

Marshall Memo 926

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

March 7, 2022

In This Issue:

1. [Nimble leadership for effective schools](#)
2. [Robyn Jackson on 90-day improvement planning](#)
3. [Recruiting and training kids to spot and get help for troubled peers](#)
4. [Debunking five false beliefs](#)
5. [Correcting myths about dyslexia](#)
6. [Websites for building students' math skills and knowledge](#)
7. Short items: (a) [Adaptive leadership questionnaire](#); (b) [Video of a SAM keynote address](#); (c) [Pi Day activities](#)

Quotes of the Week

“Some students won’t get help because they’re just afraid to ask for it. But if a peer knows, and if their struggle is seen and heard, then they’re able to say, *OK, yes, I do need the help*. And we can get them to an adult themselves.”

An Ohio high-school student on a peer counseling program (see item #3)

“I feel like I’m drowning, and they throw you a rubber ducky. Rubber duckies are cute and all, but I’m not in a position to take it [because] I’m literally drowning now.”

Tiffany Moyer-Washington, Hartford, Connecticut teacher, quoted in [“Superficial Self-Care? Stressed-Out Teachers Say No Thanks”](#) by Alyson Klein in *Education Week*, March 2, 2022

“One big reason many of us are better at making plans than at executing them is that we get so distracted by the urgent that we lose sight of the important.”

Robyn Jackson (see item #2)

“Overwhelmingly, the evidence indicates that most students fail to complete college because they were not prepared to succeed in the first place. They lacked the reading, writing, and/or math skills to do college-level academic work, and they probably struggled with other related skills and attributes, too, like knowing how to take notes or study for a test, or the perseverance required to read a book that frankly isn’t all that interesting.”

Mike Petrilli in [“The Upside of the Downward Trend in College Enrollment”](#) in *Education Gadfly*, March 3, 2022

“Your brain is an organic, wet computer that obeys the laws of physics and was shaped by the blind algorithmic process of evolution.”

Laith Al-Shawaf (see item #4)

1. Nimble Leadership for Effective Schools

(Originally titled “Linking Continuous Improvement and Adaptive Leadership”)

In this *Educational Leadership* article, Jal Mehta (Harvard University), Max Yurkofsky (Radford University), and Kim Frumin (Deeper Learning Dozen) say the continuous improvement process, widely implemented in business, health care, and education, usually calls for (a) defining a problem, (b) developing a strategy, (c) trying it out, (d) assessing how it’s working, (e) making adjustments, and (f) repeating the process.

But in a study of continuous improvement in four school districts in the U.S. and Canada, Mehta, Yurkofsky, and Frumin found that it’s not “the linear process that it is often understood to be; instead, there is a lot more leadership skill, relationship building, political savvy, judgment, and personal touch involved.” Here’s what was happening in the most successful schools:

- *Forging a collective purpose* – Leaders developed “a shared desire to move toward a common destination,” say the authors. This is challenging in K-12 schools because of the lack of agreement on goals and measures, a norm of privacy in classrooms, and disagreement on what good teaching looks like. “But when people do come together to work in a disciplined way on an identified problem,” they say, “remarkable things can happen.”

An example: in the late 1990s, the University of Chicago Consortium on School Research found that when ninth graders were “off track” on several key indicators, they were much more likely to drop out. By focusing on getting freshmen *on track*, Chicago boosted its graduation rate from 60 percent in 2007 to 82 percent in 2020. The key to success was that principals and teachers deeply believed that their work would produce an important result – important for their kids, their colleagues, and their communities.

- *Implementing with integrity versus fidelity* – The authors critique the rigid implementation of a program in one school, resulting in delayed problem identification, lost momentum, and disappointing results. In another school, teachers looked for new strategies to address problems they’d previously identified. “Many of the teachers were inspired by their colleagues’ different approaches to instruction,” say the authors, “and made significant changes to their own practice as a result.” The leaders in this school *listened*, “trying to understand clearly where their team members were (in mood, energy, and commitment) – and then adapting based on what they were learning.”

