Marshall Memo 532

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 14, 2014

In This Issue:

Quotes of the Week

"Tests are not fun – but they're necessary. Stepping on the bathroom scale can be nerve-racking, but it tells us if that exercise routine is working. Going to the dentist for a checkup every six months might be unpleasant, but it lets us know if there are cavities to address. In education, tests provide an objective measurement of how students are progressing – information that's critical to improving public schools."

Michelle Rhee in "Opting Out of Standardized Tests? Wrong Answer" in *The Washington Post*, April 4, 2014, http://wapo.st/1joUksJ, quoted in "The Opt-Out Outrage" by Chester Finn Jr. in *The Education Gadfly*, April 10, 2014 (Vol. 14, #15)

"The red pen isn't the enemy – when students understand how to deal with errors, red means go."

Hunter Maats and Katie O'Brien (see item #4)

"Most students do not write enough to learn to write well."

Carol Jago (see item #5)

"In high school and college, I imagined class participation as a chance to shine, not an opportunity to share and collaborate, to learn from and to teach my classmates, and to fail openly in the hopes of improving."

Craig Owens (see item #3)

"There's a lot of terrific teaching in New York City, and it needs to be acknowledged and praised. But there's also a fair amount of less-than-stellar teaching, and improving it really matters for the kids – and for the teachers down the hall."

Kim Marshall (see item #2)

1. Linda Darling-Hammond on a System to Nurture Effective Teaching

In this article in *American Educator*, Linda Darling-Hammond (Stanford University) takes note of the major changes occurring in the way American teachers are evaluated and expresses hope "that we not substitute new problems for familiar ones, but that we instead use this moment of transformation to get teacher evaluation right." The biggest mistake, she says, is adopting "an individualistic, competitive approach to ranking and sorting teachers that undermines the growth of learning communities." There's no evidence, she says, that firing the bottom 5-10 percent of teachers, as some advocate, will help the U.S. catch up with high-achieving countries like Finland.

What Finland does best, says Darling-Hammond, is pre-service training of teachers and supporting them on the job. She believes we should move in that direction, making teacher evaluation part of a teaching-and-learning *system* that includes training, recruitment, hiring, professional development, career development, good professional working conditions, help for struggling teachers, and, when necessary, dismissal. "Such a system should enhance teacher learning and skill," she says, "while at the same time ensuring that teachers who are retained and tenured can effectively support student learning throughout their careers… At the end of the day, collaborative learning among teachers will do more to support student achievement than dozens of the most elaborate ranking schemes ever could."

Darling-Hammond distinguishes between the importance of teach*er* quality (preparation, knowledge, skills, values, personal qualities) and teach*ing* quality – which involves school conditions that individual teachers may not control. An excellent teacher might be unsuccessful if asked to work with a flawed curriculum, substandard materials, a crumbling facility, inadequate support for struggling students, overly large classes, or if asked to work outside his or her area of expertise. Conversely, a less skilled teacher might be successful if provided with excellent professional working conditions and collegial support. In short, says Darling-Hammond, "Strong teacher quality may heighten the probability of effective teaching, but it does not guarantee it… If teaching is to be effective, the policies that construct the learning environment and the teaching context must be addressed along with the qualities of individual teachers." She identifies three critical areas:

• *Entry criteria* – The key is ensuring that beginning teachers are prepared to teach successfully from Day One. This includes effective schools of education, robust state certification requirements, perhaps a performance-based "bar exam" as suggested by the American Federation of Teachers, district entry protocols, and career ladders from novice to master teacher.

• *On-the-job evaluation* – This should synch with entry requirements and be based on multiple measures: classroom work, evidence of student learning, and the teacher's contributions to the school as a whole. Darling-Hammond warns against using standardized test scores or value-added data to evaluate individual teachers because of significant methodological problems. The goal "is not to rank teachers on a single scale," she says. "It is to support high-quality instruction for all students – instruction that is well informed by a sophisticated understanding of what students are learning and how teaching can support their progress."

