

Marshall Memo 77

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 7, 2005

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Quotes of the Week

“Teaching is not telling. If it were telling, we’d all be so smart we couldn’t stand ourselves.”

Mark Twain (quoted in #1)

“Differentiated instruction is doing what’s fair and developmentally appropriate for students. It’s a collection of best practices strategically employed to maximize students’ learning at every turn, including giving them the tools to handle anything that is undifferentiated.”

Rick Wormeli (see item #1)

“It takes more emotional and intellectual energy to go back and undo bad learning than it does to teach for mastery the first time around.”

Rick Wormeli (*ibid.*)

“An opening in his or her teaching staff is the single most precious commodity a principal can ever have, and the quickest way to improve your school is to hire great teachers every time you get an opening.”

Todd Whitaker in *Principal Leadership* (Vol. 5, #7, p. 37)

“When teachers spend the majority of their time discussing teaching and learning, it is more likely that student achievement will improve.”

Peter Badalament, Principal of Bellingham High School in Massachusetts
(from his article in *Perspectives*, January / February 2005)

“To send a student off to college without having had an AP or IB course is like insisting that a child learn to ride a bike without ever taking off the training wheels. It is foolish and, in my view, a form of educational malpractice.”

Jay Mathews in *Principal Leadership* (Vol. 5, #7, p. 24)

1. Dispelling Myths About Differentiated Instruction

In this article, Rick Wormeli, a Virginia-based teacher, author, and presenter, works to dispel ten myths about differentiated instruction:

- *Myth 1: Students will be unprepared for tests if they get differentiated instruction.*

On the contrary, Wormeli says, highly effective classroom instruction (which is what he thinks differentiated instruction really comes down to) will prepare students to be successful on high-stakes tests. He writes: “Differentiated instruction is doing what’s fair and developmentally appropriate for students. It’s a collection of best practices strategically employed to maximize students’ learning at every turn, including giving them the tools to handle anything that is undifferentiated.”

Wormeli offers this rule of thumb for deciding how much differentiation is required: “If the final product is required as part of the legally mandated state curriculum, then the product is nonnegotiable.” For example, if a persuasive essay is required, we should not allow students to do a persuasive diorama. But if the curriculum requires students to know a concept (for example Krebs’s cycle in biology), it doesn’t matter how they learn it: “Let them make a poster or Web site devoted to the topic. Let them conduct a debate or create a coloring book on the topic, or let them take the test orally. The goal is to get an accurate rendering of mastery. If a student can express what he or she knows more accurately by using an alternative format, get out of their way and let them do it.”

How about test prep? Wormeli believes only a moderate amount is appropriate: “Give students some training in how to take standardized tests, but don’t get in the way of them demonstrating true mastery.”

- *Myth 2: Differentiation equals individualization.* Not so, says Wormeli: “An individual teacher would go nuts implementing an individualized education program for every secondary student. No one expects educators to do this.” Nor does he believe that differentiation requires always having students work individually or in small groups. Wormeli believes that every curriculum unit should use a combination of all three classroom formats: whole-class instruction, small groups, and individual work. He says that many teachers use two and skimp on the third because they are less proficient at it. Teachers cannot afford to be weak in any area, he says, because students need all three types of classroom experience to become proficient and be

prepared for the real world. When using small groups in the classroom, Wormeli says that the composition of groups should not be a random process, but should be driven by assessment results. To promote such practices he says “it’s completely reasonable for principals to ask teachers, ‘Tell me how you used assessment to guide an instructional approach this week.’”

- *Myth 3: Differentiation means unbalanced workloads.* Some teachers think that the way you differentiate is varying the amount of work assigned to different students, for example, giving a highly-proficient reader a longer book to read. Wrong approach, says Wormeli; this will teach the high-achieving student to play dumb to avoid getting assigned extra work. A better approach is to increase the challenge of the reading, pushing the advanced student to use reading and the author’s ideas in new ways. Wormeli thinks teachers should keep the curriculum objective roughly the same for all students; if it’s worth teaching, all students should learn it – although perhaps at different levels of detail and depth. If there is a reason to have different learning goals for different students, Wormeli thinks the amount of time needed to accomplish them should be the same for all kids: “We don’t ask advanced students to complete something in two days that we allow the rest of the class an entire week to do.” Conversely, a teacher might allow struggling students to do a representative subset of math problems that the rest of the class is doing in full: “We’ll build automaticity with the concepts down the road. Right now, we’re just working on concept attainment.”