• *Developing dispositions* – The most successful schools kept their eye on key processes versus step-by-step implementation of continuous improvement. “Perhaps the most important disposition,” say the authors, “is a commitment to disciplined, reflective inquiry, drawing on multiple sources of data and evidence. After a long focus on accountability, during which many teachers have felt controlled by data, in these cases, the teachers begin to feel the data are working for *them*.” The authors suggest using a variety of data – the voices of students and community members as well as test scores – and “holding data lightly” as problems are analyzed and solved.

• *Building a culture of trust* – In the most successful schools, this is what made the difference, motivating teachers’ sustained effort and energy for the mission. Trust also made it possible to have difficult conversations. “As people became more invested in one another,” say the authors, “they felt freer to share what was happening in their classrooms and share what was really on their minds.”

• *Finding the right frequency for meetings* – Given the demands on teachers’ time and the tendency for districts to load teachers with one new initiative after another, the authors found it was crucial to find the Goldilocks zone for collaboration. One district had success with every-other-week “huddle-calls” in which teacher teams gathered online for a half hour after school to recount struggles and share suggestions. Teachers liked this structure, say Mehta, Yurkofsky, and Frumin, because it was “small and personal, focused directly on what they were teaching, and gave them new ideas of things they could try” – without overmanaging them or requiring identical strategies. This approach “can lead to incremental improvement without radically revamping how schools normally work.”

• *Buffering teachers from incoherence* – A final role for leaders, say the authors, is making sure teachers aren’t discombobulated by conflicting demands on their time and attention. In one district they studied, an innovative constructivist biology initiative could have been jeopardized by rigid implementation of the teacher-evaluation process. A savvy university partner showed school administrators how teachers’ new pedagogy dovetailed with the district’s evaluation rubric.

[“Linking Continuous Improvement and Adaptive Leadership”](#) by Jal Mehta, Max Yurkofsky, and Kim Frumin in *Educational Leadership*, March 2022 (Vol. 79, #6, pp. 36-41); the authors can be reached at jal_mehta@gse.harvard.edu, myurkofsky@radford.edu, and kim_frumin@gse.harvard.edu.

[Back to page one](#)

2. Robyn Jackson on 90-Day Improvement Planning

(Originally titled “The Problem with Annual Improvement Planning”)

In this article in *Educational Leadership*, teacher/consultant Robyn Jackson (Mindsteps) tells why she lost faith in annual school improvement plans:

- The unexpected happens – for example, an influx of new students, losing a key teacher, a pandemic. “If you create a plan that expects success to take a predictable path,” says Jackson, “you are setting yourself up for failure.”

- Hoped-for outcomes are over the horizon and don't provide a sense of day-to-day urgency that prevents daily events from eclipsing long-term goals.
- An improvement plan can't anticipate new approaches that emerge during the year, and there's a tendency to stick to the plan rather than making smart adaptations.

A far better approach, says Jackson, is crafting and executing a series of 90-day plans. Here's why this produces better results:

- It's easier to predict events over the next 12 weeks than over 12 months, so there will be fewer unexpected roadblocks as each planning cycle is implemented.
- At the end of each 90 days, the leadership team can assess how things are going and immediately apply new insights. The result: getting better at getting better all year.
- If each plan is successful, educators can celebrate "wins" during the school year instead of waiting till summer.
- 90-day plans focus on smaller, short-term gains, leading to quicker action and bigger gains by the end of the year.

After coaching a number of schools in 90-day planning, Jackson has found three key characteristics:

- *Tackling one problem at a time* – At the beginning of each cycle, the leadership team identifies the highest priority issue that, if solved, will have the biggest impact on reaching the school's ultimate goals for students. It's important to look beyond symptoms (like low test scores) and determine root causes (perhaps instruction isn't aligned to standards).

- *Using a scorecard to track leading and lagging indicators* – Jackson uses a sports analogy (who's winning at each stage of the game) to suggest frequent tracking of key inputs during each cycle – for example, effective teaching practices and use of formative assessment results – as well as progress toward interim outcomes like higher test scores and fewer suspensions.