• *Learning together* – "Productive professional learning and effective coaching require communal engagement in sustained work on instruction over time," says Darling-Hammond. Collaborative teacher teams can improve teaching and learning by:

- Designing and critiquing curriculum units and lessons;
- Observing and coaching one another;
- Developing and scoring common classroom-based assessments to measure progress;
- Analyzing student work and data on student progress;
- Figuring out the best strategies to boost student learning.

"Strong professional learning communities," she concludes, "require leadership that establishes a vision, creates opportunities and expectations for joint work, and finds the resources needed to support the work, including expertise and time to meet."

"One Piece of the Whole: Teacher Evaluation as Part of a Comprehensive System for Teaching and Learning" by Linda Darling-Hammond in *American Educator*, Spring 2014 (Vol. 38, #1, p. 4-13, 44), http://www.aft.org/pdfs/americaneducator/spring2014/Darling-Hammond.pdf;

Back to page one

2. A Better Way to Use Teacher-Evaluation Rubrics?

In this article in *Chalkbeat New York*, Kim Marshall (who has coached principals in the Big Apple for the last 12 years), observes that the city recently made some significant changes in the way teachers are evaluated:

- It adopted the Danielson rubric, providing a common language about good and not-so-good teaching.
- It shifted to a 4-point evaluation scale from the previous 2-point Satisfactory/ Unsatisfactory scale.
- It is asking supervisors to visit classrooms more frequently, often unannounced.

These have great potential, says Marshall, but he's concerned with the specific ways the rubric is being used. Danielson originally designed her framework as a coaching tool and advocates a supportive, developmental approach to working with teachers. But as her rubric and others have morphed into evaluative tools, policymakers and union officials have had to make a number of decisions. New York City decided to use the rubric to rate teachers after each classroom visit, which Marshall believes undermines the goal of improving teaching and learning in eight ways:

• Thinking in terms of rubric scoring during a classroom visit "distracts supervisors from being thoughtful, perceptive observers of instruction," he says. "In my years as a principal and a coach, I've made thousands of brief and full-length classroom visits and found that the only way to assess what's going on is to keep my head up, listen carefully to teacher/student interactions, scan what's on the walls, look over students' shoulders to assess the instructional task, and quietly ask one or two students, 'What are you working on?' Trying to do all this *and* think about a detailed rubric is asking way too much of supervisors and inevitably degrades the quality of teacher feedback."

• Teachers getting rubric scores after an observation creates a top-down, evaluative, bureaucratic tone. "Even if teachers self-assess and 'co-construct' their ratings with the principal, as Danielson recommends, the interaction is skewed toward judgment and away from coaching," says Marshall.

• If teachers get rubric scores and evidence on numerous Danielson areas, it can be overwhelming – especially if the feedback is critical. "A well-established principle of athletic coaching is to focus on one or two points at a time," says Marshall, "and that applies to classroom coaching as well."

• Many New York City principals have been led to believe they can't use information teachers give them about what happened before or after classroom visits. "This legalistic mindset (*You can't evaluate what you didn't witness*) introduces an element of distrust and undermines the quality of post-observation conversations," says Marshall, "especially after short, unannounced visits."

• New York City isn't requiring face-to-face conversations after short observations, which means that busy supervisors and teachers often dispense with them. This is a shame, says Marshall, since in-person debriefs have tremendous potential for improving instruction and informing supervisors about what's going on in classrooms.

• Supervisors are being asked to enter lots of "evidence" on each observation in the city's Advance data system. The paperwork can take more than an hour per visit and keeps administrators from being in classrooms more frequently.

• New York City doesn't require enough classroom visits. In Marshall's opinion, at least ten visits per teacher per year are the minimum needed to get a good sense of teachers' typical performance.

• Finally, rubrics are simply not designed to be used visit by visit, says Marshall, "and there's no research that using them in this manner is effective. A good rubric provides a comprehensive description of a teacher's overall performance – a way of summing up information from classroom visits, team and faculty meetings, student, parents – and the teacher's own self-assessment – in a detailed end-of-year evaluation."

What's the alternative? Marshall suggests that rubrics are most effective at three strategic points in the year:

- In September, teachers self-assess on the full rubric and agree with their supervisor on 2-3 improvement goals;
- In mid-January, teachers update their self-assessment and discuss any differences with

the supervisor's current rubric ratings;

- In June, teachers and supervisors repeat the January process, only this time the evaluation counts.

