Marshall Memo 524

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 17, 2014

In This Issue:

Quotes of the Week

"If you have weak people who must ask your advice all the time, you feel important. But there is a difference between being truly important and just not letting anyone around you do anything without you."

An executive on 24-hour availability (see item #1)

"[T]here are far too many students who are in leveled texts all the way through school, until they drop out."

Douglas Fisher and Nancy Frey (see item #6)

"Compliant pretenders"

John Dewey's phrase for students who have perfected a way of looking like they're engaged in the classroom, but their hearts and minds are really somewhere else; quoted in "Curious Homework: An Inquiry Project for Students and Parents" by Suzie Boss, http://www.edutopia.org/blog/curious-homework-inquiry-project-students-parents-suzie-boss

"The fundamental hypothesis is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* or *for* them."

Laura Mirsky and Steve Korr in "Restoring Community and Trust" in *Principal Leadership*, February 2014 (Vol. 14, #6, p. 32), www.nassp.org

"School means absolutely everything to me. Everything about why I'm still strong is school. Because school is all I have. I have no family, I have nothing besides school. So I feel as if school will get me to that. I get an education, I'll go to college, graduate, meet somebody, start a family, or do what I have to do. So school, to me is everything. Absolutely everything."

Finda, a homeless student, quoted in "Striving for Stability" by Barbara Duffield, Kristin Kelly, and Libby Nealis in *Principal Leadership*, February 2014 (Vol. 14, #6, p. 12), www.nassp.org

1. Insights on Work/Life Balance

In this thoughtful *Harvard Business Review* article, Boris Groysberg and Robin Abrahams (Harvard Business School) offer advice to maxed-out, stressed-out leaders who have concluded that work/life balance is an unattainable goal. The authors and their collaborators spent five years interviewing 4,000 executives around the world and report that "prospering in the senior ranks is a matter of carefully combining work and home so as not to lose themselves, their loved ones, or their foothold on success." The key is making deliberate choices about what to pursue and what to say no to at work, at home, and in the community. "Deliberate choices don't guarantee complete control," say Groysberg and Abrahams. "Life sometimes takes over, whether it's a parent's dementia or a teenager's car accident. But many of the executives we've studied – men and women alike – have sustained their momentum during such challenges while staying connected to their families." Here are the key factors:

• *Defining success* – At work, it might be financial success; individual achievement; making a difference; winning respect from others; working with a good team in a good environment; ongoing learning and development. At home, it might be relationships with loved ones; a life of meaning without regrets; understanding what's going on in the lives of family members; having dinner at home four nights a week; never missing a Little League game; having emotional energy at work and at home. Groysberg and Abrahams found marked gender differences, with women feeling the cultural expectations of parenting and men being more comfortable rationalizing absences by being good providers and opening opportunities to their children. One woman had a clear template for success: "Define your house right – have a table in the kitchen where your kids can do homework while your husband cooks and you drink a glass of red wine."

• *Managing technology* – Figuring out how to handle the deluge of e-mails, text messages, voice mails, tweets, and other communications is the key to sanity and productivity. The key, say the authors, is to "make yourself available but not *too* available to your team; be honest with yourself about how much you can multitask; build relationships and trust through face time; and keep your in-box under control."

Successful executives spoke of the importance of undivided attention and not trying to be in two places at the same time. "When I'm at home, I'm really at home," said one. "I want to give my kids 100% of my attention. But this also works the other way around, because when I'm at work I really want to focus on work. I believe that mixing these spheres too much leads to confusion and mistakes." There's also a trend in the business world toward in-person

communication. The key is careful, thoughtful listening, and that happens best in face-to-face conversations.

Groysberg and Abrahams point to research on the professional benefits of stepping away from the frenetic pace of work. Over the years, a number of important discoveries have popped into scientists' heads while they were doing mundane tasks (or asleep). Being available 24 hours a day can also enable subordinates. "If you have weak people who must ask your advice all the time, you feel important," said one executive. "But there is a difference between being truly important and just not letting anyone around you do anything without you."

