seider@bc.edu](mailto:scott.seider@bc.edu), and [juliaabott@gmail.com](mailto:juliaabott@gmail.com).

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## 7. Looking Back at High School, What Stands Out?

In this *YouGov* article, Taylor Orth reports the results of a March 2025 poll of a representative sample of U.S. adults on their high-school experience. Describing their teenage selves as shy, independent, creative, and awkward, 18 percent of respondents said they loved high school, 31 percent liked it, 28 percent were neutral, 12 percent disliked it, and 8 percent hated it. From a list of 50 experiences, here are some highlights (click the article link for the breakdown by gender and age cohort):

- Romance:
  - Had a crush on someone – 87 percent
  - Kissed someone – 68 percent
  - Went on a date – 65 percent
  - Had a boyfriend or girlfriend – 64 percent
  - Had sex – 36 percent
- Friendship:
  - Had a group of friends – 83 percent
  - Formed a friendship that’s still active – 62 percent
  - Became close to a teacher and are still in touch – 22 percent
- Academic life:
  - Took a class they loved – 79 percent
  - Took a class they hated – 79 percent
  - Took the SAT or ACT – 66 percent
  - Applied to college – 54 percent
  - Made the honor roll – 47 percent
  - Took an AP or honors class – 40 percent
- Extracurriculars:
  - Attended a school football game – 68 percent
  - Played on a sports team – 39 percent
  - Went to at least one school dance – 63 percent
  - Went to at least one house party – 53 percent
  - Hung out at the mall – 49 percent
  - Had a part-time or full-time job – 62 percent
  - Participated in a school club – 51 percent
  - Volunteered – 48 percent
  - Were in the school band or choir – 31 percent
  - Were in a school play – 30 percent
  - Participated in student government – 16 percent
  - Engaged in political activism – 11 percent
- Rules:
  - Showed up late to class – 54 percent
  - Skipped class without permission – 50 percent
  - Got in a physical fight – 51 percent of boys, 19 percent of girls

- Were sent to the principal's office – 43 percent
- Received detention – 37 percent
- Rebellion:
  - Lied to their parents – 67 percent
  - Had a curfew in high school – 55 percent
  - Were grounded at some point – 52 percent
  - Drank alcohol – 49 percent
  - Smoked cigarettes – 37 percent
  - Snuck out of the house at night – 31 percent
  - Used marijuana – 28 percent
- Other:
  - Got a driver's license – 64 percent
  - Experienced anxiety or depression – 53 percent
  - Got bullied by someone – 47 percent
  - Had braces – 19 percent

[“Crushes, Cliques, and Classes: What Most Americans Remember About High School”](#) by Taylor Orth in *YouGov*, April 15, 2025

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## 8. Recommended Children's Books for AANHPI Heritage Month

May is Asian American, Native Hawaiian, and Pacific Islander Heritage Month, and *School Library Journal* recommends nonfiction books featuring politicians, restaurateurs, Nobel Peace Prize recipients, and more (click the link below for cover images and brief summaries):

- *Growing Up Under a Red Flag: A Memoir of Surviving the Chinese Cultural Revolution* by Ying Chang Compestine, illustrated by Xinmei Liu, grade 3-6
- *Patsy Mink* by Tae Keller and Chelsea Clinton, illustrated by Alexandra Boiger and Gillian Flint, grade 1-4
- *A Banquet for Cecelia: Cecilia Chiang Revolutionized Chinese Food in America* by Julie Leung, illustrated by Melissa Iwai, grade 1-5
- *Pedro's Yo-Yos: How a Filipino Immigrant Came to America and Changed the World of Toys* by Rob Peñas, illustrated by Carl Angel, grade 1-4
- *The Lion Queen: Rasila Vadher, the First Woman Guardian of the Last Asiatic Lions* by Rina Singh, illustrated by Tara Anand, K-grade 2
- *A Life of Service: The Story of Senator Tammy Duckworth* by Christina Soontornvat, illustrated by Dow Phumiruk, K-grade 3
- *My Lost Freedom: A Japanese American World War II Story* by George Takei, illustrated by Michelle Lee, grade 1-4
- *Seeker of Truth: Kailash Satyarthi's Fight to End Child Labor* by Srividhya Venkat, illustrated by Danica da Silva, grade 2-5
- *Up, Up, Ever Up! Junko Tabei: A Life in The Mountains* by Anita Yasuda, illustrated

by Yuko Shimizu, grade 2-5

[“Trailblazers: Inspiring AANHPI Lives”](#) by SLJ Reviews in *School Library Journal*, May 2025 (Vol. 71, #5, pp. 10-11)

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## 9. Online Music Resources

In a sidebar of this *Knowledge Quest* article, Lucy Santos Green (University of Iowa) lists resources for bringing music into school libraries and classrooms:

- Beth’s Notes <http://www.bethsnotesplus.com> – high-quality songs and classroom resources organized by theme, categories, and subject areas
- Smithsonian Folkways Children’s Music <https://folkways.si.edu/folkways-childrens-collection/music/album/smithsonian> - searchable by genre, geography, artist, label
- The American Folksong Collection <https://www.kodalycollection.org> – searchable by origin, region, state, subject, song type, grade level, tonal center, and games

“Music + Literacy in Your Elementary School Library” by Lucy Santos Green in *Knowledge Quest*, March/April 2025 (Vol. 53, #4, pp. 30-34); Green is at [lucilia-green@uiowa.edu](mailto:lucilia-green@uiowa.edu).

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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 54 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 early Tuesday (there are 50 issues a year). Every week there's a podcast and HTML version. Artificial intelligence is not used.

## ***Subscriptions:***

Individual subscriptions are \$50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

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- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 20 years

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

Those read this week are underlined.

All Things PLC  
American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
AMLE Magazine  
ASCA School Counselor  
ASCD SmartBrief  
Cult of Pedagogy  
District Management Journal  
Ed Magazine  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Exceptional Children  
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  
Kappan (Phi Delta Kappan)  
Knowledge Quest  
Language Arts  
Language Magazine  
Learning for Justice (formerly Teaching Tolerance)  
Literacy Today (formerly Reading Today)  
Mathematics Teacher: Learning & Teaching PK-12  
Middle School Journal  
Peabody Journal of Education  
Principal  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
Teachers College Record  
Teaching Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
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  
Urban Education