

Marshall Memo 485

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

May 13, 2013

In This Issue:

1. [A retired Massachusetts principal shares his moral compass](#)
2. [Pennsylvania principals learn what to look for in classrooms](#)
3. [Surveying teachers on evaluation procedures](#)
4. [Delivering criticism so it's heard](#)
5. [Keys to working together productively and harmoniously](#)
6. [Making math meaningful](#)
7. [The limits of RTI](#)
8. [Research on pre-K programs](#)
9. Short items: (a) [Unit and lesson plan websites](#); (b) [Helping principals be instructional leaders](#)

Quotes of the Week

“The fundamental work of a school leader is simple: engender and sustain the best possible environment for teaching and learning.”

John Ritchie (see item #1)

“Too often... we forget the purpose of feedback – it's not to make people feel better, it's to help them do better.”

Alina Tugend (see item #4)

“Surveying teachers, and acting on the results, respects teachers' voice, provides diagnostic information regarding principals and schools, and offers an invaluable, authentic lens into classroom implementation. Used well, teacher surveys just might save evaluation reform from itself.”

Ross Wiener and Kasia Lundy (see item #3)

“It is simply a false romantic notion to say we must choose between scripts and creativity in teaching. Using professional expertise fluently is the ‘practical wisdom’ Mr. Greene seeks.”

Grant Wiggins responding to a *New York Times* letter in which David Greene argued that “being creative, independent, spontaneous, practical, and rule-bending,” not using scripts and models, is the key to success (*New York Times*, May 5, 2013, p. SR2)

“The statement ‘The teacher doesn't know how to let students do their own thinking’ leads to a very different conversation from ‘Four out of five times the teacher asked a question, she answered it herself.’ In the first case, there is an inference and a judgment that can put someone (quite naturally!) on the defensive and close off the possibility of exploring alternative reasons for the observed data. In the second, there is a simple statement of fact, something that is much harder to argue with – and much easier to remedy.”

“Lessons from the Data Wise Project” by Kathryn Parker Boudett and Elizabeth City in *Harvard Education Letter*, May/June 2013 (Vol. 29, #3, p. 4-6), www.edletter.org

1. A Retired Massachusetts Principal Shares His Moral Compass

In this thoughtful *Kappan* article, former Massachusetts principal and superintendent John Ritchie quotes Emily Dickinson: *The sailor cannot see the north – but knows the needle can.* “On countless occasions,” says Ritchie, “I felt lost in a sea of complex challenges, conflicting expectations, and vexing problems – compounded by expectations that the principal always knows what to do. I came to rely more than anything else on my own compass to guide me.” Every new principal needs to develop a reliable compass, he says, and every veteran principal needs to be careful not to lose it.

Ritchie says his guiding principles had less to do with educational vision and goals than with “attitudes, behaviors, and modes of operation.” He focused less on strategies for solving problems than on ways of approaching them; on treating people with respect, being a good listener, even with angry and unhappy people, and noticing and appreciating good deeds. The principalship was “immensely rewarding, enjoyable, and entertaining,” he says. “There was always something unexpected, hilarious, unbelievable, or quirky going on.”

However, Ritchie continues, “it is a cold fact that every principal will face dark and tough times, deal with tragedy, make painful decisions about cutting valuable programs, and conduct difficult conversations with students, teachers, or parents. The principalship is often a draining job, and there is always the danger of psychic exhaustion that results from being at the center point of a school, where the No. 1 requirement seems to be to do more, listen better, and be more places than any person could ever do or be.

“The tide of visitors that washes into a principal’s office almost any week brings with it an astonishing array of human stories of pain, frustration, pride, loneliness, or hope,” he says – “the overtly angry and aggressive parents who in reality are simply terrified by not knowing how to handle their child; the teacher who has lost a loved one and is struggling just to stay afloat, let alone teach; the student whose troublesome behavior is a mask for sadness, fear, anxiety, and for whom school is a daily nightmare... Everyone has a story to tell, everyone wants their story to be heard, and one of the principal’s responsibilities is to hear and respond meaningfully to these stories.”

