Marshall Memo 758

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 22, 2018

In This Issue:

Quotes of the Week

"When teachers and students use assessments to make timely adjustments in teaching and learning tactics, they can effectively double the speed of learning."

Nancy Love and Michelle Crowell (see article #1)

"If we want students to see themselves as capable of learning and doing mathematics, then teachers must possess confidence in their own abilities to understand and use mathematics. If we want students to see mathematics as relevant to their lives, as worthy of their time and interest, then teachers must proclaim the importance of mathematics in their own lives and have a passion for empowering students with mathematical tools and ways of thinking. If we want students to recognize the satisfaction that comes from tackling and persevering through challenging mathematics problems, then teachers must also see themselves as mathematics learners."

Sue Chapman and Mary Mitchell (see article #2)

"Assessment is a process that should help students become better judges of their own work, assist them in recognizing high-quality work when they produce it, and support them in using evidence to advance their own learning."

National Council of Teachers of Mathematics (quoted in *ibid*.)

"Powerful social forces throughout history and across cultures have encouraged males to degrade females and driven students to harass gay, lesbian, and transgender students. But passivity not only condones such comments, it can also diminish young people's respect for us as adults and role models."

Richard Weissbourd (see article #4)

1. Teams Using On-The-Spot Assessments to Close Achievement Gaps

In this article in *The Learning Professional*, Nancy Love (Research for Better Teaching) and Everett, Massachusetts principal Michelle Crowell describe a pivotal moment as a grade-level teacher team worked to write an exit ticket that everyone would use to check for understanding at the end of a lesson. A special-education teacher said, "My students couldn't do that; it's too hard for them. They'll get discouraged." Another teacher said, "I think with modifications this assessment can work for all our kids. Let's see if we can modify the task to make it more accessible to your students. We want all our students to hit the standard." An ELL teacher chimed in that a modified exit ticket might be helpful for her students. The team created two versions of the assessment, leaving it up to individual teachers to decide which to use.

When the team met a week later to look at the results and plan follow-up, special-education teachers reported that their students did well. "We just weren't expecting enough of them," said one teacher. "They know they're doing the same work as their classmates."

This dynamic in teacher teams, say Love and Crowell, is one of the most powerful ways to "chip away at low expectations, racism, and cultural biases that have marginalized special-education students, English language learners, students of color, and others who have not traditionally been served well by schools." Many schools have mission statements about high expectations, but those values really come to life when teacher teams collaborate on common assessments and follow up on the results.

Love and Crowell describe the turnaround in an Everett, Massachusetts school when grade-level teams began using common planning time to craft quick end-of-lesson assessments and plan immediate next steps for reteaching and extending learning. Special-education teachers and language development specialists were regular members of teams, contributing insights about modifications and teaching strategies. The school showed significant gains in student achievement as a result.

In many schools, teacher meetings like these won't happen spontaneously. Here are the steps Love and Crowell believe are necessary to create a successful dynamic:

• *Spell out specific success criteria*. Students need to know up front what good work looks like, along with the expectation that they can achieve it. (If students have to engage in a guessing game about what the teacher wants, that gives an advantage to students whose backgrounds are similar to their teacher's.) It's helpful if teachers gather information about

their students through surveys, interviews, and one-on-one chats, picking up culturally relevant examples and metaphors to fine-tune learning experiences.

• *Frequently check for understanding*. This is much more than asking, "Any questions?" say Love and Crowell. It means using "quick quizzes, exit tickets, responses to writing prompts, or entries in science or math journals… that align with learning targets, assess success criteria, and surface gaps or errors in student thinking." In classrooms using this process, teachers communicate these beliefs to students:

- *I want to know how you are doing during learning so I can take next steps.*
- *Errors are a vital part of learning.*
- *It's persistence, not first and fastest, that matters.*

Love and Crowell report research on the dramatic impact of this process: "When teachers and students use assessments to make timely adjustments in teaching and learning tactics, they can effectively double the speed of learning."