In this connection, Wormeli warns of the problem of *confabulation*: this is when a person partially understands something and the brain (which is hard-wired to want the whole picture) “makes up information or borrows from other memories and inserts information in the missing holes, convincing itself that this was the original learning all along.” There’s a real danger if a teacher allows this to happen through half-baked learning in one-size-fits-all pedagogy: “It takes more emotional and intellectual energy to go back and undo bad learning than it does to teach for mastery the first time around.”

Wormeli thinks that differentiated instruction is fairer and more difficult than teacher-centered pedagogy. The latter often results in unsuccessful students coasting or not trying if a lesson is not working for them. A differentiated class is much more challenging because the teacher knows students well and knows which buttons to push to get students engaged in learning. Students are accountable and achieve more.

- *Myth 4: All students must master material at the same time to receive credit.*

Wrong, says Wormeli: “The truth is that it doesn’t matter when students demonstrate mastery. If they give a sincere effort all along, let them retake tests and assignments for full credit when they are ready.” In the adult world, this is true of drivers’ tests, bar exams, and other certification and licensure exams. Wormeli offers the following guidelines for allowing students to redo assignments, projects, and tests for full credit:

- A retake is always at teacher discretion; it’s not taken for granted.
- Students must have given a sincere effort throughout the lesson or unit.
- Require parents to sign the original assignment or test, requesting a redo.
- Require students to submit a plan of study that will enable them to improve their performance the second time around.
- Require students to submit the original with the redone version to keep track of their development.
- Reserve the right to use an alternative format for the redone assignment, project, or test. If the original is a constructed response format, it’s probably okay to use again. If it’s a forced-choice format, change it.
- It must be within reason. Identify a day by which time this will be accomplished or the grade is permanent.
- Create a calendar of completion with the student that will help him or her finish while also keeping up with new work.
- Sometimes the greater gift is to deny the option.

- *Myth 5: “I taught. It’s up to students to learn it.”* Wrong attitude. As Mark Twain said, “Teaching is not telling. If it were telling, we’d all be so smart we couldn’t stand ourselves.” Teachers who know how to differentiate focus on what students are learning and are always thinking about long-term retention, not just covering the curriculum or getting students to parrot information back on a test.

- *Myth 6: Lesson plans must be turned in.* Wormeli thinks lesson plans should only be required for teachers who are undergoing disciplinary action or need assistance. For the vast majority of teachers, he thinks that it’s far more useful for principals to ask for unit plans and general themes. And he says that “pristine plan books” are a bad sign: principals should look for erasures, arrows, and scribbled notes – all a sign of lessons that are responsive to students’ needs.

- *Myth 7: Summative assessment leads to learning.* Wrong, wrong, wrong! “The real powerhouse,” says Wormeli, “is formative assessment.” What really shapes instruction and drives high achievement is smaller assessments and checkpoints with

students getting frequent, timely feedback that they can put to use to gain mastery of the material. “Teachers should spend at least as much energy designing their formative assessments as they do their summative assessments,” he says.

- *Myth 8: Students won't be able to compete in the real world.* Not true: “Differentiation is not about making things easier,” says Wormeli. It’s about preparing students for whatever comes their way, differentiated or not. Good teachers “don’t teach them one way to take notes; they teach them 10 different ways to take notes and under what conditions each technique would be most useful. Teachers don’t teach students to write a five-paragraph essay; they teach students to write an appropriately paragraphed essay. And teachers don’t differentiate all the time – only as necessary for students to learn well.”

