Marshall Memo 1129

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 16, 2026

In This Issue:

Quotes of the Week

"Science's willingness to subject every facet of a theory to ruthless scrutiny is precisely why it is a process that merits our trust, even though certainty is unattainable."

Stephen Silver in a letter to *The New York Times*, January 31, 2026

"Helping children understand how to be in a community, communicate across differences, and discern human emotions through self-awareness and social awareness are the most critical skills we can equip students with to navigate and lead in the age of AI. We need to move away from binary thinking of AI as the golden opportunity versus AI as the existential threat, so that our children can step forward into the world with confidence, resilience, and curiosity. Schools that understand this will thrive and serve our children with purpose and care."

Matt Levinson in a letter to *The New York Times*, January 23, 2026

"After decades teaching English, I have learned that every new technology provokes the same fear: that students will stop thinking. In practice, thinking shifts. When AI generates language effortlessly, the educational task becomes evaluation rather than production. In my classes, I use a method I call reading against the machine. Students interpret texts on their own before consulting AI-generated readings, which they then critique. Where the machine clarifies, it earns trust; where it flattens ambiguity or misses irony, students see what human judgment uniquely provides. The real risk is not AI, but adopting it without redesigning assignments and expectations. AI can extend speed and pattern recognition. Teachers and students must direct their own discernment and evaluation against it. AI cannot assume ethical responsibility for meaning that is unquestioned and unchecked by lived-in, humanly felt experience."

Carmine Giordano in a letter to *The New York Times*, January 23, 2026

"I feel like I see students detoxing under my eyes."

Jill Anderson, 3rd-grade teacher, on what she observed after shifting from students working on iPads to working with dry-erase boards and interacting with each other, quoted in "An iPad in Kindergarten Class? Timeout, Say Worried Parents" by Jackie Mader in *The New York Times*, March 11, 2026

"While the majority of young people in the United States aspire to attain a four-year college degree after high school, college enrollment and completion remain highly stratified by race and class."

Leigh McCallen, Janice Bloom, Becca Spindel Bassett, & Neshat Yazdani (see item #7)

"Vocabulary does not live in word lists. It lives in schemas, in morphological families, in the accumulated residue of having learned about the world. To teach words well is to teach the content from which they derive their meaning… Not flashcard reviews; encounters in context where the word does real semantic work. This only happens within content-rich curricula, across time, through accumulation."

Carl Hendrick in "Reading Comprehension Is Not a Skill" in *The Learning Dispatch*, March 5, 2026

"Every class, I say your homework is to tell someone you love them today. And if you can't find someone to tell that you love them, look a little harder. And if you still can't find them, call me up. I know where all the unloved people are – they're everywhere."

Colman McCarthy, journalist and high-school teacher, who died February 27th at 87; here's an obituary.

---

1. Why Do School Leaders Avoid Difficult Conversations?

In this online article, leadership coach Barry Kislowicz says that all too often, leaders confuse *nice* with *kind* and pull their punches on critical feedback. What's really going on, he believes, is an attempt to avoid conflict, and that often results in three possible outcomes:

- The employee magically improves on their own.
- Mediocre or ineffective performance continues, harming students and the school's mission.
- The administrator finally runs out of patience and fires the employee, who is justifiably confused and angry.

Kislowicz says that in his experience, the first outcome happens about 1 percent of the time, with a 49/50 split between the other two. He quotes Brene Brown on the best policy: "Clear is kind."

But it's not that simple. In schools, says Kislowicz, skipping difficult conversations isn't just conflict avoidance; it's the challenge of measuring sub-par classroom performance in

a way leads to specific, constructive criticism and redirection. Kislowicz describes how different tough feedback is in the business world. The boss asks how a salesperson is doing against their quarterly goals. The supervisor has access to the data, and if things are not going well, insists on improvement, saying, "If you won't meet your goals, then I won't meet mine."

In schools, that final statement is certainly true: if teachers aren't getting good student learning, it reflects directly on the principal. The problem is the lack of agreement in the K-12 world on how to measure learning and the teaching that produces it. "Despite decades of debates, reforms, and scholarship," says Kislowicz, "there is no accepted standard measurement for teacher performance. Do we focus on student progress on standardized tests? Classroom environment? Care for students and effective communication with parents?"

