

# Marshall Memo 486

A Weekly Round-up of Important Ideas and Research in K-12 Education  
May 20, 2013

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## Quotes of the Week

“Teachers navigate stressful situations nearly every day, and students are watching.”

Stephanie Jones, Suzanne Bouffard, and Richard Weissbourd in “Educators’ Social and Emotional Skills Vital to Learning” in *Phi Delta Kappan*, May 2013 (Vol. 94, #8, p. 62-65), [www.kappanmagazine.org](http://www.kappanmagazine.org); Jones can be reached at [jonesst@gse.harvard.edu](mailto:jonesst@gse.harvard.edu).

“[T]eachers who can resist personalizing boys’ oppositional behavior and instead respond to it with restraint and civility not only may succeed in building relationships with difficult students but also create a promising climate for relationships classwide.”

Michael Reichert and Richard Hawley (see item #1)

“Now, more than ever, school librarians must reveal their true identities as information superheroes. We are fast, strong, and always ready to save the day when it seems as though all hope is lost.”

Sara Frey in “Information Superheroes: School Librarians Have a Responsibility to Implement Common Core State Standards” in *Knowledge Quest*, May/June 2013 (Vol. 41, #5, p. 15-16), [www.ala.org/aasl](http://www.ala.org/aasl); Frey is at [sfrey@srk12.org](mailto:sfrey@srk12.org).

“Done right, the ELA Common Core has the potential to right the ship of literacy, to facilitate, at long last, the creation of coherent curriculum in every course, and to rescue us from the fads and pseudo-literacies of recent decades.”

Mike Schmoker and Carol Jago (see item #2)

“Teachers need always to think about how what they do today prepares students for their next class, their other subjects, their composing outside school, their future education, and their lives outside school...”

Michael Smith, Jeffrey Wilhelm, and James Fredricksen (see item #3)

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## 1. What Makes Boys Form Good “Working Alliances” with Teachers?

In this intriguing *Kappan* article, Michael Reichert (Center for the Study of Boys’ and Girls’ Lives) and Richard Hawley (headmaster emeritus of University School in Cleveland) describe their study of thousands of secondary-school teachers and male students in six countries. Their conclusion: relationships are the key to adolescent boys’ success in school: “[R]elationship does not merely contribute to or enhance teaching and learning; relationship is the very medium through which successful teaching and learning occurs.” Even when boys enter a classroom with negative expectations and a bad attitude, specific gestures by a teacher can create a supportive relationship.

But productive teacher/student relationships aren’t random occurrences. They develop when specific teacher and classroom characteristics are present. Reichert and Hawley found remarkable consistency across schools and countries, with male and female teachers, on eight catalysts:

- *The teacher reaching out to meet a student’s needs* – This usually involves talking to the boy, and perhaps his family, outside of class and being available for personal consultation and help with schoolwork.

- *Knowing one’s subject* – “Teachers’ clear mastery of their fields was the relational *sine qua non*,” say Reichert and Hawley. “Although pursuing content mastery depends on the quality of the student/teacher relationship, a positive student/teacher relationship is unlikely to occur unless the teacher has pedagogical mastery of the subject. Thus, in school, positive relationships, however valuable in themselves, don’t ensure that the student will learn. Nor will learning occur in the absence of a positive student/teacher relationship – a teacher’s subject-matter mastery notwithstanding.”

- *High standards* – The best relationships develop with teachers who have good classroom management, maintain clear, demanding (yet attainable) standards for classroom conduct and work, and convey a belief that the student can meet the standards.

- *Responding to a student’s passions or talents* – Boys are drawn to teachers who show an interest in their athletic, musical, or other extracurricular activities.

- *Sharing a common characteristic* – This might be a defining physical feature, background, ethnicity, injury, or a problem that was overcome.

- *Not taking it personally* – Respondents told Reichert and Hawley that “teachers who can resist personalizing boys’ oppositional behavior and instead respond to it with restraint and civility not only may succeed in building relationships with difficult students but also create a

promising climate for relationships classwide... Successful teachers could operate independently of boys' negativity or personal rejection, ultimately transforming the relationship from a negative to a positive one."