• *Building support networks* – Having helpers who can handle tasks like shopping, transporting children, and monitoring aging parents is vital, say Groysberg and Abrahams; they make it possible for leaders to spend quality time on the most important human interactions. "Emotional support is equally essential," they say. "Like anyone else, executives occasionally need to vent when they're dealing with something crazy or irritating at work, and friends and family are a safer audience than colleagues… Support at work matters too. Trusted colleagues serve as valuable sounding boards." Sympathetic colleagues are also vital when the unexpected happens – a heart attack, a child's illness, parents in need of care.

• *Traveling or relocating selectively* – Some of the leaders in this study tried to do their most extensive travel and job moves while they were young and unattached. Among married executives, travel and relocation often posed difficult challenges – a number had turned down assignments that involved relocating, and this was more often true of women than men, especially when their children were in their teens. The researchers were discouraged to find that "executives of both sexes consider the tension between work and family to be primarily a women's problem."

• *Collaborating with one's partner* – Many of the leaders Groysberg and Abrahams interviewed said how much they valued "their partners' emotional intelligence, task focus, big-picture thinking, detail orientation – in short, whatever cognitive or behavioral skills balanced out their own tendencies… Partners can help them keep their eyes on what matters, budget their time and energy, live healthfully, and make deliberate choices – sometimes tough choices – about work, travel, household management, and community involvement." Among executives with the best work/life balance, emotional support and encouragement built on a shared vision of success between partners.

"In pursuit of rich professional and personal lives," the authors conclude, "men and women will surely continue to face tough decisions about where to concentrate their efforts." They offer three concluding thoughts:

- Life happens. A well-planned career path can be upended by an unexpected crisis.
- There are multiple routes to success. Some leaders stay in the same workplace for decades while others have a series of different jobs. Some have stay-at-home partners while other couples juggle two full-time jobs.
- No one can do it alone. "A support network is crucial both at and outside work," say Groysberg and Abrahams, "and members of that network must get their needs met too."

"Manage Your Work, Manage Your Life: Zero in on What Really Matters" by Boris Groysberg and Robin Abrahams in *Harvard Business Review*, March 2014 (Vol. 92, #3, p. 58-66), no e-link available

Back to page one

2. To Trust or Not to Trust, That Is the Question

In this unsettling *Harvard Business Review* article, David DeSteno (Northeastern University) says research shows that when deciding whether to trust another person, there is only a bit more than a 50/50 chance of being right. That's because people tend to "place too much emphasis on reputation and perceived confidence," he says, "ignoring the fact that human behavior is always sensitive to context…" DeSteno advises that before we put faith in others, we should consider four principles:

• *Integrity can vary*. "Contrary to common belief, integrity isn't a stable trait," he says. "Someone who has been fair and honest in the past won't necessarily be fair and honest in the future. To understand why, we need to abandon the notion that people wrestle with 'good' and 'evil' impulses." Rather, people assess their short-term and long-term gains and decide what will further their interests. One study showed that 90 percent of people (most of whom thought of themselves as morally upstanding) will act dishonestly if they believe they won't get caught and there won't be any long-term consequences.

• *Power does corrupt*. Studies show that "increasing status and power go hand in hand with decreasing honesty and reliability," says DeSteno. "A person's honesty depends on his or her relative feelings of power – or vulnerability…" (It's not about financial status.) A person in a higher-status position worries less about the long-term consequences of being untrustworthy and is driven to satisfy short-term needs and desires.

• *Confidence often masks incompetence*. There's a natural tendency to trust those who act self-confidently, says DeSteno, but sometimes they can't deliver. That's why it's important to find out about the person's actual track record of performance.

• *It's okay to trust your gut*. "Researchers in the academic, business, and military communities have spent years trying to uncover a few simple methods for detecting untrustworthiness but, despite their best efforts, continue to come up short," says DeSteno. However, it turns out that we are quite good at instinctively reading subtle cues and forming a gut sense of whether a person can be trusted. One study found that four cues *occurring in the same interaction* signal dishonesty: leaning away from the other person, touching one's hands together, touching one's face, and crossing one's arms. The person reading these signals has no conscious awareness of their sense of the person's dishonesty, but built-in trust-detectors were working on a subconscious level. "I suggest allowing your mind to arrive undisturbed at a judgment," says DeSteno; don't overthink it by focusing on the person's reputation or a single nonverbal cue. "Of course, you shouldn't blindly trust your intuition," he continues. Body language can tell us about a person's *current* intentions, but circumstances in the future may change their trustworthiness one way or the other.