One of the basic paradoxes of the principalship, says Ritchie, is that on the one hand school leaders are the public face of the school every day, at a school dance, on the soccer field, and at the dry cleaner. “Simultaneously, being a principal is a solitary position,” he says. “No one else in a school has exactly the same job as the principal, knows the daily demands of the job or the many directions in which one is constantly pulled. No one knows about all the

information that must be kept confidential, the tough decisions, the emotionally charged conversations. Since there's only one principal, there really isn't anyone else in the school available to share what it is like being principal, which is inevitably isolating. Solitariness is not the same as loneliness, but it can easily turn into loneliness, especially when paired with the tiring public demands of the job.”

An important release from this isolation is communing with other principals, who know exactly what their fellow school leaders are talking about.

Ritchie says he struggled with the expectation that he be the disciplinarian-in-chief dispensing punishment for students' errors and misdeeds. But school is a place to learn from mistakes, he believes, and punishment is often ineffective. He often tried to be “the chief dispenser of mercy and kindness, which is a difficult and sometimes risky balance to strike.”

Ritchie is also skeptical about the expectation that principals be decisive, exhibiting “boldness, lack of equivocation, the courage to make tough decisions quickly, and deal with the consequences without flinching.” But this macho expectation often gets in the way of good decision-making, he believes. Schools are complex. Students are in a continual state of flux. “As a result, and quite wonderfully, ambiguity is part of the landscape of any school... [A] very different kind of decisiveness is often better suited to meet goals or solve problems. An effective principal has a mindset that embraces ambiguity rather than struggles to resolve or settle it. Being decisive isn't only or mainly about acting. Being decisive is about approaching problems or decisions with a clear head and open mind, a willingness to examine all sides of an issue, and an ability to contemplate the possible unintended consequences of any choice. In this conception, being decisive often means having the courage not to make a decision until a problem has been thoroughly examined and understood.”

One of the biggest traps of the principalship, Ritchie continues, is trying to please everyone – parents, students, teachers, the community, the central office: “Trying to meet everyone's expectations is a fool's errand, and it takes a great deal of fortitude not to forget it.”

Finally, Ritchie questions the expectation that principals need to have a destination in mind, a clear sense of where they are taking the school (a standard interview question for aspiring school leaders). “My experience was that this conventional concept of vision turns out to be limiting rather than energizing and can even distract a school from its real mission,” he says. “The fundamental work of a school leader is simple: engender and sustain the best possible environment for teaching and learning... Hire the best teachers you can find, support them in every way possible, help them grow, evaluate them fairly, set and exemplify high expectations for everyone, and create and insist on a climate and culture where students feel safe, known, and challenged. That's the only vision a principal needs.”

“The Effective and Reflective Principal” by John Ritchie in *Phi Delta Kappan*, May 2013 (Vol. 94, #8, p. 18-21), www.kappanmagazine.org; the author can be reached at ritchiejohn115@gmail.com.

[Back to page one](#)

2. Pennsylvania Principals Learn What to Look for in Classrooms

“Formative assessments provide a way for principals to know more about what’s occurring in each classroom,” say Susan Brookhart and Connie Moss (Duquesne University) in this *Kappan* article. “That knowledge then opens the door for the principal to identify areas in which teachers are already successful and areas in which they may need more assistance. Armed with that information, principals are able to have deeper and richer conversations with teachers about their practice.”

Brookhart and Moss gathered these insights working with teachers and principals over several years in a rural Pennsylvania district. At the outset, principals were confident that their teachers were already using formative assessments well and had student-friendly learning targets. It turned out that wasn’t true. “What caught me off guard about this whole thing is that I have high flyers that I thought were doing this already,” said one principal. “But when I did my observations, that wasn’t the case.” Principals began spending more time in classrooms and developing a better eye for what was really happening.

Not all principals in the project were on this learning curve. Some continued to look superficially at student behavior (*Are students on task?*) and avoid the details of classroom objectives, assessments, and learning results. But most principals made significant changes in their practice.

One shift was learning to focus less on what teachers were doing during classroom visits and more on what students were doing. One principal was surprised to find that students with a teacher he thought was engaging and effective were actually quite passive. He said, “The kids never did anything except listen to the teacher and occasionally shake their heads when he asked, ‘Does anybody have a question?’” Another principal was upset to find that the PowerPoint presentations students were creating in another “brilliant” teacher’s classroom over a two-week period were shallow and not aligned with the state curriculum.