The most difficult-to-define metric is the link between teachers' day-to-day practice and student learning. Again, things are very different in the business world. "If I am measuring my salesperson's performance," says Kislowicz, "and the employee has an unorthodox style but exceeds all their goals, the evaluation should most certainly be positive." But if a teacher is using pedagogy that differs from the school's rubric, will the teacher be able to cite objective student learning results and get a green light for a quirky approach?

"The fact that we have not been able to effectively quantify student learning," says Kislowicz, "means that we must measure the proxy of effective teaching practice instead [as measured by teacher evaluation rubrics like Danielson's]. And whenever we use proxy measures to make high-stakes decisions about employees' professional futures, we will be understandably reluctant to trust the data."

So to give accurate and helpful feedback (positive or critical) to teachers, Kislowicz believes, "we must begin by finding direct indicators of student learning, above and beyond the data we currently have from important but incomplete standardized tests. This quandary has resisted resolution at a national level, but individual school leaders can still chart a path forward."

What would that look like? "Building a schoolwide understanding of successful student leaning and a composite picture of the evidence that can testify to its existence in any given classroom," says Kislowicz. "The balance between academic skills, content knowledge, life skills, and social-emotional development." This means combining existing assessments and new data sources trusted by the school's educators.

The ideal outcome: indicators that teachers and administrators agree are an accurate measure of student learning, pointing back to detailed descriptions of effective pedagogy and curriculum materials. "This is not a short road to walk," Kislowicz concludes. "The good news, though, is that starting this conversation can itself be transformative for a school, cutting through traditional factional debates to hold up student learning as the gold standard guiding schools and teacher growth."

"Is Your Leadership Style Too Nice? A Response for School Leaders" by Barry Kislowicz, February 23, 2026; Kislowicz can be reached at kislowiczconsulting@substack.com.

Back to page one

2. Raising Boys with Limits, at Home and in School

"Are today's schools anti-boy?" asks Elizabeth Grace Matthew, the mother of four boys, in this *Education Gadfly* article. Do schools require too much sitting and passive listening for boys to be successful? It's true, she says, that young boys are, on average, more physically restless and competitive and less verbal and mature than girls of the same age. Should schools be doing more to meet boys where they are? Without that, will present trends continue, with girls doing better academically and boys disproportionately disciplined or diagnosed with autism, ADHD, and ODD?

Looking at the current situation in schools, says Matthew, there are two possible conclusions: there is something fundamentally wrong with boys, or the standards schools are holding them to are unreasonable. "But maybe there's nothing wrong with boys who struggle to meet schools' behavioral standards," she says, "*and* there's nothing wrong with the standards themselves. Maybe what's wrong is our failure to recognize that males have always needed and continue to need relentless training to mature into the capacity to meet appropriate standards. What if school comes more easily to girls because civilization itself does, too?"

Looking back several decades, boys still got in more trouble in school, and girls did better, at least in the lower grades. What's changed, Matthew believes, is the lowering of behavioral expectations, at home and in school, and more hand-wringing about behavioral and psychological conditions among boys. Matthew doesn't discount the authenticity of some diagnoses among boys, but believes two of her sons would have been erroneously labeled if she and her husband hadn't pushed back.

When her very verbal first son was three, his daycare teacher told Matthew that she was worried about him not answering direct questions, not coming when he was called, and wandering off during circle time to play with puzzles. The teacher thought he should be evaluated for sensory processing issues, expressive language delays, and various other pathologies, maybe Asperger's. Matthew took the boy to his veteran primary care doctor, and his diagnosis was, "He's very intelligent, and a little stubborn. Also, he's spacey." The doctor's prescription: "Teach him to come when you call him." In other words, *You're the problem, Mom*.

Matthew and her husband got the message and did some serious work with their son on coming when he was called, with lots of re-dos if he didn't. Within a few weeks, the preschool teacher pulled Matthew aside and said, "He's doing so well! I notice him interacting in a much more sustained way with others. Maybe he just needed a little time." Mom's conclusion: "Actual parenting (as opposed to gentle parenting) is about fitting the child for the world, not the world for the child."