The rest of the year, supervisors make frequent classroom visits, each followed by a brief face-to-face conversation focused on one or two coaching points. Supervisors follow up promptly with a brief written summary (perhaps limited to 1,000 characters, an idea embedded in the T-EVAL software package), and the teacher can respond if necessary. The only exception is with clearly unsatisfactory performance, which is followed immediately by rubric scores, an improvement plan, and intensive support – and, if performance doesn't improve in a reasonable period of time, dismissal.

Marshall suggests that New York City schools be allowed to hold School-Based Option votes to experiment with this approach during the 2014-15 school year. "A faculty vote would be a clear statement that teachers trust their principal to be in their classrooms more frequently, give feedback in a different mode, listen to their input, and evaluate them fairly in June," he says. "There's a lot of terrific teaching in New York City, and it needs to be acknowledged and praised. But there's also a fair amount of less-than-stellar teaching, and improving it really matters for the kids – and for the teachers down the hall. I believe the approach described here would relieve supervisors of unproductive paperwork, get them into classrooms much more frequently, stimulate frequent, authentic conversations about instruction, and bring about major improvements in teaching and learning."

"How the Danielson Rubric Could Be More Effective for New York City Teachers and Principals" by Kim Marshall in *Chalkbeat New York*, April 11, 2014, http://bit.ly/1nmuTco

Back to page one

3. What a Basketball Coach Taught a College Professor About Teaching

In this *Chronicle of Higher Education* article, Craig Owens (Drake University) says he wasn't into team sports growing up and didn't worry very much about this gap in his skill set. But then two of his students invited him to be an "honorary coach" at one of their women's varsity basketball games. "Luckily for the team and the fans, no actual coaching was involved," says Owens, but what he saw as the coach prepared his team for the game opened his eyes. "I witnessed questions and answers, discussion and debate, part Socratic dialogue, part collaborative problem solving," he says. "The players identified tactics their opponents would probably rely on, linking their predictions to precise moments of video they had examined. They discussed scenarios they might encounter, asked questions, and offered one another advice on how to capitalize on their own strengths and the visitors' weaknesses. They were engaged in what we professors might call problem-based learning, working together to solve a problem to which they were deeply committed: How do we win this game?"

Owens compared this dynamic to his own English classes, where students almost always direct their comments to him, "relying on me to validate, synthesize, and articulate them in tidy explanations to be transcribed into their notebooks and reproduced on exams and

essays. I have often felt myself to be the center of their attention, sensing that it's my job to demonstrate knowing and thinking, and to dispense wisdom while they observe and record. In doing so, I offer my students the impression that the best understanding is one that reflects what others, wiser and more experienced, already know… They aren't investigating open, urgent questions essential to their understanding of our material."

Owens traces this familiar dynamic back to his own days as a student, when participation in class was "a chance to shine, not an opportunity to share and collaborate, to learn from and to teach my classmates, and to fail openly in the hopes of improving… How much better at this work might I be now if, at some point in my young life, I had been urged to think of my successes as the fruits of a culture in which others must also succeed?"

He was so struck by what he saw that he started a "Coaching in the Classroom" program and persuaded professors of chemistry, biology, anthropology, statistics, education, advertising, and theater to observe and talk with coaches of basketball, football, soccer, and golf to see what could cross over into academic classes and labs. One insight from a football coach was that at the beginning of every season, players are taught "the system," which involves coaching and guiding one another and exercising individual and collective leadership. This, says Owens, "named the very thing I had often neglected to do in my classes. What, I asked myself, is the system of reading and interpretation according to which I expect my students to engage with Shakespeare's work? What are the moves, the routines, the preliminary habits of mind and practices necessary for making some sense of 400-year-old texts?"

As soon as he explained "the system" in his Shakespeare class, students "started responding directly to one another, asking questions and following lines of thought suggested by their classmates' insights. They sensed that they had found a way into the text that gave them something to hold onto, some agency over the task at hand, and they took part enthusiastically and with genuine intellectual curiosity."