DeSteno closes with three suggestions on how to influence a person we're dealing with to be more trustworthy:

- Give the person a reason to feel grateful to you.
- Emphasize common ground, which helps the other person see you as someone with whom it's possible to build a lasting and beneficial relationship.
- Don't threaten or punish; sanctions may work in the moment but they undermine the other person's motivation to be honest and make the person less likely to take risks to support you.

"Who Can You Trust?" by David DeSteno in *Harvard Business Review*, March 2014 (Vol. 92, #3, p. 112-115), no e-link available

Back to page one

3. Why the Public and Politicians Misunderstand Teachers' Impact

In this incisive *Teachers College Record* article, David Berliner (Arizona State University) addresses the widespread public confusion between a teacher's effect on individual students and the same teacher's effect on an entire class. The conventional wisdom is that a good teacher is a good teacher, and good teachers will have a positive impact on students regardless of the context (and bad teachers will always have a negative impact). This seems obvious because so many of us can remember individual teachers who have changed our lives for better or worse. "No one I know wants to deny a teacher's power to affect the achievement, motivation, or life course of an individual student," says Berliner.

What's difficult for lay people and many politicians to grasp is that the impact of teachers on a classroom of students "may not be nearly so direct and as powerful as we think," says Berliner. People tend to make the fundamental attribution error, confusing "the powerful individual effects teachers may have, with overall teacher effects on the achievement of groups of students they teach… This unfounded belief that we have superb and bad teachers, without respect to the kinds of schools they teach in and the kinds of students they teach, is an accepted part of life in contemporary America… America loves individuals as heroes. No complexities, no interactions. Only one good teacher is needed to fix everything…" A prime example was Jaime Escalante's heroic work teaching AP calculus in a Los Angeles high school, dramatized in the film *Stand and Deliver*.

Why is there a difference between the individual and group impact of teachers? Because the students being taught, the working conditions in a school, and variables in the community have a tremendous impact on what a teacher accomplishes with each year's students. Berliner likes to ask elementary teachers this question: which class would show the biggest achievement gains?

- A class with 18 girls and 12 boys
- A class with 12 girls and 18 boys

Teachers always respond that the girl-heavy class will do better. Why? Because, on average, girls are better behaved, have more legible handwriting, do their homework more frequently, are more likely to study for tests rather than playing with their Xbox or going online with World of Warcraft, admire their teachers, and may even aspire to be teachers themselves.

"What we ordinarily think of as 'teacher effects,'" says Berliner, "are not purely, or perhaps not even predominantly, causally attributed to the teacher. Rather, effects on achievement may actually depend on the interactions among many variables." In addition to the boy/girl composition of a group of students, these include:

- Students' incoming achievement;
- The messages students get from their parents about achievement;
- The percentage of students with special needs and English language learners;
- The overall climate of the school;
- The image of the school in the community;
- The curriculum and materials available;
- The quality of school and district leadership;
- Per-pupil expenditure;
- The level of poverty and violence in the community;
- Parents' educational level;
- Student and teacher mobility;
- The availability of technology in the classroom;
- The quality of supervision and professional development;
- Whether the school has a guidance counselor;
- After-school programs.

And that's just a partial list. "Exogenous variables with a reasonable likelihood of affecting the teaching and learning process in the classroom probably number in the hundreds, if not more," says Berliner. "Teachers, as might be expected of a profession that deals with such complexity, may not have the instructional or the interpersonal skills to optimize achievement given all the variations in students and student composition that they encounter from hour to hour, day to day, class to class, and year to year… The miracle that is too often ignored is that in the face of all this complexity, so many of our teachers do a thoroughly adequate job of teaching, year in and year out."