When this boy was in kindergarten in a parochial school, despite being on the young side (a May birthday), he was completing all his worksheets correctly but often failing to put them in the "finished work" bin and forgetting folders on his desk, losing crayons, and neglecting to eat lunch because he was too busy talking. He was also reading *Magic Treehouse* and teaching himself multiplication. A candidate to repeat kindergarten? Definitely not. His

parents gave him consequences (loss of toys or "music picks" in the car) for lapses, and had him write increasingly large numbers every time he forgot a book or folder (on one occasion he got up to 70). By April of first grade, says Matthew, he was "school-trained."

Her second son was a different story – "willful, aggressive, more attuned to outright defiance than to spaciness." Mom and Dad gave no quarter to his endless power struggles, and he got better. Their two oldest are now in third and fifth grade, "excellent, curious students; solid, enthusiastic athletes," says Matthews, "and well-rounded people with lots of interests. They have good friends and they navigate well socially." There are still issues, but manageable ones. Are they fortunate to have a two-parent family with the bandwidth to do this kind of work with their children? Are there many families that are not so lucky? Absolutely, says Matthew, and makes the case for a societal reordering of priorities – in families and in schools.

"There is a common misapprehension," says Matthew, "that discipline tempers vibrance and personality. Actually, it's the opposite. Kids who know where the boundaries are, and that adults expect them to bump into those boundaries but will hold them, without discussion, regardless, are kids who are free and independent within an age-appropriate sphere. By contrast, kids who bump a perceived boundary only to find that it folds (or who perceive none in the first place) become jaded and restless, unable to focus enough for their own optimal achievement or even enjoyment because the world around them has no reliable shape."

"We Need to Prepare Boys for Schools, Not Schools for Boys" by Elizabeth Grace Matthew in *Education Gadfly*, February 23, 2026

Back to page one

3. Injecting Debate Into Math Classes

In this *Cult of Pedagogy* article, Chris Luzniak says that as a novice teacher, he was frustrated that his students weren't doing more talking in his math classes. "I wanted my students to think deeply and critically about some of the rich questions I posed," he says, "but students wanted to take the path of least resistance. They just wanted to quickly get an answer… They were doing math, but they weren't *discussing* math."

Luzniak happened to see the same students at practice sessions for the speech and debate team, and the difference amazed him. "They were talking to each other, verbally brainstorming ideas," he says. "They were thinking critically about their arguments, and they were challenging each other's thinking. They were alive with discourse." That got him thinking about a way to bring these two worlds together.

People don't usually think of math as an area where debate would work; there are right and wrong answers. But in mathematics, "argumentation is fundamental," says Luzniak. "After all, what is proof if not a well-constructed argument?" After several years of experimenting and practice, he wove debate into his math classes. He still believes students need to know how to find correct answers, but now there's much more thinking involved.

One entry point was getting students thinking in terms of polarities that force an opinion: best/worst, should/could, biggest/smallest, most/least, weirdest/coolest. Here are some examples, starting with tweaking a right/wrong question like 3 x 4 = ___

- *What is the coolest way to represent 3 x 4 ?*
- *Which of the numbers in the picture are the most important to finding the area?*
- *What should be the first step in solving for our variable?*
- *What is the best method for solving this system of equations?*

Some debate questions have multiple solutions, others might have only one. The goal, says Luzniak, is to get students to share their thinking, out loud or in writing, and explore their reasoning before finding the answer. Here's the step-by-step of how he rolls out debate-in-math-class from the start of the school year:

• Post a debatable question on the board. He likes to start with a non-math item – for example, *What is the best pizza topping?* – and the next day shift to math: *What is the best way to start graphing a line?* Luzniak has found that by introducing a debatable question, even his quietest students lean forward. "There's something magnetic about a prompt that invites an opinion," he says. "It taps curiosity (and a bit of healthy competition)."

• Structure how to state an argument. "I'm a stickler for a good sentence frame to propel student discourse," says Luzniak. His favorite (which is on posters on all four walls of his classroom): *My claim is ____, my warrant is ____*. He gives students an example, *My claim is that dogs are the best pets, and my warrant is that they are cuddly and cheer me up when I'm having a bad day*. A sentence frame lowers the barrier to entry, gets students talking, and makes debate feel accessible.

• Give students time to practice with each debate question. Students turn and talk with a partner or write their claim/warrant on an index card, which gives them time to think and rehearse what they are going to say.