"Bringing the Locker Room Into the Classroom" by Craig Owens in *The Chronicle of Higher Education,* April 1, 2014 (Vol. LV, #30, p. A64), http://bit.ly/1kXFHfq; Owens can be reached at craig.owens@drake.edu.

Back to page one

4. Failure As Feedback

In this article in *Edutopia*, tutors/consultants/authors Hunter Maats and Katie O'Brien describe the familiar scenario of students getting a test back from their teacher, glancing at the not-so-good grade, wadding the paper up, and stuffing it in their backpacks, never to be seen again. These students are responding emotionally to their perceived failures – mistakes make them feel stupid, incompetent, ashamed. "If we say something embarrassing, we hide our face," say Maats and O'Brien. "If we get a bad grade, we hide the test away… By the time students walk into your classroom, they've likely already internalized their mistakes as evidence that they're just not smart. Getting a bad grade feels like a personal attack."

This is a highly unproductive approach, say the authors. One of the keys to success is learning from mistakes and engaging in "deliberate practice" to overcome them. Musicians

don't play a new piece from start to finish fudging the tricky parts. They stop when they make a mistake, figure it out, and practice until it can be played smoothly – and academic learning works the same way. "Mistakes are the most important thing that happens in any classroom," say Maats and O'Brien, "because they tell you where to focus that deliberate practice… Changing your students' perspective on mistakes is the greatest gift you can give yourself as a teacher." Here are their specific suggestions:

- Explicitly teach students that their mistakes are helpful guides to doing better. "The red pen isn't the enemy – when students understand how to deal with errors, red means go."
- Get students to look over their work and focus on the specific concept or skill they got wrong – for example, they missed the question on *mitosis*;
- Take the most common mistakes made on a test or quiz and review them as a class. "The more open everyone is about the mistakes they've made and how they happened, the less significance any student will place on future errors," say Maats and O'Brien.
- Have students determine what caused each error; "Mistakes happen for concrete reasons," say the authors. "A student didn't memorize all the requisite facts, didn't execute the steps of a process, or perhaps just ignored the directions."
- Convey a matter-of-fact attitude toward mistakes: "The red 'X' is just a simple assessment of the actions the student took – actions he or she can easily fix next time."

"Sharing that clarity and causality with your students," conclude Maats and O'Brien, "is the best way to teach deliberate practice, instill motivation and help them develop a more constructive relationship with mistakes."

"Teaching Students to Embrace Mistakes" by Hunter Maats and Katie O'Brien in *Edutopia*, March 20, 2014, http://bit.ly/1nJGmGN; for a similar piece on effective practice, see Memo 518 for the summary of *The Talent Code* by Daniel Coyle.

Back to page one

5. How to Get Students Writing Well

(Originally titled "Writing Is Taught, Not Caught")

In this *Educational Leadership* article, Carol Jago (UCLA) remembers as a young English teacher believing in the field-of-dreams approach to writing instruction: *Build it, and they will come*. "Many years and many red pens later," she says, "I know better. If we expect students to learn to write, we need to teach them how." Some pointers:

• *Provide a substantive stimulus*. Jago believes in using novels, poetry, nonfiction, artwork, photographs, and data displays to inspire writing. Here's how she tackled her "Working" unit:

- Students wrote for a few minutes about how work affects their lives and the lives of those around them.
- Students turned and talked with a partner about what they wrote.
- They looked at Vincent van Gogh's painting, *The Potato Eaters*, for two solid minutes and then talked in groups about how work affected the people in the scene.

- She read Seamus Heaney's poem "Digging" aloud and had students read it silently, choose lines that were particularly striking, and do a quick-write about them.
- The class discussed the poem's comparison of Heaney's work as a poet and his father's and grandfather's work.
- Students heard Heaney reading the poem: www.poetryfoundation.org/poem/177017.
- Students then read Mike Rose's 2009 article, "Blue Collar Brilliance: Questioning Assumptions About Intelligence, Work, and Social Class" and analyzed how Rose shapes his argument.