The problem, Berliner continues, is when value-added models try to quantify the impact of the individual teacher on student achievement *independent* of all the other variables: "Because the number of such variables may be impossible to specify and measure, value-added approaches to judging teacher effectiveness may be fatally flawed… There does seem to be a small percentage of teachers who show consistency no matter what classroom and school compositions they deal with. Those few teachers who have strong and consistent positive effects on student outcomes, we should learn from and reward. And, those few teachers who have strong negative effects on student outcomes need to be helped or removed from classrooms. But the fundamental message from the research is that the percentage of such year-to-year, class-to-class, and school-to-school effective and ineffective teachers appears to be much smaller than is thought to be the case. When the class is the unit of analysis, and student growth is the measure we use to judge teacher effectiveness, what we find is a great deal of adequacy, competency, and adeptness by teachers in response to the complexity of the

classroom. And we see much less of the extraordinarily great and horribly bad teachers of political and media myth."

Berliner goes on to say that general teacher characteristics – being warm, organized, collegial, fair, competent at discipline – tend to be quite stable from class to class and year to year. But more fine-grained teaching behaviors are highly variable and difficult for observers to capture accurately. These include crucial variables like:

- The number of questions the teacher asks students;
- The percentage of higher-order questions;
- Wait-time after asking a question;
- How often students are asked to expand on their answers to questions;
- The ratio of positive to negative statements made by the teacher;
- How often the teacher involves lower-achieving students.

Researchers have found that these fine-grained behaviors are highly unstable from class to class and year to year, which indicates that teachers are "highly reactive to particular situations in their class," says Berliner. "Teacher classroom behavior is just not as stable over classroom sections and time as the research and political communities would like it to be," says Berliner, citing the recent Gates-funded Measures of Effective Teaching study. "Reality does not conform to political wishes."

The most likely explanation of this variability, he says, "is that the behavior of teachers and their effects on students are highly conditioned by classroom life, along with characteristics of the classroom, the school, and community… Thinking about simple main effects (Teacher → Student) makes life easy for policymakers, but the real world may call for much more interactionist thinking, for complexifying rather than simplifying the way we perceive the world… This poses a serious problem for value-added systems of teacher evaluation, all of which depend upon a clear relationship between what teachers do in classrooms and what students achieve on tests… Simple main effect thinking, coupled with a desire for lone heroes and heroines, ignores the complexity of classroom life while shutting down the search for more sensitive and probably more expensive measures for assessing teacher quality."

"Exogenous Variables and Value-Added Assessments: A Fatal Flaw" by David Berliner in *Teachers College Record*, January 2014 (Vol. 116, #1, p. 1-31), http://www.tcrecord.org/library/abstract.asp?contentid=17293

Back to page one

4. Irresponsible Attacks on the Common Core

In this *Education Gadfly* article, Michael Petrilli of the conservative Thomas B. Fordham Foundation blows the whistle on recent distortions by opponents to the Common Core. Two lessons supposedly representative of the new curriculum were held up to ridicule in a tag-team series of media pieces: an *EAG News* article by Renee Nal on February 10, 2014; a *Daily Caller* article by Eric Owens on February 12th; and a Fox News television report on February 13th by Elizabeth Hasselbeck and Eagle Forum director Glyn Wright. "Was Abraham

Lincoln a Liberal?" asked Hasselbeck in part of the segment. "That's what one Common Core-aligned math lesson is set to teach your kids. Take a look… Certainly something shocking to see when kids are supposed to be learning history." Wright chimes in: "This is just more evidence of the poor quality of education found with the Common Core… a top-down, federally- controlled approach to education."

Petrilli provides more detail on these lessons:

- The first discusses whether the 2000 presidential election had a fair outcome. It is one of thousands of lessons posted on Illuminations, a National Council of Mathematics website. The lesson was copyrighted in 2008, two years before the Common Core standards were written.
- The second suggests that Abraham Lincoln's religion was "liberal." This lesson was copyrighted in 2009, a year before Common Core.

Nowhere in these media reports, says Petrilli, "do the 'reporters' tell their audience that (a) the lessons were written before the Common Core existed; (b) the lessons don't even claim to be Common Core aligned; (c) even if they were claimed to be Common Core aligned, that doesn't necessarily make them so; and (d) nothing in the Common Core itself promotes this stuff."