A second shift was principals developing a better eye for what was happening between teachers and students. The best principals began to ask themselves a new set of questions when they visited classrooms:

- Do students know and understand the learning target?
- Are students asking themselves, *Where am I going? Where am I now? How can I close the gap?*
- What’s the evidence that students have learned?

One principal noticed that a teacher called only on a few students who raised their hands, affirmed their correct answers, and moved on without finding out if the rest of the class understood.

A third shift was moving from only praising the exemplary teachers to giving actionable feedback to all teachers. “Giving teachers more specific feedback improved how teachers used formative assessments and also improved collegial conversations with teachers,” say Brookhart and Moss. Principals improved the ways they gave feedback to teachers, both individually and in group e-mails to the staff about what they were noticing around their schools.

“Being the leading learner requires principals to have humility, to value learning, to understand how to learn, and to develop the skill of finding learning opportunities in their schools,” conclude Brookhart and Moss. “Looking at what students are actually doing requires principals to value the actions of children and to respect them as learners, and to learn how to find evidence of learning.”

“Leading by Learning” by Susan Brookhart and Connie Moss in *Phi Delta Kappan*, May 2013 (Vol. 94, #8, p. 13-17), www.kappanmagazine.org; Brookhart can be reached at susanbrookhart@bresnan.net.

[Back to page one](#)

3. Surveying Teachers on Evaluation Procedures

“Learning organizations aren’t created by hope or exhortation alone,” say Ross Wiener (Aspen Institute) and Kasia Lundy (Parthenon Group) in their helpful 26-page report on using teacher surveys as part of the evaluation process (see link below); “this work requires infrastructure and tools.” In an *Education Week* article, they summarize the big ideas of the report: “Surveying teachers, and acting on the results, respects teachers’ voice, provides diagnostic information regarding principals and schools, and offers an invaluable, authentic lens into classroom implementation. Used well, teacher surveys just might save evaluation reform from itself.”

Wiener and Lundy are pessimistic that current changes in teacher evaluation will solve the basic problem, which is that most principals don’t provide teachers with detailed feedback on their performance, and teachers have become accustomed to a perfunctory process that rarely includes criticism. Using test scores as part of teacher evaluation won’t change the basic dynamic, say Wiener and Lundy. Instead, principals need to spend much more time in classrooms, share their observations with teachers, and use the conclusions to improve professional development. Teacher surveys are an excellent way to “provide important, timely information on whether this work is happening and how it is being perceived.”

Employee surveys are routine in the corporate world, say Wiener and Lundy: “Employers act on the results because they know top talent is more likely to be attracted to and retained by workplaces that value employees’ perspective.” And some schools use high-quality surveys in meaningful ways. For example, the 34 Aspire schools in California make teacher questionnaire results part of principals’ goal-setting, and Aspire leaders close the loop each year in all-staff meetings in each school, showing how teachers’ feedback was used and sending “a powerful signal that teachers’ voice is important.”

From Wiener and Lundy’s full study, here are some suggested action steps to implement teacher surveys:

- Engage key stakeholders up front.
- Decide what you want to know and what you can act on.
- Make high-quality questions part of existing staff surveys.
- Share results and intended actions with key stakeholders.

- Report results at the school level and take action to address issues identified by stakeholders.
- Ask about effectiveness of solutions over time.
- Preserve anonymity to guarantee honesty.

And here are some suggested teacher survey questions:

- How many times this year (or semester, if conducting the survey twice a year) have you been observed formally (i.e., announced, full-lesson) and informally (i.e., shorter unannounced visits)?
- Who conducted these observations?
- How many different observers conducted formal and informal observations this year?
- On average, how long after your observation did you receive feedback (verbal or written)?
- Have you had an end-of-year conversation with your primary evaluator?
- To what extent do you agree with the following statements?
 - The person who evaluated my performance evaluated me fairly and accurately.
 - The person who evaluated my performance knew what my goals were for my students.
 - The person who evaluated my performance knew how much growth and progress my students made this year.
 - The end-of-year conversation provided good formative feedback to help me improve.
- Do you have a professional growth/development plan that you developed with your evaluator and that guides your work?
- If yes, is your professional development plan a “living” document that is updated throughout the year and incorporates observation feedback?
- To what extent do you agree with the following statements:
 - My observer(s) understand my content area well enough to assess my performance accurately.
 - My observer(s) have been fair and objective.
 - Post-observation feedback identified areas of strength in my performance.
 - Post-observation feedback identified areas of expected growth/areas in which I am expected to improve.
- To what extent do you agree with the following statements:
 - Specific resources were provided to help me learn and grow in the areas identified in my observation feedback.
 - The professional development and training I received throughout the year (or semester, depending on the frequency of the survey) was tailored to my specific needs/development areas.
- To what extent do you agree with the following statements:
 - I know the criteria that are used to evaluate my performance as a teacher.