- *Showing vulnerability* – For some teachers, opening up about a flaw or weakness was an important element in developing a relationship with a student.

What about teacher-student relationships that *didn't* work out? Reichert and Hawley found a striking difference between the reasons given by teachers and students. Teachers said they had done everything they could but concluded that a boy was unreachable because of psychological problems, learning deficits, or a family situation. Boys had quite a different narrative, attributing the breakdown to:

- The teacher's inability to present course material and expectations in a clear, compelling way;
- The teacher seeming aloof and uninterested in them personally;
- The teacher seeming inappropriately angry, judgmental, sarcastic, and authoritarian;
- The teacher being unable to maintain order and establish a civil, emotionally safe climate.

"Boys' negative accounts included little assumption of personal responsibility for the relational impasse," say Reichert and Hawley. "In their accounts of relational success, they frequently acknowledged the difficulties and challenges they presented to teachers."

"Relationships Play Primary Role in Boys' Learning" by Michael Reichert and Richard Hawley in *Phi Delta Kappan*, May 2013 (Vol. 94, #8, p. 49-53), [www.kappanmagazine.org](http://www.kappanmagazine.org); Reichert can be reached at [michreich@comcast.net](mailto:michreich@comcast.net).

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## 2. What Common Core ELA Instruction Might Look Like

In this thoughtful article in *Kappa Delta Pi Record*, consultant/authors Mike Schmoker and Carol Jago say, "Done right, the ELA Common Core has the potential to right the ship of literacy, to facilitate, at long last, the creation of coherent curriculum in every course, and to rescue us from the fads and pseudo-literacies of recent decades." They believe the CCSS appendices and ancillary documents are the "true strength" of the document, providing resources for students "to engage in close reading of large amounts of high-quality, complex text, combined with opportunities to engage in discussion and writing grounded in text."

The best approach, say Schmoker and Jago, is not getting bogged down in the "bewildering array" of grade-by-grade Common Core ELA standards but starting with three "instructional shifts" embedded in the new standards:

- Building knowledge through content-rich nonfiction and informational texts;
- Reading and writing grounded in evidence from text;
- Regular practice with complex text and its academic vocabulary.

"Make no mistake," they say, "these basic shifts – implemented across the curriculum – represent a radical return to genuine literacy. If they are even reasonably well implemented, they will change the face of education."

Building on these three insights, teachers should choose from the lists of books, plays, and novels in Appendix B of the Common Core and assemble “a good balance of high-quality, adequately complex texts that can be reasonably taught within a 9-month, 36-week school year,” say Schmoker and Jago. These, not the skills, should be the “soul of your curriculum.” Students are immersed each semester in close reading, embedded vocabulary instruction of words straight from the texts, plenty of class discussion, informal writing, one extended interpretive essay or a short research paper, and an oral presentation. There’s also time to work with speeches, articles, poems, and short works of fiction. What students would *not* be doing is watching movies, filling out skills worksheets, or making book jackets.

The “straw that stirs the drink,” say Schmoker and Drago, is high-quality questions and prompts that get students reading, writing, and discussing with purpose. Teacher teams can generate questions such as, *What evidence do you find that the main character grows or matures from chapter to chapter? What evidence in the text best supports the side you will take in your argument?* “Well-designed questions will promote close reading and ensure interesting, successful discussions and writing assignments, grounded in careful analysis of text,” they say. “Because these are so critical, it would be wise to have a system in place for sharing the most successful questions, as well as compelling texts, with other schools in the district or region.”