"Only after all this reading, thinking, and talking do students begin crafting their own compositions on work," says Jago. Here's her prompt: *Summarize the key ideas about work found in the readings and analyze and evaluate those claims, explaining why you agree or disagree with them. Use the readings, class discussion, or your own work experiences and/or research to support your analysis.*

• *Have students write frequently*. "Most students do not write enough to learn to write well," says Jago – most students don't do more than two pages of writing a day in all their classes, and most of this is writing to show what they know rather than writing to learn. (She doesn't consider tweeting, texting, and Facebook the kind of practice students need to build college-ready skills.) "The only way for a school to ensure that students have enough varied opportunities to write is to make writing an expectation in every class across the curriculum," she says – in social studies, science, art, etc.

• *Give students meaningful feedback*. The elephant in the room, of course, is the burden of grading all that writing – but the burden is often self-inflicted. "Too many writing teachers currently confuse their role with that of a copy editor," says Jago, "correcting every error, turning passive voice to active, and revising long passages of garbled prose… Instead, it's more helpful to focus on a single aspect of the student paper that needs improvement." Teachers also need to wade in and transform sloppy thinking into clear thinking.

• *Teach the features of good writing*. We need to help students become critical readers of their own writing, she says – which means being self-critical and knowing what good writing looks like: not some cookbook formula, but *organized, well-developed, audience-aware, and free of mechanical and grammatical errors*.

"Writing Is Taught, Not Caught" by Carol Jago in *Educational Leadership*, April 2014 (Vol. 71, #7, p. 16-21), http://bit.ly/1iOOLRm; Jago can be reached at jago@gseis.ucla.edu.

Back to page one

6. Making Parents Partners in Developing Their Children's Writing

(Originally titled "Parents as Writing Partners")

In this *Educational Leadership* article, Mary Ehrenworth (Columbia University Teachers College) says parents want to help their children become good writers, but many overdo it, flounder around, or do nothing. She believes schools can help in three ways:

• *Communicate the school's vision*. Here is Ehrenworth's model of what a principal might communicate to parents:

We believe that your children can learn to write well – that writing is a craft. To get better at writing, it's important that they write a lot. The more children write, the more fluent they are. So one thing you can do is be their cheerleader, helping them develop the stamina it takes to become a fast and fluent writer.

We will teach your children to be writers of narratives, arguments, informational texts, and poetry. We believe in narrative because for your children's whole lives it will matter that they can tell their own stories well. Every job interview, every scholarship application, every college essay will be an opportunity for your children to tell their own stories with grace and power. We believe in argument because we want your children to be able to advocate for themselves and others, to defend positions with logic and evidence; to become ever more persuasive, compelling, and ethical. We believe in informational writing because your children will learn a lot that they can teach others, now and in the future. We believe there is poetry singing in your children's souls, and you want to hear it.

We believe that writers of all ages benefit from having a writing partner who will help them rehearse their writing and give them knowledgeable feedback along the way. Therefore, you can make an immense difference by being a "first reader" for your child.

Of course it's important that this vision meshes with the reality in classrooms.

• *Find out what's happening already and what's needed*. Survey students and parents on what "homework help" looks like now. Ask teachers what kind of parent support would be most helpful to them. Ask students what would add value at home – many students will say they need someone to turn off the television, pull them away from distractions, and help them manage their jam-packed lives.

• *Give parents a toolkit of high-leverage strategies*. These can be shared in workshops in which parents can practice ways to help their children with writing. Getting parents to attend requires some serious strategizing with parent leaders on the timing, the food, and the title (for example, *Help Your Children as Writers Now and They're More Likely to Get into a Top-Notch College Later*). For the workshops, here are Ehrenworth's suggested tips for parents:

- *Help writers rehearse their structure*. Kids typically have the most trouble planning their writing up front and getting started. Some good prompts: How will your story (or essay or article) start? What will come next? How will it end? What will be the most important moment in the piece? What will be the tricky part – where might it get confusing? Let me know when you're at that part, and we can talk some more.
- *Help writers elaborate*. Having rehearsed a piece of writing with their child, parents are in a better position to provide support as it's written. Kids say more than they write, and Ehrenworth urges parents to remember what their child was planning and prompt effectively: "You need to be able to compare your child's plan for the writing with what he or she actually writes," she says. "You need to ask yourself: What parts did my child mention earlier that aren't in here yet?"

