Marshall Memo 588

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 25, 2015

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Quotes of the Week

"Very few of us have an accurate view of our own strengths and weaknesses. Most of us overestimate our ability to multitask, our driving skills, our intelligence, and, most of all, our sense of humor. On the other hand, an unfortunate few, even after the pangs of adolescence, assume the worst about themselves and their future prospects."

Richard Barbieri (see item #2)

"In the morning when I look at myself in the mirror, I like to remind myself that I am seeing the person who is probably going to give me the most trouble that day."

William Ury (quoted in *ibid*.)

"When teachers ask, 'Any questions?' they often encounter silence, even though the questions are lurking out there."

Jeffrey Carpenter (see item #4)

"The field is finally wrestling with whether to jettison the notion of giftedness as this fixed, inborn trait of IQ, and adopting the sense that giftedness is something malleable, that experience matters a lot, and we need to develop it."

Paula Olszewski-Kubilius, Northwestern University, quoted in "Gifted Programs Miss Disadvantaged Students" by Sarah Sparks in *Education Week*, May 20, 2015 (Vol. 34, #31, p. 1, 16), www.edweek.org

"Multitasking is never a good idea if you really need to get something done."

Daniel Goleman (quoted in item #3)

1. To Be Successful, Is It Necessary to Be a Jerk?

In this article in *The Atlantic*, business writer Jerry Useem explores the perennial question of whether success in life comes from positive or negative personality traits. There are plenty of aphorisms, anecdotes, and books on both sides. For the "win by being mean" view:

- Machiavelli – "It is far better to be feared than loved."
- Lee Durocher – "Nice guys finish last."
- Steve Jobs's legendary obnoxiousness – and extraordinary success.
- *The Upside of Your Dark Side* by Todd Kashdan and Robert Biswas-Diener

For the "it pays to be nice" view:

- Dale Carnegie – "Begin with praise and honest appreciation."
- Jesus Christ – "Turn the other cheek."
- *The Power of Nice* by Linda Kaplan Thayer and Robin Koval;
- *Give and Take: Why Helping Others Drives Our Success* by Adam Grant.

The problem is that there's very little research, and the few studies so far put both personality types at either end of the success/failure spectrum. What's going on? "The fact is," says Useem, "me-first behavior is highly adaptive in certain professional situations, just like selflessness is in others. The question is, *why* – and, for those inclined to be instrumental, how can you distinguish between the two?"

Aaron James, who teaches at the University of California/Irvine, attempted an analysis of jerks in his 2012 book:

- They allow themselves to enjoy special advantages and do so systematically;
- They do this out of an entrenched sense of entitlement;
- They're immunized by their sense of entitlement against the complaints of other people.

This definition is almost identical to psychologists' definition of narcissism. So how do these traits line up with professional success? Again, researchers are finding a U-shaped curve, with jerks concentrated among professionally successful people as well as failures. On balance, reports Useem, "being a jerk will fail most people most of the time." But in at least three situations, "a touch of jerkiness" seems to be advantageous:

- In jobs involving a series of onetime encounters in which blowback rarely happens;
- In that evanescent moment after a group has formed but before there is an established hierarchy (the first day of summer camp, for example);
- In an emergency situation when a group's survival is in jeopardy, speed is essential, and people feel they need a strong, decisive, perhaps ruthless leader.

After all his reading, interviewing, and introspection, Useem concludes that being nice can, in some situations, signal weakness and be ineffective. Nice people really can finish last. But does that mean we have to be jerks?

Not entirely. Borrowing Adam Grant's formulation of "givers" and "takers," Useem says professional success is often a matter of being a "disagreeable giver" – being willing to use thorny behavior to further the well-being and success of others. "The hardest thing that I struggle to explain to people," says Grant, "is that being a giver is not the same as being nice." Describing a highly successful company, he says, "The people are really tough there in the sense that they're going to challenge you to grow and develop, they're going to set higher goals for you than you would set for yourself. But they're doing it to make you better and they're doing it with your best interests and the company's best interests in mind." In another successful company, Useem found a culture of "constructive confrontation" in which people challenge ideas but not the people who expound them. He draws a distinction between *aggression*, which is both a behavior and a feeling, and *aggressiveness*, a behavior that can be turned on and off. "The first serves as an outlet," he says. "The second is simply a tool."