- *Myth 9: Teaching the same way to the whole class will toughen students up.* This is silly. “Imagine being asked to do things at which you are incompetent,” argues Wormeli. “You’d get nervous, embarrassed, then angry. Without strategic differentiated instruction, students probably don’t graduate.” Besides, there is lots of differentiation in the real world. If he’s stuck, a rookie brake mechanic can consult manuals, the manufacturer, or a senior mechanic – and even keep the car for another day.

- *Myth 10: There is only one way to differentiate.* Incorrect; there are lots of ways. “It’s not a scripted, sent-from-on-high program. What works in one classroom doesn’t necessarily work in another – but pieces of it might. Half of differentiation, says Wormeli, is in the teacher’s mind-set: “Am I teaching so students learn best?” For principals trying to encourage differentiation, a good place to start is busting these ten myths – and differentiating staff training.

“Busting Myths About Differentiated Instruction” by Rick Wormeli in *Principal Leadership*, March 2005 (Vol. 5, #7, p. 28-33), no e-link available

2. Peer Mediation to Resolve Student Conflicts in Secondary Schools

In this detailed and helpful article, two Midwestern educators describe how peer mediation can help resolve student-student problems in secondary schools. Here are the main points:

- *Situations where peer mediation is ideal* – Disputes about jealousy, use of personal property, bullying, rumors, fights, and misunderstandings among students.

- *Situations that don't lend themselves to peer mediation* – Where students have severe emotional problems, where they have already engaged in violent acts, and where students have had unsuccessful experiences with peer mediation in the past.

- *The ideal peer mediator* – Peer mediators need not be the highest-achieving or best-behaved students in the school. They should be about the same age or grade level as the students involved in the conflict and have mature judgment, leadership abilities, and excellent verbal and nonverbal communication skills.

- *What peer mediators do* – They act as a facilitator, not a decision-maker or judge. They monitor the problem-solving process, maintain confidentiality, and function in an unbiased, empathetic, and respectful manner to help students work together to solve the problem.

- *Training required* – Most programs require peer mediators to go through about 20 hours of initial training in conflict resolution, mediation, negotiation, communication, and collaboration, and then attend refresher courses in mediation skills. Parent consent should be obtained before training begins.

- *How peer mediation is initiated* – Students in conflicts should take part only if they want to. They may request mediation themselves or be referred by school personnel or families. Sometimes adults give students a little push toward mediation by offering an incentive (such as avoiding a suspension or other consequence).

- *Time and setting* – Meetings can take place before, during, or after school. The physical requirements are minimal: a private room with a small table and chairs, a timer, and writing materials.

- *How a session begins* – Students sit facing each other across the table with the mediator between them. The mediator does introductions, goes over the ground rules (usually showing respect for others, cooperating, being willing to listen, taking turns speaking, focusing on issues and not persons, and maintaining the confidentiality of the session), and gets a commitment from both students to abide by the rules. The mediator then has each student describe the problem in clear, objective, and unemotional terms, encouraging students to view the conflict as a mutual problem and see it from the other student's point of view (repeating in their own words what the other student said).

- *Developing goals and options* – The mediator has students develop short-term and long-term goals for the session and identify common interests that can be a springboard for further discussion. Students then brainstorm as many solutions as possible with no comments allowed.

- *Choosing a solution* – Students then systematically evaluate the brainstormed options and decide on one that could work. The mediator summarizes the plan and asks whether it meets the criteria: it's fair, maximizes joint benefits, solves the problem, and helps prevent future problems. Students then write down an agreement, including a timeline, who is responsible for doing what, and a way to evaluate whether the process is working. All three sign the agreement (any future changes in the plan need to be signed by all three parties).

- *What's needed to start a peer mediation program* – A key requirement is a principal who believes in the idea and is willing to exert leadership to build support and foster continued commitment to the program. Here are some components:

- A needs assessment of school personnel, families, and community agencies;
- Identifying peer mediation training organizations;
- Forming a peer mediation program team with a coordinator and trainers;
- Recruiting key staff members with credibility on all sides;
- Building support in the school and community by outreach and involvement;
- Forming an advisory council of parents, staff, students, and community resources (e.g., police officers, after school program personnel, youth workers);
- Setting up training sessions;
- Securing adequate funding;
- Developing public relations materials;
- Running orientation sessions for staff and students;
- Setting up an evaluation process to review and assess results.