- *The right frequency of check-in meetings* – Jackson has found this to be the best mix of leadership team meetings:

- Daily 15-minute end-of-day huddles in which everyone reports on what they've done that day to advance the 90-day plan;
- Weekly 60-90-minute meetings to discuss any challenges that have arisen, review scorecard data, and suggest adjustments;
- Monthly 60-90-minute meetings to step back and look at whether sufficient progress is being made toward overall goals and suggest significant adjustments.

"One big reason many of us are better at making plans than at executing them," says Jackson, "is that we get so distracted by the urgent that we lose sight of the important. Regular meetings keep you focused on what's vital. They're designed to help you reach your goals *despite* day-to-day demands."

["The Problem with Annual Improvement Planning"](#) by Robyn Jackson in *Educational Leadership*, March 2022 (Vol. 79, #6, pp. 16-21)

[Back to page one](#)

3. Recruiting and Training Kids to Spot and Get Help for Troubled Peers

In this *Education Week* article, Catherine Gewertz reports on initiatives to train secondary-school students to watch for mental health struggles among their classmates and guide them to professional help. In one Ohio high school, a student who is one of dozens in the school's "Hope Squad" said, "Some students won't get help because they're just afraid to ask for it. But if a peer knows, and if their struggle is seen and heard, then they're able to say, *OK, yes, I do need the help.* And we can get them to an adult themselves." Members of this squad are trained to watch for signs of social isolation or feelings of hopelessness and in how to persuade students to get help. Working with a team of adults, they're also encouraged to monitor their own emotions and take care of themselves, seeking support when they need it.

This district started the Hope Squad four years ago when leaders noticed an increase in depression, anxiety, and suicides. Student trainees' contributions have been especially helpful during the pandemic, which amplified mental health struggles and challenged schools' counselors and psychologists. This district's schools are referring more students to nearby children's hospitals for psychiatric support than other nearby districts of comparable size.

Mental Health First Aid USA is the best-known program at a national level. It has trained hundreds of thousands of teens, teaching them to use the ALGEE protocol:

- Assess the risk of suicide or harm.
- Listen nonjudgmentally.
- Give reassurance and information.
- Encourage professional help.
- Encourage self-help and other support strategies.

Research on the program has mainly focused on its effects on trainees, and the results are encouraging in terms of self-awareness, stress management, and improved self-care. Less is known about its impact on other students.

Some K-12 educators are wary of loading these additional responsibilities on stressed-out teens. Suzanna Davis, a vice president at Grant Us Hope, which works with schools in Ohio and Indiana, was hesitant at first. "I asked students, is this too much to take on?" she said. "But I realized that they're having these conversations with their peers on a daily basis. In the absence of formal training, they very much carry the weight on their shoulders that they have to fix their friends' problems. If we're not engaging them and giving them the right tools and training to engage in those conversations, we're missing the boat."

One Florida district trains elementary students to be "friendship ambassadors" to specially painted "buddy benches" on the playground for kids who look like they need a friend. Another program trains middle-school students to watch for students eating alone in the cafeteria.

Schools that have taught students to spot problems and work with their peers emphasize the need for good training and support, specifically:

- Well-conceived training for all students involved;
- Enough well-prepared adults to provide a skilled, supportive team for students to lean on;

- Partnering with a mental health provider in their community;
- Schools adhering to the recommended ratio of one psychologist for every 500 students and one counselor for every 250 students;
- Establishing an after-hours notification system for students to contact if troubling signs appear in conversations and social media when students aren't in school.

[“Students Train to Spot Peers with Mental Health Struggles and Guide Them to Help”](#) by Catherine Gewertz in *Education Week*, March 2, 2022 (Vol. 41, #24, pp. 8-10)

[Back to page one](#)

4. Debunking Five False Beliefs

In this article in *Psychology Today*, psychologist Laith Al-Shawaf (University of Colorado/Colorado Springs) says that many smart people embrace unscientific explanations. A 2005 Gallup Poll revealed that 73 percent of Americans have at least one paranormal belief, and a 2019 Ipsos poll found that almost half of Americans believe in ghosts. “The cognitive biases that welcome woo are a human universal,” says Al-Shawaf, “– we all struggle with them. Absolutely nobody is immune.”