• *Analyze assessment results*. "Individually, teachers might do this on the fly," say Love and Crowell, "quickly sorting student work to determine who's got it and who doesn't, and regrouping or reteaching accordingly. In a team, teachers use protocols to take a deeper dive into student work to determine whether the success criteria are met or not and plan for next instructional steps." An example: teachers in one team noticed that Asian students performed worse on a math assessment than their classmates. Digging deeper, teachers realized that these students were reluctant to estimate, taking extra time to come up with precise answers. Teachers were able to help the Asian students overcome a misconception and grasp one of the big ideas of mathematics: there is a time for precision and a time for estimation.

• *Follow up*. Love and Crowell say this is the crucial part, and should include taking FIRME action:

- Feedback – Objective, descriptive information about students' performance on the standards and success criteria;
- Investigation – Looking closely at student thinking revealed by assessment results;
- Reteaching, re-engaging, regrouping – Teachers use appropriate approaches to help students who need another opportunity to reach mastery.
- Moving on – When almost all students have attained proficiency, it may be time to move on.
- Extension – Additional challenges for students who master learning targets before others.

"While important for all students," say the authors, "these practices are vital for marginalized students…" by catching learning problems in real time and giving teachers insights on the supports these students need to catch up and reach mastery.

For this kind of teacher teamwork to take hold in a school, conclude Love and Crowell, four steps are necessary: (a) thoughtful rollout, so teachers understand the rationale and customize the process to their unique circumstances; (b) structures and schedules, including regular common-planning times that include special-education and ELL staff; (c) coaching support for teacher teams until they're able to self-facilitate; and (d) monitoring and support by

school leaders, including dropping in on meetings, joining in analysis and planning, seeing how things are going during classroom visits, and celebrating successes. "Our administrators are the backbone that has made this successful," said an Everett fourth-grade teacher. "Because they are so passionate about it, they made us passionate about it."

"Strong Teams, Strong Results: Formative Assessment Helps Teacher Teams Strengthen Equity" by Nancy Love and Michelle Crowell in *The Learning Professional*, October 2018 (Vol. 39, #5, p. 34-39), e-link for members only; Love can be reached at love@RBTeach.com, Crowell at mcrowell@everett.k12.ma.us.

Back to page one

2. Getting Teachers Past Their Math Phobia

"If we want students to see themselves as capable of learning and doing mathematics, then teachers must possess confidence in their own abilities to understand and use mathematics" say Sue Chapman (University of Houston/Clear Lake) and Mary Mitchell (Math Solutions) in this article in *The Learning Professional*. "If we want students to see mathematics as relevant to their lives, as worthy of their time and interest, then teachers must proclaim the importance of mathematics in their own lives and have a passion for empowering students with mathematical tools and ways of thinking. If we want students to recognize the satisfaction that comes from tackling and persevering through challenging mathematics problems, then teachers must also see themselves as mathematics learners."

Teachers' mindsets about math influence the learning tasks they assign, the way they orchestrate classroom interactions, their response to mistakes, and how they assess and follow up on learning – all of which have an impact on students' attitudes, effort, and achievement. Is it possible for teachers to reset negative attitudes about math and develop a more productive mindset? Yes, say Chapman and Mitchell, "because mindset awareness and choice are metacognitive processes that can be learned and strengthened through practice." They recommend a "coaching cycle" in which teachers and a facilitator go through these steps:

• *Read about mathematical mindsets*. Teachers peruse articles and reflect on how mindset affects their students' math achievement. Teachers might conduct surveys of their own and students' attitudes about math.

• *Pose key questions*. Teachers explore questions like, How can I tell if my students are experiencing the right level of cognitive struggle? How can I encourage a sense of joy and wonder in my math class? How can I celebrate mistakes as opportunities for learning?

• *Gather data through classroom observations, video or audio recordings, surveys, and student journaling*. The coach and teachers get information on the number of students who volunteer to answer math questions; how often students explain their thinking; how often students respond to peers' thinking and ideas; whether students engage in a rigorous task when given choices; and students' reactions when they get wrong answers. One possible survey question: What advice might you give another student who is having trouble with math?