“Mediating a Better Solution” by Mary Chittooran and Gaileen Hoenig in *Principal Leadership*, March 2005 (Vol. 5, #7, p. 11-15), no e-link available

3. Doug Reeves on “Student-Centered Accountability”

In this article, Doug Reeves urges us to get past the current debate around standards and focus on *student-centered accountability* – “a system that includes not only academic achievement scores but also specific information about curriculum, teaching practices, leadership practices, and other quantitative and qualitative indicators – the story behind the numbers.” The problem, says Reeves, is that there is too much focus on test scores. “Every teacher knows that the presentation of data without a deep understanding of underlying causes is analytically bankrupt.”

The key, he says, is to track the *antecedents* of excellent test scores. “Only when community leaders, board members, administrators, parents, and teachers understand

the context of accountability can they understand the meaning of the numbers that now adorn the educational box scores in local newspapers.” To dramatize this idea, Reeves presents a matrix with four types of schools:

<p>LUCKY</p> <p>High test scores but little understanding of causes.</p> <p><i>Low probability of replicating success.</i></p>	<p>LEADER</p> <p>High test scores and systematic, well-understood practices to support them.</p> <p><i>High probability of continuing success.</i></p>
<p>LOSER</p> <p>Low test scores with little understanding of the causes.</p> <p><i>Low probability of improving achievement.</i></p>	<p>LEARNER</p> <p>Low test scores but a deep understanding of the antecedents of excellence.</p> <p><i>High probability of improvement.</i></p>

Reeves contends that the key to success, even in situations with poor student achievement, is understanding the processes that will lead to improvement (which is true of the school in the lower right-hand quadrant).

Reeves urges teachers to take the lead in promoting student-centered accountability in their schools and districts, and gives three reasons why this approach will work to improve life in schools – and student achievement:

- First, it’s more accurate than traditional accountability. There’s no question that demography, teaching, curriculum, and leadership all interact to raise or lower student achievement.
- Second, it’s more constructive, leading educators to focus on the improvement of teaching and learning rather than obsess about the test-score bottom line. “We test to know how to learn and teach better,” writes Reeves. “When a school or class displays poor results, it need not result in humiliation and accusation but an intentional search for the underlying causes of poor achievement and the development of specific strategies for improvement.”
- Third, it’s better for the morale of those on the front lines. “Staff morale is improved dramatically not through false affirmation when it is manifestly clear that everything is not fine, but when challenges are faced honestly and leaders recognize that many of the solutions for confronting those challenges are found in the same school and district... Great leaders develop systematic ways to catch teachers doing things right, document those successes, make those successes the focal point of faculty meetings and professional development sessions, and leverage those successes when confronting failures and challenges.”

Reeves urges school districts to identify four or five measurable variables that it believes are the antecedents of high student achievement. They might include:

- Classroom strategies such as peer tutoring;
- Leadership strategies such as collaborative scoring of student work;
- Community engagement strategies such as parental support for student organization and time management skills.

He then urges us to implement our “theories of action” and study the results with a view to gaining insights into what works and what doesn’t work and adding to a growing body of evidence that can inform successful practice.

“A Constructive Alternative in a Destructive Debate” by Douglas Reeves in *Principal Leadership*, March 2005 (Vol. 5, #7, p. 38-43), no e-link available

4. A K-8 School Shares Leadership Among Three Administrators

In this intriguing article, a Massachusetts assistant superintendent tells how two fruitless job searches for the principalship of a 715-student K-8 school (they just couldn’t find the right person) led the district to a creative alternative: sharing the leadership among three of the school’s staff members who were in the process of becoming certified as principals. The plan was for the leadership team to collaborate on schoolwide issues and each focus on one cluster of grades (K-1, 3-5, and 6-8). After checking with the staff, the teachers’ union, parents, and legal counsel and carefully planning the transition, the district launched the team concept last August, allocating extra funds for a special leadership meeting in August and contracting with an experienced principal to act as a mentor to the team. [Each member of the team received additional pay for the twenty days of extra work involved in their roles.]