"Yes, there are principled reasons to oppose the Common Core," he concludes. "But I hope my friends will understand that a principled debate is not what we're actually having today – and that this sort of dishonesty deserves to be called out as way, way out of bounds."

"Lies, Damned Lies, and the Common Core" by Michael Petrilli in *The Education Gadfly*, Feb. 13, 2014 (Vol. 13, #7), http://edexcellence.net/commentary/education-gadfly-weekly#56617

Back to page one

5. A Tool for Assessing Common Core Alignment

In this *Education Week* article, Catherine Gewertz reports on the challenge of finding out if curriculum materials are truly aligned with the Common Core State Standards. "It's a Wild West moment, with lots of people saying their materials are aligned to these new expectations," says Scott Hartl of Expeditionary Learning.

One notable attempt to establish criteria and assess materials is EQuIP (Educators Evaluating Quality Instructional Products), a program designed by Achieve (available at www.achieve.org/EQuIP). Here are the EQuIP questions for assessing English language arts curriculum materials:

I. Aligning to Common Core State Standards:

- Target a set of grade-level standards?
- Include a clear and explicit purpose for instruction?
- Choose texts that measure within students' grade-level band?

II. Reflecting key shifts of the standards:

- Require students to read text closely for evidence and deep meaning?
- Facilitate rich, rigorous evidence-based discussion and writing through thought-provoking, text-dependent questions?

- Expect students to draw evidence from texts to produce clear, coherent writing that informs, explains, or argues?

III. Responding to students' varied needs for instructional support:

- Cultivate student interest and engagement?
- Integrate appropriate supports in reading, writing, listening, and speaking for students who read below grade level, are English learners, or have disabilities?
- Provide extensions and/or more advanced text for students who read well above grade level?

IV. Regularly assessing whether students are mastering the content and skills in the lesson/unit:

- Elicit direct, observable evidence of degree of mastery?
- Assess student proficiency with methods that are unbiased and accessible to all students?
- Provide sufficient guidelines for interpreting student performance?

Of the 125 lessons and units assessed using EQuIP so far, only nine have passed muster and been posted on the EQuIP website (commercial curriculum materials haven't been examined yet). "Evaluating instructional materials for quality and alignment is inherently thorny and subjective," says Gewertz, "and reaching consensus can be tricky." But EQuIP is far more thorough than what exists in most districts, and it's being used in 19 states and a number of other organizations, including Expeditionary Learning.

"New Tools Gauge Lessons' Fidelity to Common Core" by Catherine Gewertz in *Education Week*, Feb. 5, 2014 (Vol. 33, #20, p. 1, 14-15), www.edweek.org

Back to page one

6. Rethinking Small-Group Instruction with Informational Texts

In this important article in *The Reading Teacher*, Douglas Fisher and Nancy Frey (University of San Diego) question the traditional model for small-group reading instruction: students working with leveled texts, with texts doing the scaffolding. The problem, say Fisher and Frey, is that the criteria most schools have been using for "instructional level" don't have a strong research base and appear to have been set too low. "There is evidence that school texts starting in grade 3 have been getting easier," they say. "Have our expectations been lowered? Should we focus on scaffolding of complex texts rather than leveling texts, especially in content areas such as social studies, science, and art that require complex thinking about information?"

Spurred on by some recent research and the Common Core's Lexile levels for each grade's texts, Fisher and Frey have come to agree with Alfred Tatum's 2013 statement, "leveled texts lead to leveled lives." They now believe "there are far too many students who are in leveled texts all the way through school, until they drop out."

What is the alternative? More-complex and more-demanding reading material, students challenged more, and the teacher, rather than the text, serving as the primary means of scaffolding. "Scaffolded reading is a time to stretch students to grapple with text that is more difficult than they can access on their own," say Fisher and Frey. "This principle of scaffolding

is at the heart of Vygotskian pedagogy… So doesn't it follow that this is exactly the time to ramp up the complexity level of an informational text?"