Here is what Schmoker and Jago would like to see in a 35-day quarter of ELA instruction in a sixth-grade class, with vocabulary taught before and during readings:

- 10-15 days: Novel: *Tom Sawyer* (Twain) with daily discussions and short or longer writing assignments
- 10-15 days: Nonfiction book: *Jim Thorpe: Original All-American* (Buchac) with daily discussions and short or longer writing assignments
- 3 days: Two news/magazine articles, pro and con: “Children and Video Games: Playing with Violence (American Academy of Child and Adolescent Psychiatry, 2011) and “Video Games Don’t Cause Children to Be Violent” (M.D. Gallagher, 2010)
- 3 days: One or two speeches, e.g., “Blood, Toil, Tears, and Sweat” (Churchill)
- 4 days: Several poems: author studies, informal interpretive writings; oral interpretation, e.g., “The Road Not Taken” (Frost), “If” (Kipling)
- Rubric focus: Write arguments to support claims and interpretations with clear reasons and relevant evidence, organize reasons and evidence logically (from the Common Core)
- Formal papers: 3-5 page literary analysis of any text(s) read this quarter and a 3-5 argumentative/research paper on any nonfiction text(s) read this quarter, graded using a rubric.

Schmoker and Jago believe instruction in content-area subjects should follow a similar pattern, with carefully selected textbook pages for each weekly topic, content-rich texts aligned with the curriculum, essential questions, discussion, and plenty of writing (with labs and performances added in science and the arts). To spend high-quality time on texts, they say, it’s necessary to cut down the number of standards covered and focus on those that are essential.

“Simplifying the ELA Common Core; Demystifying Curriculum” by Mike Schmoker and Carol Jago in *Kappa Delta Pi Record*, April-June 2013 (Vol. 49, #2, p. 59-63),

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### **3. The Kind of Writing That the Common Core Demands**

In this *Kappan* article, Michael Smith (Temple University) and Jeffrey Wilhelm and James Fredricksen (Boise State University) explain why they are enthusiastic about the Common Core ELA standards: “They emphasize writing convincing arguments about issues that matter, clear and comprehensive informational texts that can do meaningful work in the world, and compelling narratives that foster an understanding of oneself, others, and the world...” But, say Smith, Wilhelm, and Fredricksen, traditional, formulaic writing instruction won’t prepare students for the new standards because it doesn’t develop “the robust conceptual and strategic knowledge that transfers to new composing situations.”

The solution: students must engage in five kinds of composing so they develop five kinds of knowledge about writing:

- *Practicing* – Rather than writing to a cold prompt, Smith, Wilhelm, and Fredricksen believe students should be allowed to practice extensively “in miniature” so they can develop the procedural knowledge they need to become expert writers. “The trait we commonly call talent is highly overrated,” they say. Expert performers in any field get that way through lots of practice. If students are going to learn how to write arguments to support claims, teachers need to get them practicing developing claims that are both defensible and controversial. They’ll also need practice at finding evidence that their audience will accept, connecting the evidence to the claim, and anticipating the audience’s possible objections.

- *Gathering material* – Brainstorming is not enough to gather information for a piece of writing, say Smith, Wilhelm, and Fredricksen. That assumes the information students need to write is already in their heads – not true in many cases! Students have to read, interview, survey, and design experiments to get the *stuff* they need to write well.

- *First-draft composing* – This is necessary “to help students overcome the fear of the blank page, a problem that plagues even professional writers,” they say. “Many students are stymied by composing their first words. So we have to give them lots and lots of opportunities to get started, many more than the characteristic one or two a quarter. We also have to help them be alert for how their drafting can help them refine their thinking and clarify their purposes.”

- *Final-draft composing* – This is the revising, polishing, and publishing phase. “We need to teach them how to read their work with the eyes of their intended audience and to make the changes necessary to address that audience’s assumptions, knowledge, and needs,” say Smith, Wilhelm, and Fredricksen.

- *Transfer* – This is the most serious issue for teachers, they say, because knowledge and skills don’t automatically transfer to other settings. “Teachers need always to think about how what they do today prepares students for their next class, their other subjects, their composing outside school, their future education, and their lives outside school... [I]f we want

students to apply what they learn in new contexts, we must give them conscious control over what they have learned...If you can name it, then you can move it.”

Smith, Wilhelm, and Fredricksen don't see these five steps as a rigid sequence. “Students must be regularly engaged in all five kinds of composing in service of crafting the convincing arguments, clear and comprehensive information texts, and compelling narratives called for by the Common Core.”