[I happen to know Gian Criscitiello, one member of the leadership team, and was able to get some additional details from him today. I’m bracketing the information I got from him.]

As the school year began, the three members of the leadership team reached out to staff to reassure them that the team would take care of all the management and leadership responsibilities that a principal would normally handle. The troika went on to say that it wanted to take advantage of the unique leadership structure to build a more coherent K-8 program bridging the academic and social needs of students in the three different grade clusters. They resolved to devote their combined talents to:

- Improving communication among staff and between school and families;

- Getting a unified K-8 focus for curriculum, learning expectations, and school climate;
- Enlisting all staff to accept collective responsibility for a school improvement process.

The team also made a commitment to “invent, adapt, and discover new approaches to school leadership,” i.e., being open to feedback, persisting in questioning the status quo, and being willing to wrestle with thorny issues (such as when a decision could be made by an individual and when it required a team discussion).

[A mid-year staff questionnaire revealed “overwhelmingly positive” reactions to the shared leadership model. There have been no conflicts to date on the tricky issue of teachers being supervised and evaluated by bargaining unit members, perhaps because the team feels the staff is very strong. Gian reports that sharing impressions from classroom visits and other interactions with faculty has been especially helpful; he and his two colleagues see different strengths and weaknesses in teachers, which highlights the value of collaboration (triangulation) and the prime weakness of solo evaluation (subjectivity).]

In January, the School Committee voted to continue the three-way leadership team for the 2005-06 school year. [While a few parents have expressed the desire to have a “real” principal with a strong “vision,” the board had heard enough positive feedback from all sides to continue the model for at least another year. They estimate the additional cost at \$40-50,000. Here is a link to a commentary from the board: <http://www2.townonline.com/lincoln/opinion/view.bg?articleid=194610>]

[Gian shared this overall comment: “I am feeling more and more that team leadership is something that should be seriously explored by other schools. We keep hearing about the role of the principals expanding and expanding. We keep reading about how principals should be more like modern-day managers (who are generally part of management teams, e.g., Theo Epstein of the Red Sox); that the notion of a single dominating, omnipotent persona is outdated. We have our students work in groups (‘collaborative learning’) justifying it by its relationship to the real working world where people work in teams to effect progress. If effective student learning happens in teams, improvements in instruction happen most when teachers work in teams, many professions thrive on the work of teams, and many managers in the world outside education work in teams, why are we wedded to the idea of a single principal or a hierarchy with a principal and an AP or two? It does cost more, but I

think it's worth it because the demands of the current climate of accountability and school improvement may be better met through the work of principal teams.]

"Does the Principal's Job Description Need Redefinition? Principal³: Creating Conditions for Collaborative School Leadership" by Paul Naso in *Perspectives* (Massachusetts ASCD), Jan./Feb. 2005 (p. 6-9), <http://www.mascd.org/docs/naso.htm>

5. Four Things to Help New Principals Succeed

In this article, former Massachusetts principal and superintendent Irwin Blumer compares the relative calm he remembers when he was a principal (that was pre-fax, beepers, cell phone, e-mail, and accountability) with the tremendous demands that school leaders face today. Drawing on his current work training and providing support for new principals, Blumer has four suggestions:

- *All new principals should have a mentor.* By mentor, he means an experienced principal currently working in the district who can serve as an on-call advisor on deadlines, tasks that have to be done at certain points in the year, dos and don'ts, budget and hiring questions, which district support staff to call on (and when), the culture of the district, and any operational concerns the new principal has.

- *All new principals should have a coach.* By coach, Blumer means a retired principal who meets regularly with the new principal for long blocks of time and offers advice and wisdom on supervising and evaluating teachers, handling difficult staff members or parents, working with the special education team, creating a culture of collegiality, developing core values, managing change, running an effective faculty meeting, and general leadership issues. The coach should observe the principal in different settings (visiting classrooms, attending meetings, working with parents, etc.) and give feedback and help outside the chain of command.