"The distinction that needs to be made is this," he concludes: "Jerks, narcissists, and takers engage in behaviors to satisfy their own ego, not to benefit the group. Disagreeable givers aren't getting off on being tough; they're doing it to further a purpose. So here's what we know works: Smile at the customer. Take the initiative. Tweak a few rules. Steal cookies for your colleagues. Don't puncture the impression that you know what you're doing. Let the other person fill the silence. Get comfortable with discomfort. Don't privilege your own feelings. Ask who you're really protecting. Be tough *and* humane. Challenge ideas, not the people who hold them. Don't be a slave to type. And above all, don't affix nasty, scatological labels to people. It's a jerk move."

"Why It Pays to Be a Jerk" by Jerry Useem in *The Atlantic*, June 2015 (Vol. 315, #5, p. 48-58), http://theatln.tc/1Q73Aj9

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2. Knowing Ourselves

In this essay in *Independent School*, consultant Richard Barbieri comments on several books on self-knowledge. A few nuggets:

• *Inaccurate views of ourselves* – "Very few of us have an accurate view of our own strengths and weaknesses," says Barbieri. "Most of us overestimate our ability to multitask, our driving skills, our intelligence, and, most of all, our sense of humor. On the other hand, an unfortunate few, even after the pangs of adolescence, assume the worst about themselves and their future prospects."

• *The fundamental attribution error* – People often fall into this trap, which was originally described by researchers Richard Nisbett and Lee Ross in their book, *The Person and the Situation* (Pinter and Martin, 2nd edition, 2011). It has two dimensions: (a) We tend to believe our actions flow directly from our personalities, but circumstances actually play a major role. In one experiment, divinity students hurrying to be on time for a lecture on the

Good Samaritan came upon a person in apparent need, and 90 percent of them passed by without helping, but when the students knew they had plenty of time to get to the lecture, almost two-thirds stopped to help; (b) We blame our regrettable actions on external circumstances (I was tired; he rubbed me the wrong way; my workload was just overwhelming) but attribute others' bad actions to their flawed personalities (she's always out partying; he's hypersensitive; what a clumsy person).

• *We are different selves, even at one moment in time* – immature, defensive, kind, big sister, etc. – and we have a self, says Barbieri, "that can, if we seek it, help us to recognize when one or another part is reacting detrimentally, as when we realize some minor offense has caused a regressive, temper-tantruming self to rise to the surface."

• *Limited awareness of how we come across* – Neuroscience has found that we cannot accurately hear our own tone of voice, reports Barbieri. "So the next time someone tells you that you frequently appear defensive or sarcastic, don't dismiss the person." William Ury, coauthor of *Getting to Yes*, puts it a little differently: "In the morning when I look at myself in the mirror, I like to remind myself that I am seeing the person who is probably going to give me the most trouble that day."

• *The role of literature* – Barbieri concludes: "Novels, poetry, memoirs, and many other forms, never intended as guides of the perplexed, help us to discover the depths, complexities, and possibilities within ourselves."

"Know Thyself (If You Can)" by Richard Barbieri in *Independent School*, Summer 2015 (Vol. 74, #4, p. 108-111), http://www.nais.org/Magazines-Newsletters/ISMagazine; Barbieri can be reached at richarde.barbieri@gmail.com.

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3. How to Deal with TDS – Technology Distraction Syndrome

(Originally titled "Mobile Devices: Driving Us to Distraction?")

"We seem compulsively drawn to our mobile devices and hardly able to look away when we should be paying attention to something – or someone – else," says Bryan Goodwin (McREL) in this *Educational Leadership* article. We're bombarded with news streams, e-mails, tweets, blogs, chats, Facebook, opinions. "Selecting one sharp focus requires inhibiting a multitude of others," says author Daniel Goleman. "The mind has to fight off the pull of everything else, sorting out what's important from what's irrelevant. That takes cognitive effort." Recent research points to some classroom concerns:

• Laptop use may diminish student attention and focus. One study found that college students who used laptops in class had significantly lower achievement than those who didn't.