“The Common Core: New Standards, New Teaching” by Michael Smith, Jeffrey Wilhelm, and James Fredricksen in *Phi Delta Kappan*, May 2013 (Vol. 94, #8, p. 45-48), [www.kappanmagazine.org](http://www.kappanmagazine.org); Smith can be reached at [mwsmith@temple.edu](mailto:mwsmith@temple.edu).

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#### **4. Guiding Young Readers**

In this *Kappan* column, Newark school leader Paul Bambrick-Santoyo (citing Lucy Calkins) says American educators have a choice with the Common Core State Standards: “We can read them as if we were curmudgeons, or we can read them as if they were gold.” The curmudgeonly reaction comes from how rigorous and demanding the new standards are. The gold reaction comes from watching students flourish as readers and reach levels of proficiency we didn't dream were possible.

The key to good Common Core reading instruction, says Bambrick-Santoyo, is “directing the *right correction* to the *right student* at the *right time*.” That's what great teachers do and that's what develops effective reading habits rather than reinforcing ineffective ones. He describes an interaction in a second-grade classroom as students read *The Bully* with their teacher, Juliana. A student named Bianca confuses two characters and gives an incorrect answer. The teacher has students look back at the book, and the girl figures out the answer. Drawing on Bianca's answer, Juliana draws a chart showing the main characters and what each says and thinks, and the whole class understands.

“In so many ways, this instance was utterly ordinary,” says Bambrick-Santoyo: “A student makes an error, and a teacher corrects it. Yet beneath that surface observation lays the heart of Bianca's growth: Juliana used prompts that allowed students to identify their error and learn how to use the text to sharpen their understanding.” Juliana was helped by a prompting guide for the story and knowing that students at this particular reading level would have difficulty keeping track of multiple characters. Some of the prompts in the guide:

- Compare these characters: \_\_\_\_\_ and \_\_\_\_\_.
- What did \_\_\_\_\_ say?
- What is \_\_\_\_\_ thinking?
- Who were the important characters in the story?
- Who is telling the story?
- How was the character feeling when the other characters did \_\_\_\_\_ \_\_\_\_\_?

In just a few weeks, this kind of teaching brought about dramatic improvements in Bianca's reading skill and confidence. Now she can keep track of multiple characters, understand their emotions, and cite text evidence for her conclusions. “At its heart,” concludes Bambrick-

Santoyo, “implementing the Common Core standards for reading is about developing those habits – in short, giving readers like Bianca the opportunity to fly.”

“Bianca and the Common Core” by Paul Bambrick-Santoyo in *Phi Delta Kappan*, May 2013 (Vol. 94, #8, p. 70-71), [www.kappanmagazine.org](http://www.kappanmagazine.org); the author can be reached at [pbambrick@uncommonschoools.org](mailto:pbambrick@uncommonschoools.org).

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## **5. Regular Use of Poems for Literacy Instruction**

In this article in *Reading Today*, Timothy Rasinski and Belinda Zimmerman (Kent State University) advocate that students – especially struggling readers – be exposed to children’s poetry every day. Here’s why:

- Poems for children are short.
- Poems are fun to read and lend themselves to being shared and/or performed for an audience.
- The rhythmical, predictable, rhyming nature of most children’s poems makes learning easier.
- Rhymes are a good way to teach word families and phonics.
- Poems cover all areas of the curriculum.

Rasinski and Zimmerman recommend poems by these authors: Arnold Adoff, Brod Bagert, Douglas Florian, Kristine O’Connell George, Eloise Greenfield, Nikki Grimes, David Harrison, Mary Ann Hoberman, Lee Bennett Hopkins, Karla Kuskin, Brice Lansky, Myra Cohn Livingston, Eve Merriam, A.A. Milne, Kenn Nesbitt, Robb Pottle, Jack Prelutsky, Shel Silverstein, Robert Louis Stevenson, Anastasia Suen, and Jane Yolen.