- *All beginning principals should take part in a principals' support group.* The format Blumer has found to be most effective is a group of job-alike principals meeting off-site (his groups meet at 7:30 in the morning at his university office) on a regular basis with the assurance of confidentiality. "Principals often believe that they are supposed to know all the answers," he writes, "and feel inadequate if they don't know or are uncertain. A supportive group where the norm is one of raising difficult issues and receiving different insights and perspectives, judgment-free, allows the new principals to overcome this hurdle." Blumer believes that principals should continue with a support group for their first three years on the job; after dealing with survival issues

the first year, the group can move into more substantive issues and discuss them in more depth.

- *The superintendent should visit new principals' schools on a regular basis. Over several hours, the principal and superintendent (or immediate supervisor) should walk the building and talk about all the issues the principal faces, including planning, priorities, and change initiatives. These visits are as important for the boss as they are for the new principal.*

“What Do New Principals Need to Become Effective Instructional Leaders? Fast Forward: Considering Supports for Today’s Principal” by Irwin Blumer in *Perspectives* (Massachusetts ASCD), Jan./Feb. 2005 (p. 2-5), no e-link available

6. A Tough Sixth-Grade Teacher and a Proud Mother

In this touching piece in *Education Week*, a suburban Massachusetts mother describes an October after-school encounter with her son Max’s rather fierce sixth-grade teacher. “Max, we’re going to have to talk about this,” said the teacher, brandishing one of the boy’s papers. “Did he tell you about his grades? Max, I know you can do much better than this. I’ve seen your scores.”

The teacher’s words prodded Max to buckle down and work harder, and Mom restrained herself from being too interfering. One day in the winter, when she cautiously asked how things were going with his teacher, Max said, “I like her. She’s a little too into her rules, you know, but...” “You don’t mind the work?” his mother inquired. “No, not really,” he replied. Mother was astonished and delighted. The teacher hadn’t scared him off, and he had risen to the challenge.

In the spring, mother and son met with the teacher and looked through his much-improved work. “[I]n the end, it was not the litany of successes and achievements the teacher showed me that took my breath away that day. It was after all that, when she turned to me and said, ‘You know, I have to say, Max is a wonderful boy. So kind. Really special. I have rarely see a kid like this. You should be very proud.’ And I finally understood. I had been praised for Max before; but coming from her, it felt all the more genuine. I looked over at Max, who was very red, but smiling, too. So he was still my sweet, kind Max. But because of this tough, wise teacher, he had proved to all of us that he was so much more.”

“Tough Love: Growing Into the 6th Grade” by Susan Senator in *Education Week*, March 2, 2005 (Vol. 24, #25, p. 33)

<http://www.edweek.org/ew/articles/2005/03/02/25senator.h24.html>

7. Short Items:

a. Suggestions for difficult parents – This brief article on Partnership for Learning’s website describes several prototypical parents (Forgetful Fred, Behind Your Back Brenda, Busy Bea, In-Denial Deirdra, Demanding Dan, and AWOL Alice) and suggests an antidote for each one. See if you recognize any of these folks.

<http://www.partnershipforlearning.org/article.asp?ArticleID=2526>

Spotted in *PEN Weekly NewsBlast*, March 4, 2005

b. A new science textbook by Joy Hakim – *The Story of Science, Book One: Aristotle Leads the Way* is the first in a series of six science textbooks by Joy Hakim, who won acclaim for her *History of US* series of U.S. history textbooks. Justin Torres, writing in *Education Gadfly*, says, “This is an extraordinary book... Hakim is an engaging writer, unafraid of taking a stand...”

Education Gadfly, March 3, 2005

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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.marshall8@verizon.net

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 best practices in K-12 education. Kim Marshall, drawing on 35 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 39 carefully-chosen publications (see list to the right), sifts through scores of 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, provide e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2003-04).

Subscriptions:

Individual subscriptions are \$50 for the school year (\$25 for a half-year, beginning late January). Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

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- How to change access e-mail or password

Publications covered:

(those read this week are underlined)

American Educational Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Update (ASCD)
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Staff Development
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teacher Magazine

E-links will be provided whenever possible.