• Frequent texting decreases attention and comprehension. College students who sent and received 16 or more texts in a 30-minute period recalled much less course content than students who had fewer than seven.

• Mobile devices and the Internet may be addictive. Audible chimes, vibrations, "likes", and pokes give people's brains a shot of dopamine, a chemical that is habit-forming.

• Multitasking doesn't work. What's really going on is rapid switching among different

tasks – and doing each with less quality and efficiency. Returning to the central task, there's always a lag: "Now, where was I?"

Digital devices aren't going away, says Goodwin, but he has two pieces of advice for students:

- Work on substantive tasks for about 15 uninterrupted minutes and then reward yourself with a digital break.
- Take notes by hand, which supports learning and comprehension significantly better than entering data via keyboard.

"Mobile Devices: Driving Us to Distraction" by Bryan Goodwin in *Educational Leadership*, May 2015 (Vol. 72, #8, p. 75-76), http://bit.ly/1Et5CDo; Goodwin can be reached at bgoodin@mcrel.org.

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4. Enhancing "Frontchannel" Discussions with a Digital "Backchannel"

(Originally titled "Digital Backchannels")

In this *Educational Leadership* article, Jeffrey Carpenter (Elon University) says that as a young teacher, he believed whole-class conversations with his high-school students went well. "A few extroverted or extra-motivated students could be counted on to contribute," he remembers, "and discussions would pass by pleasantly enough. A decent quantity and quality of ideas were shared, and awkward silences were rare."

But over time, Carpenter realized that only a handful of students were taking part while the majority tuned out or engaged in an illicit "backchannel"– whispering, note-passing, flirting. "When teachers ask, 'Any questions?'" he says, "they often encounter silence, even though the questions are lurking out there."

The solution? Allowing students to use mobile devices to create a legitimate "backchannel" that engages all students in the discussion. "In the backchannel," says Carpenter, "students can offer opinions, answer questions, analyze frontchannel content, or share supplementary information." Here are four scenarios:

• *Collaborative conversations* – A U.S. history teacher asks what students found confusing in their Civil War homework. Several students speak while others use the class's Todaysmeet.com chat room to chime in. The teacher skims the backchannel content, sees confusion about the economic differences between the North and South, and verbally clarifies the point.

• *Parallel discussions* – A small group of 9th-graders debates who was to blame for the tragedy in *Romeo and Juliet,* while students in a fishbowl use digital devices to summarize, comment on, and add to the conversation. The teacher monitors frontchannel and backchannel discussions, and when there's a lull says, "I see here in the doc that Kaitlyn thinks that if Friar Lawrence hadn't gotten involved, then nothing would have happened. Any thoughts on that?" A student blurts out, "But he had good intentions!" and both channels light up.

• *Interactive notes* – Eighth-grade science students conduct a lab on using citrus fruits to build batteries; they tweet their predictions, questions, or pictures of collected data on the

class-specific hashtag. "Will the size of the fruit matter?" asks one student. "Some fruits will be better batteries than others," tweets another. After a few minutes, the teacher displays all the tweets and leads a frontchannel discussion while students continue to tweet their suggestions.

• *Formative assessment* – Toward the end of a world-history class on the spread of global capitalism, the teacher asks students to summarize the day's most-important idea in Socrative, then displays responses and invites students to vote on the best. This sparks further discussion, and the teacher makes a mental note to clarify a misconception in the next lesson and create a Do Now on labor unions.

Carpenter believes digital backchannels can involve far more students, enhance student-to-student interaction, and improve the breadth and depth of discussions. He offers these suggestions:

- Make sure all students have access to devices (sometimes working in pairs).
- Establish norms for helpful and unhelpful backchannel comments.
- Monitor the backchannel and keep comments focused on the topic.
- Have agreed-upon "devices off" signals to return to an all-class discussion.

"Digital Backchannels" by Jeffrey Carpenter in *Educational Leadership*, May 2015 (Vol. 72, #8, p. 54-58), available for ASCD members and for purchase at http://bit.ly/1AtypwC; Carpenter can be reached at jcarpenter13@elon.edu.