- Overall, the annual observation and feedback cycle has helped me improve my teaching practice and become a better teacher.
- Do you receive student-achievement growth results or student survey results in a timely manner (i.e., before your year-end evaluation)?
- If student growth data are prepared after the year-end evaluation deadline, do you receive them before the next school year begins?
- Were specific resources provided (at the school or district level) to help you interpret the student growth (or student survey) data and to help you make relevant adjustments to your practice?
- What was the most helpful activity you participated in this year or support you received that helped address your areas of growth or think about instruction differently? This could include school-based coaching, peer coaching, a specific PD event, etc.
- What could improve the evaluation system?

“Want to Build a Better Teacher Evaluation? Ask a Teacher” by Ross Wiener and Kasia Lundy in *Education Week*, May 8, 2013 (Vol. 32, #30, p. 26-27), www.edweek.org; the authors’ full study, “Evaluating Evaluations: Using Teacher Surveys to Strengthen Implementation,” is available at <http://bit.ly/12J9Sjh>.

[Back to page one](#)

4. Delivering Criticism So It’s Heard

In this *New York Times* article, Alina Tugend explores different ways people give feedback. A common approach is to start with a compliment, then point out a problem, and end on a positive note – the praise sandwich. “It turns out it’s not that simple,” says Tugend. “Those who have studied the issue have found that negative feedback isn’t always bad and positive feedback isn’t always good. Too often, they say, we forget the purpose of feedback – it’s not to make people feel better, it’s to help them do better.” Some specifics:

- When people are experts on a subject, they’re more open to critical feedback, whereas novices need encouragement to boost their confidence.

- General comments are unhelpful. For example, a karate teacher saying performance is “really good” or “really bad” adds very little, whereas specific observations are instructive. “We need to separate the emotional side from the technical points,” says Tim Hartford, author of *Adapt: Why Success Always Starts with Failure*.

- “People pleasers” tend to shy away from giving critical feedback because they don’t want to be the bad guy. They bury the criticism and aren’t specific, and many recipients of these “balanced” messages hear only the positive and think they are doing great.

- One way around this is “plussing” – building on and improving ideas without using judgmental language by using words like “and” and “what if” rather than “but.” In the film company Pixar, which has adopted this technique, a director might say to an animator, “I like Woody’s eyes, and what if his eyes rolled left?”

- Brain scans show that judgmental language and being told you have to do something in a certain way lead to self-censoring.

- “That’s the trick then,” concludes Tugend: “making negative feedback precise and timely enough so that it’s helpful but neutral enough so that it’s not perceived as harshly critical. That’s particularly difficult in a culture like ours, where anything short of effusive praise can be viewed as an affront.” Basically, people want to know how to improve and they deserve to know how.

“You’ve Been Doing a Fantastic Job. Just One Thing…” by Alina Tugend in *The New York Times*, April 6, 2013 (p. B5), <http://nyti.ms/ZGE8FX>
[Back to page one](#)

5. Keys to Working Together Productively and Harmoniously

In this *Journal of Staff Development* article, Robert Garmston (Center for Cognitive Coaching and Center for Adaptive Schools) and Diane Zimmerman (Fusion Resolution) say that school leaders need to develop *collaborative compacts* – “a set of accords about how a group will function.” Here are their suggestions:

- Working together:
 - Group members are “present” and eliminate personal distractions.
 - If someone is silent, group members check in with him or her.
 - Group members discuss only one topic at a time and use only one process at a time.
 - Participation in the meeting is balanced.
 - Members listen well, seeking first to understand, then to be understood, paraphrasing to communicate understanding, and inquiring before advocating.
 - Conflict about ideas is encouraged, but affective conflict is eliminated; members show mutual respect, being “hard on ideas and soft on people.”
 - Group members understand and agree on roles – for example, facilitator, recorder, group member, and person with authority (based on role or knowledge).
- Thinking together:
 - The group focuses on students, curriculum, and assessments, setting aside administrivia.
 - Group members monitor their mental state and change it when they lose focus by using a clarifying paraphrase or question, observing processes, or suggesting a transition.
 - The group seeks at least 75 percent consensus by working to understand all views, distinguishing between dialogue and discussion, and giving each person equal voice.
- Dealing with conflicts:
 - Group members know how they feel about conflict and are in touch with ways they might contribute to or escalate a conflict (by internalizing it, joining the argument, or seeking creative tension).
 - State the conflict. The group might give a hot-button issue a name, which allows people to be tough on ideas but not people.
 - Summarize viewpoints. “Groups tend to overwork a conflict,” say Garmston and Zimmerman. “Ask a few of the more silent participants to summarize viewpoints to allow the entire group to gain clarity and know what next steps might be.”

- Agree to disagree. Explicit agreements on areas of disagreement help people communicate and sometimes find common ground.
- Managing our own behavior:
 - Group members care enough to stay focused and committed to the group's work.
 - Members speak up honestly rather than discussing gripes in the parking lot. Examples:
 - “I notice that out of the group of 15, only three people are carrying on the conversation.”
 - “I think this might be because some of us do not want to get into a conflict.”
 - “I am concerned that we are wasting time and will leave here with a false sense of agreement.”
 - “I suggest we stop the debate and summarize the various viewpoints, and then figure out what the group needs next.”

“The Collaborative Compact” by Robert Garmston and Diane Zimmerman in *Journal of Staff Development*, April 2013 (Vol. 34, 32, p. 10-16), www.learningforward.org; the authors can be reached at fabob@aol.com and dpzimmer@gmail.com.

[*Back to page one*](#)

6. Making Math Meaningful

“Narrow cultural beliefs about what math success looks like, who can be good at it, and what it’s used for are driving students to approach the subject with timidity – or not at all,” writes Laura Pappano in this *Harvard Education Letter* article. “Unlike other subjects, such as English, in which teachers expect children who lack good spelling and grammar to imagine themselves as authors and poets and experiment with language, in math students aren’t encouraged to be puzzlers and questioners...” Some solutions:

- *Redefine success* – Too often the emphasis is on memorizing tricks and finding the answer fast, which reinforces the wrong habits of mind. “Spending time ‘mucking around’ and puzzling, trying ideas, making mistakes, and then trying different ideas are paths to developing skills in deductive reasoning and making and supporting an argument,” Pappano reports.

- *Bond with math* – Under pressure to boost test scores, a teacher stops using a discussion-based approach and does test prep. Her students’ anxiety levels rise and enjoyment or identification with math plummet. In school, students are constantly asking themselves, “Am I good at this? Does it matter to me?” says Rachel Lambert. Their teachers’ approach, even the way they mark wrong answers, shapes how they see each subject.

- *Build bridges* – Teachers need to connect emotionally with students, push back when parents say, “We suck at math in our family,” and help black and Hispanic students see math as more than a white European enterprise.

- *Make math useful* – School math must be relevant to students’ lives: Which Laundromat has the best deal for a family with five loads of clothes? Are Latino students disproportionately suspended?

- *Less is more* – California teacher Jannelle Olivier implemented a high-school geometry curriculum in which students answered questions like: *What are the most basic*

physical objects in our surroundings? What is a useful way to imagine these objects when we do math? Even though her students covered just 29 of the 45 test items on an exam, they outperformed students who were taught conventionally. “They are questioning more, and that’s where I get my satisfaction,” she said. “They are problem-solvers, not just answer-getters.”