Aren't these beliefs harmless? Not so, he says. The [What's the Harm?](#) website has documented hundreds of thousands of cases where people died or were injured because of false beliefs. “The great hope of psychologists,” says Al-Shawaf, “is that exposing these beliefs and the cognitive fault lines they rest on might help us become more vigilant to the claims people make about how the world works.” He addresses five such beliefs:

- *Psychics, mediums, soothsayers, clairvoyants, and psychokineticists* – Al-Shawaf makes an interesting distinction between magicians, who are open about the fact that they're deceiving us, and spiritualists, who claim that their supernatural powers allow them to defy the laws of nature. Both are primarily about psychology, says Al-Shawaf: “attention and misdirection and expectation – and sometimes, a need to believe.”

Famed magicians Harry Houdini and James Randi both spent time debunking con artists who were bilking people out of their money in exchange for false hopes – for example, being able to “talk” with a dead child. Randi was the subject of the documentary *An Honest Liar* and established the Committee for Skeptical Inquiry and an educational foundation; in 1986 he was awarded a MacArthur “genius” grant, which he used primarily to expose fraudulent faith healers.

- *Astrology* – Here's the scientific pushback on the belief that the position of celestial bodies at the time of one's birth foretells personality and life trajectory:
 - A meta-analysis of more than 40 controlled studies showed that expert astrologers perform no better than chance, and double-blind tests clearly debunk their predictions.
 - There are no known mechanisms by which planets can influence people's personalities.
 - It can't be gravity since the gravitational pull of the person delivering a baby is stronger than the pull exerted by any planet.
 - For astrology to be correct, much of what we know from physics and psychology would have to be wrong.

- Believing in astrology is most likely driven by a combination of cognitive biases (noticing and remembering only what we already believe) and Barnum statements (vague, ambiguous writings by astrologers that can apply to many different people).

The human mind looks for patterns, says Al-Shawaf; “during the evolution of our species it was key in helping us stay alive and solve problems. But we are prone to false positives, and this vulnerability in our neurobiological makeup can cause problems. We frequently see meaningful patterns in meaningless noise.”

- *Homeopathy* – The belief that “like cures like” and diluting substances increases their potency has been debunked by controlled studies showing that it fails to outperform a placebo. “The claims of homeopathy contradict vast swaths of physics, chemistry, biology, and medicine,” says Al-Shawaf. “Belief in homeopathy appears to be driven by the placebo effect and expectancy effects – effects generated by what the patient expects to happen after receiving treatment.”

Proponents of homeopathy say the medical profession won’t accept it because it’s unconventional. Not true, says Al-Shawaf; the question with any “alternative” treatment is whether it stands up to empirical scrutiny. Meditation, which used to be considered fringy, is now accepted in many conventional treatment plans because it’s been shown to help with anxiety and depression. Homeopathy has not passed the test. Sadly, its continued popularity kills people every year by steering them away from effective treatments. A 2018 study showed that cancer patients who chose homeopathic treatments had a two-fold greater risk of death than those who avoided such treatments.

- *The Secret* – This 2006 book by Australian TV producer Rhonda Byrne has been translated into 50 languages and sold more than 30 million copies. It claims that positive visualization (involving energy, the “law of attraction,” and quantum physics) can magically make good things appear in a person’s life. A major downside, says Al-Shawaf, is “that if your life is beset by misfortune and misery, you’re bringing it on yourself by not thinking positively... Like many other varieties of woo, *The Secret* makes a business out of selling false hope, and it glibly misuses quantum physics to do so.”

- *The Myers-Briggs Type Indicator* – This is the world’s most popular personality test, but it’s based on unsubstantiated ideas, says Al-Shawaf, produces inconsistent results, and fails to predict life outcomes. The company that markets the MBTI says that it is “designed to be descriptive, not predictive,” but Myers-Briggs is widely used to predict people’s workplace behavior. With all these shortcomings, why is it so popular?

- It’s easy to administer and the results are quick to calculate and interpret.
- There’s plenty of money and advertising behind it.
- The 16 personality descriptors avoid telling people anything negative.
- It presents dichotomies (introvert/extrovert, judging/feeling), which appeals to many people’s cognitive preference (versus a continuum, as with the OCEAN inventory).