• Have a few students stand and share their argument. Luzniak might ask for volunteers or cold-call students, depending on the personalities in a class. "I am constantly amazed at how often even reluctant speakers suddenly step into the conversation with confidence," he says. "Students may verbally debate with partners or debate with the whole class. I have even had students more formally debate in teams as a project grade for a particular unit." Here's a video from his classroom in New York City a few years ago.

Luzniak now works with teachers around the U.S. and Canada to develop "debatable moments" in their classrooms. His tips:

- Start with fun activities to introduce the routine – some examples.
- Keep things simple and consistent.
- Don't start from scratch; use good questions from textbooks or the internet.
- Don't give up! There will be some bumps, but the journey is worth it.

Debating skills are more important than ever, Luzniak concludes. "If we truly want students to see the world and our choices as complicated and nuanced, we have to focus less on the answer and more on the arguments. When we teach kids to form arguments, listen to others, and revise their thinking, we're preparing them for a world that is rarely black and white. If we want students to see math – and society – as complex and nuanced, to see the elegance of the gray area, then we have to stop centering the *answer* and start centering the

argument. Debate routines help us do just that. They build a classroom culture where reasoning matters, where ideas evolve, and where every student has something valuable to contribute."

"Bringing the Power of Debate to Math Class" by Chris Luzniak in *Cult of Pedagogy*, March 15, 2026

Back to page one

4. Establishing a Culture of *Thinking* in Math Classes and PLCs

"When adolescents decide math isn't for them," says consultant Pamela Seda in this article in *Principal Leadership*, "they are not simply opting out of a class; they are opting out of pathways that shape adulthood." Studies show that 81 percent of students who fail 6th-grade math eventually drop out of high school, and high-school math skills predict college completion, job quality, and future earning power.

When an administrator observes math classes, this problem is not immediately apparent. The teacher explains, models the steps, and guides students toward correct answers. Students comply, take notes, solve problems, and try to keep up. "On the surface," says Seda, "nothing seems wrong. But beneath that routine, many students are quietly deciding whether they belong in mathematics… Math is where many students decide whether they are smart."

Most administrators aspire to be instructional leaders, but when they supervise math teachers and work with PLC teams, few are critical of this time-honored pedagogy, much less feeling called to change it. They doubt their expertise, and many are still dealing with negative math experiences from their own schooling.

What's needed, says Seda, is a shared vision of a different kind of math instruction. One starting point is naming the all-too-common characteristics of traditional math classes where *performance* is the focus:

- The teacher models.
- Students comply.
- Correct answers and speed matter more than reasoning.
- Struggle signals failure.
- Many students decide they are not a "math person."

The school needs to adopt a shared vision of math instruction where *thinking* is central:

- Students make meaning.
- Students contribute.
- Reasoning matters as much as correct answers and speed.
- Struggle is a sign that learning is taking place.
- All students see they can be good at math.

This vision needs to be followed up with job-embedded professional learning as supervisors begin to look for "evidence of curiosity, reasoning, participation, and belonging," says Seda, "not just correct answers." She suggests the ICUCARE framework for classroom practice and PLC discussion:

- I – Including others as experts; intellectual authority not held solely by the teacher;
- C – Critically conscious of negative cultural narratives about who is good at math;

- U – Understanding students and their families to inform and improve instruction;
- C – Culturally relevant curriculum materials grounded in students' lived reality;
- A – Assessing, activating, and building on prior knowledge;
- R – Releasing control and empowering students to make choices and take ownership;
- E – Expecting more: high standards with support: *This is hard but you can do it*.

"Instructional Leadership in Math" by Pamela Seda in *Principal Leadership*, March 2026 (Vol. 27, #2, pp. 34-38); Seda can be reached at pamseda@sedaeducationalconsulting.com.

Back to page one

5. How Well Do Elementary Teachers Explain Students' Math Work?

In this *Elementary School Journal* article, Heather Hill and Jeannette Garcia Coppersmith (Harvard University) and Hannah Kleen (DIPF/Leibniz Institute for Research and Information in Education) report on their study of how 324 teachers responded to elementary students' solutions and errors with these six math scenarios:

- Explain a correct standard solution of 279 + 135 to a class preparing for a test.
- Explain a correct standard solution of 85 ÷ 6 to a class preparing for a test.
- Respond to and explain an incorrect solution of 1/12 + 3/4
- Respond to and explain a regrouping error in 207 – 28
- Summarize a student's non-traditional solution to 104 – 60 (by skip counting).
- Summarize a student's non-traditional solution to 12 x 5 (using (10 x 5) + (2 x 5)).