“Changing the Face of Math” by Laura Pappano in *Harvard Education Letter*, May/June 2013 (Vol. 29, #3, p. 1-3), www.edletter.org

[Back to page one](#)

7. The Limits of RTI

In this *Reading Research Quarterly* article, Jennifer Gilbert, Donald Compton, Douglas Fuchs, Lynn Fuchs, Laura Barquero, and Eunsoo Cho (Vanderbilt University) and Bobette Bouton (University of Georgia/Athens) report on their study of the impact of Tier 1, Tier 2, and Tier 3 instruction in first-grade classrooms. Of the 649 students studied, 212 were not successful after Tier 1. A randomly selected subset of those students received Tier 2 small-group supplementary tutoring for 14 weeks and made significantly higher word reading gains than those who continued in Tier 1. However, the long-term achievement of many of these students was still problematic: by third grade, 47 percent weren’t reading in the average range. The students who didn’t succeed at Tier 2 and received more-intensive one-on-one Tier 3 instruction didn’t do any better than students who continued with Tier 2, and their downstream results were no more impressive.

For the students with the greatest needs, say the authors, a more individualized, problem-solving, resource-intensive approach (perhaps special education if the student has an identified disability) is needed in which assessment and intervention are tailored to the needs of the child.

These results, say Gilbert and her colleagues, “challenge the preventive intent of short-term, standard protocol, multi-tiered supplemental tutoring models... We infer that the supplemental preventive programs associated with RTI may need to span multiple years to accomplish the preventive intent... We believe that early prevention is important because it potentially affords students identified as at risk for future reading problems greater potential to benefit from regular classroom instruction.”

The authors identify four other dimensions not covered in the study that may be important: (a) enhancing the quality of Tier 1 instruction; (b) having the most-experienced and effective teachers provide Tier 3 instruction; (c) providing Tier 3 instruction for the highest-risk students earlier, without spending valuable instructional time at Tier 2; and (d) having those students spend more time at Tier 3.

“Efficacy of a First-Grade Responsiveness-to-Intervention Prevention Model for Struggling Readers” by Jennifer Gilbert, Donald Compton, Douglas Fuchs, Lynn Fuchs, Bobette Bouton, Laura Barquero, and Eunsoo Cho in *Reading Research Quarterly*, April/May/June 2013 (Vol. 48, #2, p. 135-154), <http://1.usa.gov/13sVVGy>; Gilbert is at Jennifer.k.gilbert@vanderbilt.edu.

[Back to page one](#)

8. Research on Pre-K Programs

In this *Education Week* article, William Gormley (Georgetown University) sums up the research on early-childhood education:

- High-quality pre-K programs can substantially boost the school readiness of disadvantaged children. This has been demonstrated by the Perry Preschool Project, the Abecedarian Project, the Chicago Child-Parent Centers Project, and many others. How about middle-class children? It's true that poor children benefit the most, but there are significant gains for middle-class children as well.
- The cognitive benefits from pre-K often fade as students move from kindergarten to third grade. The amount of fade-out depends on the quality of pre-K programs and the extent to which kindergarten through third-grade teachers adjusted their expectations when better-prepared children entered their classrooms. Fade-out is also reduced by introducing "soft skills" (such as attentiveness) into the curriculum.
- Fade-out in the primary grades notwithstanding, the long-term benefits of high-quality pre-K programs are substantial: improved high-school graduation rates, lower rates of juvenile delinquency, less substance abuse, and higher adult earnings. Sophisticated research in Georgia indicates that the long-range benefits of high-quality pre-school exceed costs by at least 5 to 1.

"Charting Pre-K's Value for All" by William Gormley Jr. in *Education Week*, May 8, 2013 (Vol. 32, #30, p. 26, 29), www.edweek.org; the
[Back to page one](#)

9. Short Items:

a. Unit and lesson plan websites – This month's issue of *Kappan* recommends two websites that share curriculum plans:

- Share My Lesson from the American Federation of Teachers: www.sharemylesson.com
- Better Lesson: www.betterlesson.com

"Highlighted and Underlined" in *Phi Delta Kappan*, May 2013 (Vol. 94, #8, p. 7),
www.kappanmagazine.org

[Back to page one](#)

b. Helping principals be instructional leaders – In her editor's note, *Kappan* editor Joan Richardson gives a whole-hearted endorsement to the School Administrative Manager (SAM) program, which trains SAMs to help principals maximize the time they spend on instruction. For more information, see <http://www.samsconnect.com> or e-mail director Mark Shellinger at mark@samsconnect.com.

"Principals as Solo Performers" by Joan Richardson in *Phi Delta Kappan*, May 2013 (Vol. 94, #8, p. 4), www.kappanmagazine.org

[Back to page one](#)

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
- 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
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
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