- *Work with checklists and exemplars*. "Often, kids and parents are working in a kind of void," says Ehrenworth, "without any clear notion of how to raise the level of writing." Teachers need to give parents examples of writing just above the child's current level to help them see where they're going. A list of the qualities of first-rate writing is also helpful.
- *Get students working with study partners*. Actual writing usually requires solitude, but once there's a draft, students should be encouraged to work with peers. "Kids have no trouble giving one another advice in their personal lives," says Ehrenworth. "But they are often oddly reluctant to engage one another about their academic goals." A teacher or parent might ask: "Did you try out your story on Amber?" "You might have Henry look over your essay with an eye to…" And parents can help by organizing times when friends write and discuss their writing together.

"Parents as Writing Partners" by Mary Ehrenworth in *Educational Leadership*, April 2014 (Vol. 71, #7, p. 22-27), http://bit.ly/1iOOLRm; Ehrenworth can be reached at mary@readingandwritingproject.com.

Back to page one

7. The Lifelong Learning Inventory

In this *Faculty Focus* article, Maryellen Weimer (Penn State University) touts the Lifelong Learning Inventory, which was developed by a research group at the University of Bristol in the UK. Here are the dimensions:

- *Growth orientation* – The growth mindset (*Through effort, my mind can get bigger and stronger, just as my body can*) – versus the fixed mindset.
- *Creative curiosity* – Wanting to find things out, get at the truth, challenge assumptions, take ownership for learning – versus passive learners who believe what they're told.
- *Meaning-making* – Wanting to see how things fit together, watching for links with what they already know, seeing new knowledge in a larger picture – versus those who approach learning piecemeal, accumulate data, don't make sense of it.
- *Dependence and fragility* – Easily discouraged, go to pieces when they get stuck, are risk-averse, depend on others and external structures for self-esteem – versus those who aren't frightened by difficulty, are not afraid to make mistakes.
- *Creativity* – Seeing things from different perspectives, playful with ideas, imaginative, ideas bubble up – versus preferring things to be clear cut, tried-and-true, knowing how to proceed, fine with routines, don't like ambiguity.
- *Relationship/interdependence* – Good at managing the balance between being sociable and private, learning from others but also alone – versus learners who are dependent on others or too isolated from them.
- *Strategic awareness* – Good at reflection and self-evaluation, mindful of how they learn, can assess tasks, determine how much time and what resources will be needed, like to plan and organize their own learning – versus those who lack self-awareness, often confusing it with self-consciousness.

"Taking a Look at the Effective Lifelong Learning Inventory" by Maryellen Weimer in *Faculty Focus*, April 2, 2014, http://bit.ly/1ijAMXd

Back to page one

8. Moral and Ethical Expectations

(Originally titled "Ten Questions About Honesty and Integrity")

In this *Education Update* sidebar, high-school teacher Hal Urban suggests asking students what level of honesty and integrity they would want in the following situations:

- A salesperson selling them a car or household product;
- Employees submitting expense accounts;
- A cab driver taking them to an unfamiliar destination;
- A stranger who found their wallet;
- A financial advisor handling their money;
- Their spouse or partner in a serious relationship;
- Officials in an athletic competition;
- Their boss evaluating their work;
- An online company handling their credit card information;
- A musician's fans accessing the music.

"Ten Questions About Honesty and Integrity" by Hal Urban in *Education Update*, April 2014 (Vol. 56, #4, p. 4), www.ascd.org

Back to page one

9. Short Item:

PD on Evernote and Dropbox – In this Bulletin Board item in *Principal Leadership*, Missouri assistant principal Shannon Holden recommends getting students into Evernote or Dropbox to organize all their material, and mentions a free in-depth PD on both systems, available through edWeb.net's *TechTools for the Classroom*: www.edweb.net/techtools.

"Getting Students Organized with Evernote and Dropbox" by Shannon Holden in *Principal Leadership*, April 2014 (Vol. 14, #8), www.nassp.org

Back to page one

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
Harvard Education Letter
Harvard Educational Review
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