• *Reflect on the data*. Teachers draw conclusions about themselves and their students and implications for daily classroom practice. The ideal takeaways from this process would be

a set of productive beliefs about mathematics, such as these from the National Council of Teachers of Mathematics (2014):

- Mathematical ability is a function of opportunity, experience, and effort – not of innate intelligence.
- Finding answers to a mathematical computation is not sufficient. Is the answer reasonable? How does it apply to a given context?
- Math learning should focus on developing understanding of concepts and procedures through problem-solving, reasoning, and discourse.
- Assessment is a process that should help students become better judges of their own work, assist them in recognizing high-quality work when they produce it, and support them in using evidence to advance their own learning.
- Mathematics is a dynamic and ever-changing field.
- Teachers of mathematics continue to learn throughout their careers.

"Mindset for Math" by Sue Chapman and Mary Mitchell in *The Learning Professional*, October 2018 (Vol. 39, #5, p. 60-64), e-link for members only; Chapman can be reached at chapmans@uhcl.edu, Mitchell at mmitchell@mathsolutions.com.

Back to page one

3. Fostering Positive Academic Mindsets in Students

In this report from the UChicago Consortium on School Research, Elaine Allensworth, Camille Farrington, Molly Gordon, David Johnson, Kylie Klein, Bronwyn McDaniel, and Jenny Nagaoka synthesize research on what schools can do to support students' social, emotional, and academic development, with a special focus on student engagement. "Four learning mindsets are particularly important in supporting students' academic behaviors, persistence, and performance on academic tasks," say the authors. When students have these positive mindsets, they apply themselves and are much more likely to be successful in school:

- I belong in this learning community.
- I can succeed at my schoolwork.
- My ability and competence grow with my own efforts.
- The work has value for me.

Why would a student embrace these beliefs? Home and community influences are important, but so is the climate created by administrators and teachers. Conversely, if students believe they don't belong, can't succeed or get smarter, and aren't working on worthwhile endeavors, they are likely to disengage and do less well.

Academic mindsets can vary through a school day. As students move from one class to another, they may feel more or less confident and accepted depending on learning conditions and instructional practices used by different teachers. Students at different stages of development enter classrooms with a wide range of psychological "backpacks." In each situation, say the authors, students are asking themselves, "Is school something that 'people like me' care about and are good at?"

What are the PD implications of this complex interface of instruction, classroom climate, and student attitudes? "Teachers get better at their craft by reflecting on how their own classrooms might support or interfere with the development of positive student mindsets," say the authors. "Over time, positive mindsets and active engagement in learning not only support deeper understanding and better academic achievement, but they also tend to increase students' enjoyment of learning and development of positive academic identities." The authors mention nine teacher actions that develop positive academic mindsets and turn around negative mindsets:

- Setting predictable norms and routines that support respectful student and teacher interactions;
- Sending clear messages about the nature and purpose of learning and the role of mistakes in the learning process;
- Explicitly connecting new material to students' prior knowledge;
- Helping students "see themselves" in the work by connecting it to their interests, goals, and cultural identities;
- Developing trust by listening to students and responding to their input;
- Creating opportunities for student autonomy and choice as well as for collective learning;
- Showing students models of high-quality work and conveying confidence that they can produce equally good work;
- Providing frequent and specific feedback on students' work and opportunities for students to apply that feedback to progressively improving their performance;
- Ensuring fair grading practices that emphasize growth and improvement.

"Supporting Social, Emotional, and Academic Development: Research Implications for Educators" by Elaine Allensworth, Camille Farrington, Molly Gordon, David Johnson, Kylie Klein, Bronwyn McDaniel, and Jenny Nagaoka, UChicago Consortium on School Research, October 2018, https://bit.ly/2CV7d0j

Back to page one

4. Dealing with Harassment and Disrespect in Middle and High Schools

(Originally titled "Let's Take a Stand Against Sexual Harassment in Schools")

In this article in *Educational Leadership*, Richard Weissbourd (Harvard Graduate School of Education) reports that sexual harassment continues to be a major issue in U.S. middle and high schools, with well over half of girls experiencing some combination of catcalling, being insulted with sexualized words, leering, groping, online harassment, and threats. Many remain silent, accepting that it's just a fact of life. "And the problem is not just girls being harassed by boys;" says Weissbourd; "boys are also sexually harassed by girls, and students of varying gender and sexual identities are disproportionately harassed." All this leaves scars that can last a lifetime – fear and shame that undermine school success, relationships, and life chances. It also corrodes "men's capacity to have meaningful relationships with both females and males, to be ethical, and to be fully human."