“What’s the Perfect Text for Struggling Readers? Try Poetry!” by Timothy Rasinski and Belinda Zimmerman in *Reading Today*, April/May 2013 (Vol. 30, #5, p. 15-16), [www.reading.org/readingtoday](http://www.reading.org/readingtoday); Rasinski can be reached at [trasinsk@kent.edu](mailto:trasinsk@kent.edu).

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## **6. Reducing Summer Reading Setback**

In this article in *Reading Today*, Richard Allington and Anne McGill-Franzen (University of Tennessee) say that 80 percent of the rich/poor achievement gap comes from summer loss – the ground that poorer children lose because most read very little when school is not in session. Sending children home for the summer with self-selected books is an excellent intervention, say Allington and McGill-Franzen: “An annual cost of approximately \$50 per child for a summer book distribution program is far less expensive than scheduling summer school programs and equally effective at enhancing the reading achievement of children from low-income families.” Here are their research-based recommendations:

- If money is short, prioritize younger children, especially kindergarten and first graders.
- Have children select books in a book-fair format; they are much more likely to read books they’ve chosen themselves.

- Send grade 1-4 children home with 12-15 books each; older children don't need as many, perhaps 5-6 books each for sixth graders.
- Keep the program going for several years.

“Eliminating Summer Reading Setback: How We Can Close the Rich/Poor Reading Achievement Gap” by Richard Allington and Anne McGill-Franzen in *Reading Today*, April/May 2013 (Vol. 30, #5, p. 10-11), [www.reading.org/readingtoday](http://www.reading.org/readingtoday)  
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## 7. Another Dimension of Parent Involvement

In this *Kappan* article, Michele Myers, principal of an elementary school in rural South Carolina, bemoans the attitudes she sometimes encounters among her teachers – that poor parents who don't come to school for conferences and other events don't care about their children. Such beliefs, she says, “result in poor treatment, low expectations, and low standards.”

To get her school out of this rut, Myers chose nine families and made multiple visits to their homes over a school year to learn about “how families involve themselves in their children's academic lives and how families and schools could coordinate efforts to improve the lives of the children that we share.” Here's what she learned:

- *Parents can be involved even when they appear not to be.* One man who was raising five grandchildren said his most important responsibility was teaching them how to “act” in school, showing respect for themselves, their family, and their teachers. When he dropped them at school, he reminded them to do “less talking and more listening.” He believed this was more important than having paper, pencils, and books.

- *Caring for kin shows support.* In many cases, grandparents or other extended-family members were caring for children when family calamities – unemployment, homelessness, drug abuse, mental illness – prevented biological parents from doing so. Teachers didn't always appreciate the way these family members were providing a safe environment for children and making it possible for them to thrive in school.

- *Families work to counter certain attitudes.* “Many families believed teachers had negative beliefs about poor children,” says Myers. “As a response to this, many families were adamant about taking actions to counter these beliefs.” This included sending children to school clean and immaculately dressed. “Families also fought against the belief that poor children can't do well in school,” she continues. They told their children about the importance of education to their futures and pushed them to do things they didn't fully understand and couldn't do themselves. Families sometimes called on others to help their children with homework and with social and emotional struggles.

“Teachers must take the first steps in getting to know families by becoming a part of the family's network,” concludes Myers, “redefining the limited school view of parental involvement, and learning from and with parents on how to best educate the children they share. Once they do that, they will begin to see parents in new ways and begin to understand the many ways that parents help their children negotiate schooling... Schools must stop

sending the message to parents that a school's beliefs about parental involvement are the only 'legitimate' ways for parents or families to be involved."

"Finding Common Concerns for the Children We Share" by Michele Myers in *Phi Delta Kappan*, May 2013 (Vol. 94, #8, p. 40-44), [www.kappanmagazine.org](http://www.kappanmagazine.org); Myers can be reached at [knowingaka@hotmail.com](mailto:knowingaka@hotmail.com).

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## 8. Teachers Who Can Anticipate Their Students' Misconceptions

In this *American Educational Research Journal* article (summarized in *Education Week* by Erik Robelen), Philip Sadler and colleagues from the Harvard-Smithsonian Center for Astrophysics had middle-school physical science teachers take the same multiple-choice test their students were taking and identify the wrong answers that students were most likely to choose. The study found that teachers who were best at predicting students' misconceptions had the deepest knowledge of the subject matter and produced the best student-achievement gains.