The biggest problem with MBTI, says Al-Shawaf, is that it doesn’t take into account the key psychological trait known as neuroticism (the N in OCEAN) – how disposed a person is to negative emotions like sadness, anxiety, and feelings of vulnerability. A high level of

neuroticism has been linked to a wide range of life outcomes – divorce, having a psychological disorder, substance addiction – so this is a major blind spot of the Myers-Briggs.

“The progress of psychology,” says Al-Shawaf, “– or, one might argue, the *point* of psychology – is to explain the human mind in a natural way, one that does not rely on entities or forms of causation for which we have no evidence. Psychology succeeds precisely to the extent that it’s able to naturalize the mind and bring it under the purview of science. We make explanatory progress by investigating the mind empirically, not by ‘explaining’ away its remarkable feats by reference to agents and spirits for which we can’t find any scientific evidence... Your brain is an organic, wet computer that obeys the laws of physics and was shaped by the blind algorithmic process of evolution.”

If our goal is to understand the mind, we should leave the phantoms and the wishful thinking aside, concludes Al-Shawaf. “We don’t need them, and we’ll do fine without them. There’s more than enough majesty and awe in the natural world.”

[“Detecting BS”](#) by Laith Al-Shawaf in *Psychology Today*, March/April 2022 (Vol. 55, #2, pp. 36-43, 61); the author is at laith.al-shawaf@uccs.edu.

[Back to page one](#)

5. Correcting Myths About Dyslexia

In this sidebar accompanying their article in *American Educator* (which was summarized in Memo 869), Sharon Vaughn (University of Texas/Austin) and Jack Fletcher (University of Houston) push back on common myths and misunderstandings about dyslexia:

- *Myth #1: Dyslexia is acquired, not inherited.* In fact, there is a familial and genetic component, with up to 45 percent higher rates in families with a history of dyslexia.

- *Myth #2: Dyslexia is rare, and most people grow out of it.* In fact, it occurs around the world (not just with alphabetic languages), affects from 5-15 percent of people (depending on the threshold of reading difficulty), and affects people on a continuum from mild to severe. People with dyslexia often have difficulties with spelling and writing words. While dyslexia may improve with effective instruction, most of those who don’t benefit from good instruction have slow and labored reading for life.

- *Myth #3: Students with dyslexia see and write letters and words backwards or upside down.* In fact, many beginning readers and writers flip and invert letters, and in most cases these problems are corrected by teaching and feedback.

- *Myth #4: Students with dyslexia are more creative, gifted, and talented.* In fact, those traits are evenly distributed in the population, and it’s wrong to lay that expectation on people with dyslexia.

- *Myth #5: Students benefit from waiting until after second grade for reading intervention.* In fact, early screening and intervention are key to teachers addressing all children’s reading needs, which reduces the likelihood of some children having long-term difficulties.

- *Myth #6: The primary problem with students with dyslexia is reading comprehension.* In fact, word-level difficulties are what cause these students’ difficulty reading texts accurately

and proficiently, which results in comprehension problems. Teaching comprehension strategies will not address the reading struggles of students with dyslexia.

- *Myth #7: Getting students to read more books will resolve their reading problems.* In fact, while all students benefit from lots of reading, this is not an effective intervention for students with dyslexia. They need a special focus on decoding, fluency, and comprehension.

- *Myth #8: Improving home literacy will resolve dyslexia.* In fact, the home environment is not a causal factor. While opportunities to read are helpful for all learners, changing what happens at home will not resolve reading challenges for children with dyslexia.

- *Myth #9: Colored lenses or overlays help students with dyslexia.* In fact, there is no evidence to support this approach. Multisensory instruction has also failed to make a difference.

- *Myth #10: Brain training can improve reading outcomes.* It's not true that we can "train" the brains of people with dyslexia, and cognitive approaches in isolation from a reading program will not generalize to improved academic outcomes.

- *Myth #11: Vision therapy works.* In fact, extensive research has shown that vision training and optometric exercises have no effect on dyslexia.