The researchers coded teachers' responses on a three-point scale, from responding to students at a purely procedural level to responding at a conceptual and meaning level.

The study found that with the first four problems, 80 percent of teachers responded at a procedural level. This was slightly less true with the last two problems involving students' non-traditional solutions, but even there, 75 percent of teachers leaned toward procedural explanations. More-experienced teachers, and those teaching at the upper elementary level, were somewhat more likely to give conceptual explanations. The researchers did not find any bias in teachers' responses based on the race of students in the simulations.

What explains this strong tendency for teachers to miss opportunities to explain mathematics at a conceptual level? The researchers hypothesize that "teachers may lack meaningful understanding of common procedures themselves." This possibility is confirmed by the fact that some teachers, when they corrected students' errors with the third and fourth problems, made errors themselves.

"Although research on instructional explanations and student learning are nuanced," conclude Hill, Coppersmith, and Kleen, "our study suggests that teachers may be depriving their students of opportunities to learn critical material."

"Assessing Instructional Explanations for Mathematical Procedures at Scale Using Animated Teaching Simulations" by Heather Hill, Jeannette Garcia Coppersmith, and Hannah Kleen in *Elementary School Journal*, March 2026 (Vol. 126, #3, pp. 535-558); the authors can be

reached at heather_hill@harvard.edu, jgarciacoppersmith@gse.harvard.edu, and h.kleen@dipf.de.

Back to page one

6. Advice for Administrators With a Child As a Student in Their School

In this article in *Principal Leadership*, LaShante James shares insights from having her own daughter as a student in the high school where she is an assistant principal (James was Connecticut High School Assistant Principal of the Year in 2025):

• Set clear boundaries. "I tell my child all the time, 'In this building, I'm your AP,'" says James. "At 3:00, I go back to being Mom."

• Separate school business and parenting. "My child deserves a normal school experience," says James, "and my staff deserves to know I'm not micromanaging them through my child."

• Be present without hovering. James is responsible for supervising English, music, and art classes as well as bathrooms and hallways. At first her daughter felt awkward when they saw each other during the school day, but once she had permission to call her mother Ms. James, things became more comfortable.

• Don't spy on the child's social life. "I let her breathe and give her space," says James. "She deserves her own world inside the same building as mine."

• Give teachers permission to be real. James encourages teachers to treat her daughter like any other student and not hold back.

• Let others handle discipline. "Nothing humbles you like your own child getting written up," says James. "But I do *not* handle my child's consequences. I let another administrator step in so the process is fair."

• Don't be extra just because colleagues, students, and other parents are watching. "My child must meet the same expectations as everyone else," says James, "– not higher, not lower."

• Know when to intervene. "My colleagues know that my child is expected to earn whatever she receives," says James. "However, there are occasions when I need to put on my mom hat when it comes to academics" – confirming deadlines, making sure work is completed, and getting extra help when it's needed.

• Protect home as a safe space. "Students need somewhere they can be dramatic about school," says James. "And they *will* be dramatic. At home, I listen to her as her mom – not the AP." They share snacks and talk candidly.

• Don't use your child as a spy. "If they share something naturally, that's one thing," she says. "But I never go fishing for intel."

"When Your Child Learns Where You Lead" by LaShante James in *Principal Leadership*, March 2026 (Vol. 27, #2, pp. 18-19); James can be reached at jamesl@norwalkps.org.

Back to page one

7. "Near-Peers" Support High-School Students Applying to College

"Applying to college is a complex process requiring significant economic and cultural resources," say Leigh McCallen (New York University) and three co-authors in this article in *Urban Education*. "While the majority of young people in the United States aspire to attain a four-year college degree after high school, college enrollment and completion remain highly stratified by race and class." A 2022 study found that 79 percent of 18-24-year-olds in the highest income quartile were enrolled in college compared to 44 percent from the lowest quartile, with students of color disproportionately represented in the latter group.