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5. A Tennessee Teacher Finds a Way to Engage His Quiet Students

(Originally titled "The Big Paper Strategy")

In this *Education Update* article, 8th-grade teacher Darren Hall describes a novel way to conduct a discussion:

- The class gets a thought-provoking prompt – for example, discuss the sanity and reliability of the narrator in an Edgar Allen Poe story.
- Each group of 3-5 students gets a large paper with the prompt written in the center.
- Working in complete silence, students spend 15 minutes writing their thoughts using individually colored markers.
- Students write their claims, counter-claims, questions, and comments, with arrows connecting threads and connectors like, "But let's focus on the topic here" and "So what we've said so far is…"
- The teacher circulates, writes some comments, and gives a two-minute warning before time.
- Students do a museum walk, commenting on classmates' thoughts with sticky notes.
- The class comes together for a discussion.

"All students become active participants in speaking and listening," says Hall, and even a boy who was reluctant to speak up has his written comments all over the sheets.

"The Big Paper Strategy" by Darren Hall in *Education Update*, May 2015 (Vol. 57, #5, p. 6), http://bit.ly/1J028ib; Hall can be reached at Darren.hall@knoxschools.org.

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6. A California High School Recovers from Initial Technology Glitches

(Originally titled "Three Lessons About Going Digital")

In this article in *Educational Leadership*, Doug Fisher and Nancy Frey (San Diego State University) say that one San Diego high school's initial foray into student laptops, tablets, and high-speed Internet was "a disaster." Students were distracted from learning by their devices, teachers were unsure how to use technology effectively and tended to use it to reward students for doing their "real" work, and a lot of the independent tasks students did on the Internet reduced the amount of collaboration. The school worked to solve these problems in three ways:

• A new technology policy focused on courtesy and respect, defining discourtesy as anything that interrupted learning and showed disrespect for others – for example, listening to music with ear-buds while working in a group. The policy enabled teachers to establish norms around "plugged" and "unplugged" classroom time.

• The school purchased a single learning management system (Haiku) to organize content, quizzes, tasks, apps, discussion boards, and other materials.

• Teachers deemphasized personalized, independent assignments and increased the amount of online collaboration – for example, discussions, videos, Google Docs.

"Three Lessons About Going Digital" by Doug Fisher and Nancy Frey in *Educational Leadership*, May 2015 (Vol. 72, #8, p. 79-80), http://bit.ly/1BlEDcP; the authors can be reached at dfisher@mail.sdsu.edu and nfrey@mail.sdsu.edu.

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7. Why Math Speediness and Memorization Aren't the Path to Success

"Mathematics classes of the past decade have valued one type of math learner, one who can memorize well and calculate fast," says Jo Boaler (Stanford University) in the *Hechinger Report*. "Yet data from the 13 million students who took PISA tests showed that the lowest-achieving students worldwide were those who used a memorization strategy – those who thought of math as a set of methods to remember and who approached math by trying to memorize steps. The highest-achieving students were those who thought of math as a set of connected, big ideas." The fact that many U.S. classrooms have emphasized memorization and speed explains why our students "are procedurally competent but can't think their way out of a box" – and why they don't fare well in international comparisons.

"Real mathematics is about inquiry, communication, connections, and visual ideas," says Boaler. "We don't need students to calculate quickly in math. We need students who can ask good questions, map out pathways, reason about complex solutions, set up models, and communicate in different forms… This broad, multidimensional mathematics is the math that engages many more learners and puts them on a pathway to life-long success."

That's why it's unwise to push students into AP courses and calculus before they have explored previous stages more thoughtfully, she says. Depth, not acceleration, is the best approach. San Francisco is one of the first large districts to take this approach; some of its

students still take calculus, but the pathway to high-level courses emphasizes understanding rather than procedures and memorization.

"New brain science tells us that no one is born with a math gift or a math brain," concludes Boaler, "and that all students can achieve in math with the right teaching and messages. The classrooms that produce high-achieving students are those in which students work on deep, rich mathematics through tasks that they can take to any level they want. No one is told what level they can reach and no one is held back by narrow questions that limit students' mathematical development and creativity."

The good news is that all this is included in the Common Core standards, and many classrooms across the nation are undergoing a sea change in what's emphasized.