- *Myth #12: Medications work.* In fact, there is no medication that cures dyslexia. While many students with dyslexia also have difficulties with attention and may be diagnosed with ADD, medication aimed at that condition does not improve decoding.

- *Myth #13: Only certified language therapists can provide effective interventions.* In fact, educators who have extensive knowledge of the science and practice of reading instruction, and who use evidence-based practices, can meet the needs of students with dyslexia.

- *Myth #14: Dyslexia requires specific, unique screening and identification.* In fact, psychometrically sound assessments used to screen and identify students with reading problems can identify students with dyslexia, and using additional screening tools is unnecessary and burdensome. However, many teachers haven't had the training needed to provide effective screening, assessment, and intervention for students with dyslexia.

- *Myth #15: Classroom teachers can't make a difference.* In fact, say Vaughn and Fletcher, teachers can be "the most important and valuable resource for students with dyslexia." They are the primary reading teachers, have a major influence on students' social-emotional development and sense of self-worth, and "can alter the learning and life trajectories of students with dyslexia."

["18 Common Misunderstandings of Dyslexia"](#) by Sharon Vaughn and Jack Fletcher in *American Educator*, Winter 2020-21 (Vol. 44, #4, pp. 6-7); the authors can be reached at srvaughn@austin.utexas.edu and JackFletcher@uh.edu.

[Back to page one](#)

6. Websites for Building Students' Math Skills and Knowledge

In this *All Things PLC Magazine* feature, Mona Toncheff (University of Arizona) recommends five online mathematics resources that help build students' procedural fluency:

- Clothesline Math <https://clotheslinemath.com> – Students place cards with numbers, exponents, variables, algebraic expressions, statistics, and more on a string and move them to make sense of size, sequence, and relationships.
- Esti-Mysteries <https://stevevyborney.com/2019/09/51-esti-mysteries> - Students view a picture of a container full of objects and estimate the number, then use clues that mathematically help them adjust their estimates.
- Graphing Stories www.graphingstories.com – Short video stories that help students learn to graph on a plane.
- Math Talks www.mathtalks.net/teachers.html - Number and pattern talks help students explain their thinking and help teachers gain insights into what students understand.
- Splat! <https://stevevyborney.com/2017/02/splat/.Splat!> – An interactive number sense strategy for any grade level.
- Would You Rather Math www.wouldyourathermath.com – Students are given scenarios with two choices, and the goal is to use number sense strategies to make a choice and justify it.

“The Recommender: Mathematics Instructional Routines for Fluency” by Mona Toncheff in *All Things PLC Magazine*, Winter 2022 (Vol. 6, #1, p. 45); Toncheff can be reached at mtoncheff@arizona.edu.

[Back to page one](#)

7. Short Items:

a. Adaptive Leadership Questionnaire – This [free tool](#) is a 30-question survey that allows you to self-assess on your own leadership skills, and your colleagues’ perceptions of those skills.

“Adaptive Leadership Questionnaire” by Peter Guy Northouse in *Leadership: Theory and Practice*, 2016, spotted in *Educational Leadership*, March 2022 (Vol. 79, #6, p. 13)

[Back to page one](#)

b. Video of SAM Keynote on Classroom Observations – [Here](#) is the full speech by writer/consultant Mike Rutherford at the January 2022 SAM Conference (a summary of this talk was the lead article in Memo 922).

“Developing Sharper Vision for Classroom Observations” by Mike Rutherford, a keynote address at the National SAM Innovation Project Conference, January 28, 2022; Rutherford can be reached at mike@rutherfordlg.com.

[Back to page one](#)

c. Pi Day Activities – March 14 is π Day (because it’s 3/14) and [here](#) are some free activities from Lillie Marshall’s Drawings Of... website.

“Pi Day Printable Art Activity: Coloring Cute Cards, Free!” by Lillie Marshall, March 1, 2022

[Back to page one](#)

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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 52 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 150 articles each week, and selects 8-10 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
ASCD Express
Cult of Pedagogy
District Management Journal
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
English Journal
Exceptional Children
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Urban Education