What can schools do? Weissbourd believes the following steps are inexpensive and don't run the risk of overburdening educators who are already being asked to take on a wide range of responsibilities (plus, taking these actions may end up saving time by preventing incidents):

• *Conduct a harassment audit*. Questions include when and where staff members intervene to stop harassment, what kind of training has taken place, and whether every student has an adult he or she is comfortable talking to if harassed. Weissbourd recommends conducting staff and student surveys once or twice a year with a committee monitoring the data and following up.

• *Train and support staff*. It's essential that educators feel prepared to intervene effectively to address disrespectful language and harassment and are open to and willing to follow up with student disclosures. "Unfortunately," says Weissbourd, "many school adults appear to lack the confidence and skills to have these conversations." People need training and practice, including role-playing in a safe environment. This will be an uphill battle, he acknowledges: "Powerful social forces throughout history and across cultures have encouraged males to degrade females and driven students to harass gay, lesbian, and transgender students. But passivity not only condones such comments, it can also diminish young people's respect for us as adults and role models."

• *Do more than telling students, "Be respectful."* They need to know specifically what crosses the line. A case in point: 62 percent of respondents to a survey of 18-25-year-old women said they found catcalling offensive, scary, and angering – but one-third of male respondents thought girls would be "flattered" by being catcalled. Many teens aren't clear on what constitutes sexual assault, and a majority have never talked to an adult about consent in sexual encounters. In classrooms, advisories, and private conversations, these issues need to be addressed.

• *Talk to teens about what to do if they are harassed*. Students need to discuss, think through, and role-play how to handle such situations in the moment and how to follow through with educators and other adults – and if necessary, law enforcement.

• *Mobilize student leaders*. Students often know the "leverage points that can bring about change," says Weissbourd, "and they are often keenly sensitive to tone." They can discern the difference between joking banter and using sexualized words as weapons. Older students can be part of the effort to educate and sensitize incoming students.

• *Encourage boys to think about the nature of honor and courage and promote empathy*. Bluster and bravado are behind a lot of boasting, bullying, and disrespectful talk. Adults need to talk to boys about the real nature of courage and honor. All young people also need guidance dealing with the way women are portrayed in sexualized images in the media and the Web, and in provocative, distorted, and confusing Internet pornography.

• *Encourage standing up to problematic behavior*. "Learning to be an 'upstander' is a vital part of becoming an ethical, courageous person," says Weissbourd. But standing up to harassment and bullying can be risky, so students need to brainstorm strategies and role-play realistic situations.

"Let's Take a Stand Against Sexual Harassment in Schools" by Richard Weissbourd in *Educational Leadership*, October 2018 (Vol. 76, #2, p. 52-57), https://bit.ly/2ywVAYN; Weissbourd can be reached at richard_weissbourd@gse.harvard.edu.

Back to page one

5. Preventing Teen Harassment and Dating Violence

In this article in *Education Week*, Nan Stein (Wellesley College) and Bruce Taylor (University of Chicago) cite recent statistics on the extent of sexual harassment and assault among young people:

- About 10 percent of high-school students were sexually assaulted in 2017.
- That included 15 percent of females and 4.3 percent of males.
- In the context of dating among 13-18-year-olds, a 2013-2017 study found that 17.8 percent of females and 17.3 percent of males reported sexual assaults.

Stein and Taylor suggest three ways schools can address this pervasive problem:

• *Implement evidence-based interventions*. These should start in middle school, making clear that sexual harassment is a precursor to teen dating violence. Recommended programs include Safe Dates, Coaching Boys into Men, and Bystander Intervention.