"Memorizers Are the Lowest Achievers and Other Common Core Math Surprises" by Jo Boaler in *The Hechinger Report*, May 7, 2015, http://bit.ly/1FQUZ4y, spotted in *LEAP NewsBlast*, May 19, 2015

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8. High-Quality, Common Core-Aligned Curriculum Materials

In this *Education Gadfly* article, Kathleen Porter-Magee and Victoria Sears report on the dearth of good classroom materials aligned with the Common Core standards. According to a 2014 survey, 45 percent of American districts say they are having "major problems" finding well-aligned materials, with another 45 percent reporting "minor problems." Many districts are getting wise to the "Common Core Aligned" stickers slapped on pre-Common Core materials and are looking hard for alternatives.

Not willing to wait for publishers to come out with revised materials, the New York State Education Department decided in 2010 to hire experts to create, from scratch, a set of ELA and math curriculum materials truly aimed at Common Core standards – and make them available, free and open-source, to all educators. EdReports.org just released an analysis of 20 print and digital K-8 math programs and found New York's *Eureka* to be the only one meeting the full criteria in all grades. In this article, Porter-Magee and Sears report on the Thomas B. Fordham Institute's analysis of the New York ELA materials, conducted by Elizabeth Haydel and Sheila Byrd Carmichael. Their findings:

- Common Core alignment is generally strong.
- Selected texts are high-quality and appropriately rigorous, and the program allows educators greater flexibility than other scripted programs.
- Because New York engaged multiple developers to create separate resources for specific grade bands, each set of materials reflects a distinctive approach to curriculum and literacy, which makes for a bumpy progression across grade bands.
- While content and foundational skills in the early grades appear thoughtfully developed, the sheer quantity of content across all grade bands can be overwhelming.
- The high-school curriculum (not yet complete) lacks a critical emphasis on literacy content, a problem amplified by the fact that students read only excerpts of great books rather than full novels, biographies, and other works.

"All that said," conclude Porter-Magee and Sears, "EngageNY's English language arts materials supply educators – both inside and outside New York State – an important alternative to traditional textbooks of questionable quality and alignment."

The New York math and ELA materials are available at www.engageny.org.

"EngageNY's ELA Curriculum Is Uncommonly Engaging" by Kathleen Porter-Magee and Victoria Sears in *The Education Gadfly*, May 20, 2015 (Vol. 15, #19), http://bit.ly/1J0aoOX

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9. Preliminary Data on New York City's Tougher Stance on Teacher Tenure

In this article in *Educational Researcher*, Susanna Loeb (Stanford University) and Luke Miller and James Wyckoff (University of Virginia/Charlottesville) report on their study of New York City's 2010 decision to hold principals accountable for justifying tenure for probationary teachers. The result was a big increase in the number of teachers who were extended – that is, not granted tenure and kept on for another year to prove themselves. Before the new policy was implemented, 94 percent of eligible teachers were granted tenure; afterward, it fell to 56 percent. (There was a slight increase in the number of teachers denied tenure and actually let go, from 2 to 3 percent.)

The "extended" teachers, Loeb, Miller, and Wyckoff found, were much more likely to leave their schools (usually for other New York City schools) and be replaced by teachers who were judged to be more effective. Since non-tenured and lower-rated teachers are more numerous in high-poverty schools with heavier concentrations of black and Hispanic students, the new tenure policy benefited the schools and students most in need of effective teaching.

However, conclude the researchers, "because most teachers who became eligible for tenure were extended and not dismissed, it is unclear a priori whether the reform meaningfully altered the workforce… The long-run implications are unclear but could potentially be less salient if extended teachers come to understand they will not be denied tenure, replacement teachers are not more effective, or the overall applicant pool of new teachers is depressed as a result of tenure reform."

"Performance Screens for School Improvement: The Case of Teacher Tenure Reform in New York City" by Susanna Loeb, Luke Miller, and James Wyckoff in *Educational Researcher*, May 2015 (Vol. 44, #4, 199-212), http://stanford.io/1PIGGng; the authors can be reached at sloeb@stanford.edu, lmiller@virginia.edu, and wyckoff@virginia.edu.