One way to counteract this tendency, say McCallen et al., is to enlist "near-peers" to supplement the work of overextended guidance counselors to support students in urban high schools as they apply to college. The researchers studied a New York City program, College Access: Research and Action (CARA) over several years just before the Covid-19 pandemic. CARA matches college students with college-applying seniors in the high school they had attended. The near-peer advisors get 70 hours of training in effective ways of working with high-school students and work 10-15 hours a week with their advisees. The near-peers continue their support over the summer after the high-school kids graduate.

This model works, say McCallen and colleagues: "We find near-peer advisors who are current college students themselves can provide many of the same navigational resources supplied by 'institutional agents' while simultaneously serving the function of 'protective agents' for students historically marginalized by schools. Near-peers in our study helped students navigate the bureaucratic maze of the application process, normalized and managed emergent challenges, and served as tangible, authentic role models for college-going. In doing so, near-peer advisors injected key resources throughout the college advising ecosystem of urban high schools, bringing unique and essential forms of cultural capital that are needed to ensure students successfully navigate the postsecondary landscape."

"Credible Messengers and Cultural Guides: How Near-Peers Expand Access to College Advising in Urban High Schools" by Leigh McCallen, Janice Bloom, Becca Spindel Bassett, and Neshat Yazdani in *Urban Education*, April 2026 (Vol. 61, #4, pp. 778-810); McCallen can be reached at lemccallen@gmail.com.

Back to page one

8. An Adaptable Classroom Desk Arrangement

In this *Edutopia* article, instructional coach Tyler Rablin says that for years as an ELA teacher, he was constantly dreaming up new desk arrangements for his classroom. Sometimes he would have students practice shifting from one to another, moving desks and chairs to different configurations for individual, whole-class, and small-group work. But he found that switching was disruptive and time-consuming, and the search for the perfect desk arrangement continued.

Rablin found a strategy that allowed students to quickly shift between three different formats without moving their desks. How is that possible in a small classroom (his was 35 feet

by 30 feet) with 34 students? Here are the key elements (click the article link below to see his diagrams):

- Student desks (with unattached chairs) are arranged in a double horseshoe.
- The desks in the outer horseshoe are against the side and back walls of the classroom.
- Three tables are in the middle of the inner horseshoe.
- Two tables are against the wall at the front, by a whiteboard and smartboard.
- Bookshelves are below the whiteboard and smartboard.
- In the middle of the front, there's a podium (no room for a teacher desk).

Here's how the three configurations happen, with desks and tables remaining stationary:

• *For individual work, quiet reading, and tests* – Students sit at their desks facing outward, signaling the shift to independent work mode. This reduces distractions, increases student privacy, and allows the teacher standing at the front of the room to look over all students' shoulders and see every laptop screen. Rablin also found it easier to have individual conferences with students at one of the middle tables. "With most students facing outward," he says, "the layout created a little bit of privacy for those interactions."

Students can also use the middle tables for impromptu collaboration with other students (after checking with the teacher). "This collaboration would happen close to the middle of the room and out of sight of the other students," says Rablin, "which allowed me to monitor things and minimize the distraction to those still working independently."

• *For all-class mini-lessons, videos, student presentations, and discussions* – Students spin around and sit behind the inner horseshoe of desks and the two tables. Rablin has found two benefits to this configuration: (a) students are now facing away from their own laptops and are less likely to be distracted by them; and (b) students are somewhat closer to each other and to the teacher at the front of the room, with greater proximity supporting a full-group dynamic.

• *For small-group work* – Students form groups (designated by the teacher) using the inner horseshoe, the middle tables, and the tables at the front of the room. Students bring their own chairs, or use extra chairs at the new locations.

This plan worked for Rablin, facilitating the three different types of learning experiences. He notes one additional benefit: "The quick physical transitions helped students transition mentally to each activity."

"An Unconventional Seating Plan Designed to Benefit Focus and Learning" by Tyler Rablin in *Edutopia*, March 5, 2026

Back to page one

If you have feedback or suggestions, 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 other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers early Tuesday (there are 50 issues a year). Every week there's a podcast and HTML version. Artificial intelligence is not used.

Subscriptions:

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

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

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

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

Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Cult of Pedagogy
District Management Journal
Ed Magazine
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Exceptional Children
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Kappan (Phi Delta Kappan)
Knowledge Quest
Language Arts
Language Magazine
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Urban Education