Teaching students to read and understand challenging informational texts requires that teachers use several approaches and formats:

- Reading aloud to students, modeling thinking about text structure, figuring out words together, and explicitly teaching comprehension strategies;
- Close reading of complex, demanding texts, usually with the whole class, using repeated readings, text-dependent questions, annotation, and extended discussion, all aimed at extracting meaning, building knowledge, drawing conclusions, and formulating arguments supported by evidence in the text;
- Students reading independently in a wide variety of self-selected texts to build background knowledge and vocabulary;
- Students reading with peers and discussing the content.

"It cannot be overstated," says Fisher and Frey, "learners need a host of experiences with rich informational texts and a sliding scale of scaffolds and supports to access the information contained in them."

They believe it's a mistake to move from whole-class close reading to conventional small-group work with leveled texts. Their concern is that students will fail to develop the skills and habits needed to understand complex texts in "the very structure that was intended to provide that access." Small groups are ideal for providing intensive teacher contact. There are three more-powerful ways that teachers use small groups to scaffold reading instruction with complex informational texts:

- As an extension of close reading – for example, developing text-dependent questions with students;
- As a preview for later reading – for example, getting students ready for a collaborative reading task;
- As an opportunity to address the skill needs of specific students – for example, helping several students who are having difficulty with comparing and contrasting.

"Scaffolded Reading Instruction of Content-Area Texts" by Douglas Fisher and Nancy Frey in *The Reading Teacher*, February 2014 (Vol. 67, #5, p. 347-351), http://onlinelibrary.wiley.com/doi/10.1002/trtr.1234/abstract; the authors can be reached at dfisher@mail.sdsu.edu and nfrey@mail.sdsu.edu.

Back to page one

7. Is the Interactive Whiteboard on the Way Out?

In this *edSurge* article, consultant Jason Orbaugh remembers how the interactive whiteboard (IWB), dubbed the teacher's "window to the world," burst onto the scene in the early 2000s. Today, interactive whiteboards are in 90 percent of classrooms in the U.K., 45 percent in the U.S., and 37 percent in Canada. But recently, orders have been falling off and there's less buzz. "Although the ultimate fate of the IWB is not yet sealed," says Orbaugh, "its short history offers valuable lessons for educators and edtech entrepreneurs alike:"

• *High penetration, low implementation* – Despite interactive whiteboards being purchased and installed in many classrooms, relatively few teachers fully integrated them into their daily practice. One reason is the complexity of the system, says Orbaugh – the whiteboard itself, the projector, the computer, and the desktop software. "Each of these digital items presented an opportunity for technical malfunction and ultimately became a challenge to even the best technology support teams, let alone a single educator," he says. "When faced with IWB complexities, it was easier for teachers to carry on without."

• *Teacher training* – Teachers have to understand the pedagogical possibilities to incorporate an interactive whiteboard into their teaching approach, says Orbaugh. "The amount of professional development required to support the implementation when the majority of teachers remain passive partners is simply unfeasible for even the wealthiest of districts."

• *A shift in focus* – The unexpected appearance of the iPad killed the momentum of the whiteboard juggernaut. "How did this device that was never designed to compete with IWBs single-handedly throw into question the effectiveness of interactive displays?" asks Orbaugh. "Timing. Around the launch of the iPad, educators were shifting toward the new trend of student-focused instruction. The notion of an interactive display in the hands of every student, rather than at the front of the room being used by a single teacher, was just enough to pivot the discussion away from IWBs."

Orbaugh has these observations of what will happen next with classroom technology:

- "If your teachers aren't asking for the technology, odds are they won't use it," he says. They have to be actively looking for new tools that will enhance instruction.
- Work with one teacher at a time. "Pick the early adopters – the ones who are hungry," he advises. Install technology in their classrooms and support implementation.
- Cluster technology by grade, subject, hallway, or building, using the existing networks. If colleagues are working together to adopt the technology, success is more likely.

"Lessons from the Downfall of Interactive Whiteboards" by Jason Orbaugh in *EdSource*, Oct. 22, 2013, http://bit.ly/1dfHc4G

8. Short Item:

a. 40 world maps with data – This link has a series of data-rich maps of the world: http://twistedsifter.com/2013/08/maps-that-will-help-you-make-sense-of-the-world/

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).

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.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions (with results of an annual survey)
- 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 (also in Word and PDF)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

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 Update/Curriculum Update
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
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