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10. Five Ways to Improve Written Material That's Sent to Families

"Effective communication enhances school-family partnerships," says Sarah Nagro (Johns Hopkins University) in this article in *Teaching Exceptional Children*. She suggests the PROSE checklist for making written communication optimally effective:

Print:

- Use one consistent font.
- Keep the same font size throughout, ideally 12-point.

- Avoid all-caps or all-italics sentences.
- Don't overdo highlighting or bold-face type – use them to draw attention, not decorate.

Readability:

- Make the reading level fifth-grade, not higher than eighth-grade.
- Avoid multisyllabic words, sticking mostly to words of one or two syllables.
- Make most sentences 10-15 words, never more than 25.
- Break longer sentences into several shorter sentences.
- Limit prepositional phrases.

Organization:

- Use a predictable left-to-right, top-to-bottom layout.
- Use headings to guide the reader and set the headings apart from running text.
- Separate diagrams from text (lists, tables, charts, graphs).
- Keep graphics simple – no more than 15 labels and 75 items.
- Label graphics so they're self-explanatory.

Structure:

- Ideally limit publications to one page, or break longer documents into sections.
- Use page numbers if there's more than one page.
- Use white space to break up text and keep each page from being too dense.
- Use images and figures to support content, rather than for decoration.

Ease of reading:

- Write in the active voice.
- Limit pronouns to one per sentence so antecedents are clear.
- Avoid acronyms unless they're widely known to families.
- Include real-world examples whenever possible.

"PROSE Checklist: Strategies for Improving School-to-Home Written Communication" by Sarah Nagro in *Teaching Exceptional Children*, May/June 2015 (Vol. 47, #5, p. 256-263), available for purchase at http://bit.ly/1IVLcuz; Nagro can be reached at snagroc1@jhu.edu.

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11. Explaining Scientific Material to Novices

In this article in *Scientific American*, Amanda Baker (Frontiers for Young Minds) reports the suggestions made by U.S. students to the authors of science articles written for K-12 readers. These suggestions might very well apply to teachers explaining scientific concepts to their students:

• Explain your motivation. It may seem obvious to the scientist or teacher, but leaving this out invites disengagement.

• Remember the basics. Foundational facts and concepts that experts take for granted are essential to the novice listener or reader.

• Write and explain in clear, vivid, understandable sentences and paragraphs. Avoid technical terms and Latin.

• Include vivid figures and graphics to clarify meaning, illustrate difficult concepts, and show connections between important pieces of information.

"Don't Explain So Much at Once, and Other Advice from Young Science Readers" by Amanda Baker in *Scientific American*, May 19, 2015, http://bit.ly/1KhRF0g

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12. Short Items:

a. The fine points of observing a full lesson – This 30-minute video by Jon Saphier and Caroline Tripp of Research for Better Teaching is a comprehensive guide to preparing for, conducting, and analyzing notes from an observation of a full lesson – including how to organize hand-written notes, where to stand, how to interact with students, and how to decide on the main points to share with the teacher afterwards. At www.rbteach.com, click on Products and Resources, then Video Library, and scroll down the list.

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b. Riding a reverse-steering bicycle – This *Smarter Every Day* video by Destin Sandlin describes the surprising difficulty of learning to ride a bicycle whose handlebars are engineered to turn the wheel the opposite way: http://dailyliked.net/backwards-brain-bicycle/. Interesting implications for overcoming people's misconceptions and ingrained habits.

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c. Short instructional videos – The Crash Course website has free videos by John Green on a wide range of subjects https://www.youtube.com/user/crashcourse including astronomy, the constitutional separation of powers, and human anatomy.

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d. What teachers should know about the Common Core – This article by literacy guru Timothy Shanahan (University of Illinois/Chicago) answers a full range of questions about the new ELA standards: http://onlinelibrary.wiley.com/doi/10.1002/trtr.1368/pdf (for purchase).

"What Teachers Should Know About Common Core: A Guide for the Perplexed" by Timothy Shanahan in *The Reading Teacher*, May 2015 (Vol. 68, #8, p. 583-588); Shanahan can be reached at shanahan@uic.edu.

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If you have feedback or suggestions,
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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 44 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:

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- 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.
- A collection of "classic" articles from all 11 years

Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
Peabody Journal of Education
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
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