"The Influence of Teachers' Knowledge on Middle-School Students' Physical Science Learning" by Philip Sadler et al. in *American Educational Research Journal*, March 2013, summarized in *Education Week*, May 15, 2013 (Vol. 32, #31, p. 4-5), [www.edweek.org](http://www.edweek.org)

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## 9. Recommended Children's Books

In this regular feature in *Reading Today*, David Richardson recommends the following children's books:

- *Rocket Writes a Story* by Tad Hills (Schwartz and Wade, 2012), all ages – Rocket collects lots of words but doesn't know what to do with them until his teacher (a little yellow bird) helps him get started with a story.

- *Curious Critters* by David FitzSimmons (Wild Iris, 2011), ages 8 and up – This book is packed with information and pictures of all types of animals, and there's a website with references to state standards.

- *In a Glass Grimmly* by Adam Gidwitz (Dutton, 2012), ages 10 and up – This book weaves various fairy tales into a complex, gruesome, and funny story.

- *Little Nelly's Big Book* by Pippa Goodhart, illustrated by Andy Rowland (Bloomsbury, 2012), ages 2 and up – Little Nelly is an elephant who interprets a book's description of mice to mean she's a mouse, and she tries to live with a mouse family.

- *Charlie Joe Jackson's Guide to Extra Credit* by Tommy Greenwald (Roaring Brook, 2012), ages 8 and up – Charlie Joe needs extra credit to avoid going to academic summer camp and cooks up a scheme to meet his goal.

- *Silent Star: The Story of Deaf Major Leaguer William Hoy* by Bill Wise, illustrated by Adam Gustavson (Lee and Low, 2012), ages 8 and up – A picture book about a deaf-mute baseball player in the late 1800s and early 1900s.

Richardson also recommends these books for older readers: *Ashen Winter* by Mike Mullin (Tanglewood, 2012), *Shadows* by Ilsa Bick (Egmont, 2012), *No Safety in Numbers* by Dayna Lorentz (Dial, 2012), and *The Rise of Nine* by Pittacus Lore (HarperCollins, 2012).

“Children’s Literature: What Choice Do I Have?” by David Richardson in *Reading Today*, April/May 2013 (Vol. 30, #5, p. 39-40), [www.reading.org/readingtoday](http://www.reading.org/readingtoday)

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## 10. Internet Resources

In this *Knowledge Quest* article, Michael Edson (Smithsonian Institution) suggests several websites as possible resources for librarians, teachers, and students:

- The Encyclopedia of Life <http://eol.org/about> is working toward the goal of having a wiki page for every species on Earth.
- Zooniverse <http://zooniverse.org> enables citizens to contribute to scientific research (for example, accurately modeling global climate change).
- OpenStreetMap [www.openstreetmap.org](http://www.openstreetmap.org) is a free, worldwide map in the fashion of a wiki.
- Ancestry.com <http://ancestry.com> has 900,000 participants who have created more than 26,000,000 family trees.
- Kickstarter [www.kickstarter.com](http://www.kickstarter.com) is a crowd-funding project that has raised \$319 million for various projects.

“The Make-Good Mission” by Michael Edson in *Knowledge Quest*, May/June 2013 (Vol. 41, #5, p. 12-18), [www.ala.org/aasl](http://www.ala.org/aasl); Edson can be reached at [Edsonm@si.edu](mailto:Edsonm@si.edu).

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### ***Do you have feedback? Is anything missing?***

*If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: [kim.marshall48@gmail.com](mailto: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 42 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
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- Publications (with a count of articles from each)
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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  
ASCA School Counselor  
ASCD SmartBrief/Public Education NewsBlast  
Better Evidence-Based Education  
Center for Performance Assessment Newsletter  
District Administration  
ED Magazine  
Education Digest  
Education Gadgetfly  
Education Next  
Education Update/Curriculum Update  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
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 Ground  
Middle School Journal  
NAESP 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  
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