• *Implement schoolwide interventions*. For example, the Shifting Boundaries program works with students to identify safe and unsafe areas of the school to guide adult supervision, create quasi-restraining orders to protect victims, and post messages and posters on safe teen relationships in hallways and classrooms.

• *Conduct staff training*. Faculty and staff in all types of schools need PD that alerts them to the magnitude of the problem and overcomes their "it doesn't happen here" denial.

"It Can Happen Anywhere" by Nan Stein and Bruce Taylor in *Education Week*, October 10, 2018 (Vol. 38, #8, p. 20), https://bit.ly/2AlhVe7

Back to page one

6. Do These Students Belong in Special Education?

In this article in *Teachers College Record*, Eleanor Craft (Palm Beach County Public Schools) and Aimee Howley (Ohio University) report their study of nine African-American students' experience in secondary-school special education classes. On the positive side, students appreciated working with responsive teachers, getting more individual attention in smaller classes, and not feeling rushed. On the negative side, students felt stigmatized by peers, made limited academic progress because of the slow pace of the curriculum, and confronted barriers that kept them from returning to general-education placements. Only a few of the students believed the benefits of special education outweighed the costs.

Craft and Howley found that these students' school behavior initially deteriorated because of traumatic events in their lives. Then their behavior problems and subsequent disruption inside and outside classrooms prompted teachers to refer them for special education services. "Once they became eligible to be served via an IEP," say the authors, "the students found that their special education placement became a dead end, offering almost no chance for

placement back in the general education program." This, believe the authors, amounts to blaming the victims.

"With the mission of cultivating human potential and providing equal opportunities to all," conclude Craft and Howley, "schools ought to be the last places to perpetuate victim blaming. Rather, they should be sufficiently attentive to students' circumstances to differentiate between trauma-related adjustment difficulties and persistent emotional disturbance. And they should be sufficiently well integrated into the network of community service agencies to be able to make referrals for appropriate psychological services. Waiting for students to fail and then placing them in programs that perpetuate their failure and add to their emotional burdens represents malpractice of the worst kind."

"African-American Students' Experience in Special Education Programs" by Eleanor Craft and Aimee Howley in *Teachers College Record*, October 2018 (Vol. 120, #10, p. 1-35), http://www.tcrecord.org/library/abstract.asp?contentid=22260;

Back to page one

7. A Study of Teacher Evaluation Reform in Six Sites

In this report from the National Council on Teacher Quality, Hannah Putman, Elizabeth Ross, and Kate Walsh report on what they believe are examples of improved teacher-evaluation policies: four public-school districts (Dallas, District of Columbia, Denver, and Newark) and two states (New Mexico, and Tennessee). "Evaluation is not a silver bullet that will automatically improve teacher effectiveness and student outcomes," say the authors. But in these sites, they believe policies accomplished six important goals:

- Providing a more valid measure of teacher quality by distinguishing between teachers at different performance levels;
- Recognizing strong teachers and keeping them in the classroom;
- Encouraging consistently less-effective teachers to leave the classroom;
- Helping all teachers improve;
- Recruiting more-effective new teachers.
- Achieving gains in student learning and other positive student outcomes.

"The knowledge base for building a strong evaluation system is still young and is continuously being refined," say Putnam, Ross, and Walsh, "but some clear principles of strong practice have emerged from a decade of innovation and implementation." All the sites incorporated these features (with one exception on the last one):

- Using multiple measures;
- Using student survey data;
- Including objective measures of student growth;
- Using evaluation data to inform professional development;
- Evaluating teachers on at least three rating categories;
- Supervisors doing annual observations and evaluations of all teachers;
- Written feedback after each observation (District of Columbia schools was the only exception on this feature).

Using multiple measures is one of the most important features, say the authors. Each site gave varying weights to different components; the most frequently used were classroom observations and student achievement or growth.

An important feature in these sites, the authors believe, is linking teachers' evaluation to key personnel decisions, including compensation, selecting classrooms to host student teachers, selecting teachers for leadership opportunities, professional development, making decisions on dismissals, and incentivizing effective teachers to work in high-need schools. In all the sites, a salary raise and/or a bonus was linked to a higher evaluation rating. With compensation part of the process, say Putnam, Ross, and Walsh, "Teachers were more inclined to seek support, and principals were more motivated to have difficult conversations with their staff."

The teacher-evaluation policies in these six sites evolved over time, say the authors; none of them "got everything right in the first year of implementation." Feedback from teachers, principals, and other stakeholders informed revisions. The basic direction of the policies survived superintendent transitions in all the sites. There were gains in student achievement coinciding with the policies, but the authors acknowledge that it's difficult to attribute those gains to teacher-evaluation policies since other policy initiatives were at play.

[Some critical points: The researchers often quoted official statements from district and state officials rather than drawing on independent outside evaluations of the policies and outcomes. In addition, the study didn't address a number of questions that bear on the accuracy, credibility, and impact of teacher-evaluation policies:

- How often do administrators visit each classrooms – enough to get a representative sampling of the roughly 900 lessons a teacher teaches each year? A useful data point would be the ratio of administrators to teachers they supervise and evaluate.
- Are classroom observations announced or unannounced? This is a key factor in whether administrator are seeing daily reality or an atypical performance.
- How do administrators take notes during classroom observations? High- or low-tech?
- Are there face-to-face debriefing and coaching conversations after each observation?
- Does post-observation feedback focus on one coaching point (as was the case in one district) or multiple evaluation items?
- How are classroom observations written up? Is each visit scored on a rubric? This affects the amount of non-defensive reflection on the part of the teacher.
- How are evaluation rubrics used – to score each visit or as end-of-year summaries?
- What is the ratio of evaluative documentation to coaching for improvement?
- Are student surveys used for teacher reflection and coaching or as part of high-stakes evaluation? How often are student surveys given?
- What was the ratio of dismissals to teachers who were persuaded or pressured to leave?
- Who supervises and evaluates principals on their supervision, coaching, and evaluation of teachers? What is the supervisor-to-principal ratio? In other words, is there quality assurance for the process?

- Why didn't the study address the well-documented inaccuracies of value-added measures when used for high stakes at the individual teacher level?
- Similarly, why didn't the study note the negative track record of merit pay in school districts, and draw a distinction between the efficacy of bonuses and raises for good evaluations versus good performance opening opportunities for additional mentoring, curriculum, or other responsibilities – two very different approaches? K.M.]

"Making a Difference: Six Places Where Teacher Evaluation Systems Are Getting Results" by Hannah Putman, Elizabeth Ross, and Kate Walsh (authors) and Kelli Lakis and Kency Nittler (analysists), National Council on Teacher Quality, October 2018 https://www.nctq.org/publications/Making-a-Difference; the authors can be reached at hputman@nctq.org, eross@nctq.org, and kwalsh@nctq.org.

Back to page one

8. Does Attending Private Schools Make a Difference?

In this article in *Educational Researcher*, Robert Pianta and Arya Ansari (University of Virginia/Charlottesville) report on their longitudinal study of 1,097 students as they progressed from kindergarten through ninth grade in public and private schools in ten locations across the U.S. What did the study reveal? Students who went to private schools performed "notably better" than their public-school peers in academic achievement, social adjustment, attitudes, motivation, and risky behavior, say Pianta and Ansari. "However, by simply controlling for variation in family income, the majority of these differences in outcomes were eliminated." This confirms other studies that have found few significant differences in instructional effectiveness between public and private schools.

On the question of using vouchers to allow public-school students to enroll in private schools, Pianta and Ansari say, "the present study found no evidence that private schools, net of family background (particularly income), are more effective for promoting student success… In sum, we find no evidence for policies that would support widespread enrollment in private schools, as a group, as a solution for achievement gaps associated with income or race."

"Does Attendance in Private Schools Predict Student Outcomes at Age 15? Evidence from a Longitudinal Study" by Robert Pianta and Arya Ansari in *Educational Researcher*, October 2018 (Vol. 47, #7, p. 419-434), https://bit.ly/2Q20FPZ; Pianta can be reached at pianta@virginia.edu, Ansari at aa2zz@virginia.edu.

Back to page one

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

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Core list of publications covered

Those read this week are underlined.

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