

Marshall Memo 420

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

January 23, 2012

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Quotes of the Week

“They are resilient when things go wrong. They know how dependent they are on others, how prone they are to overconfidence. They are both modest, because they have felt weakness, and aggressive, because they know how hard it is to change anything.”

David Brooks on good leaders (see item #1)

“Unfortunately, research consistently finds that teachers who work in schools with large numbers of poor students and students of color feel less satisfied and are more likely to turn over, meaning that turnover is concentrated in the very schools that would benefit most from a stable staff of experienced teachers.”

Jason Grissom (see item #4)

“Small classes benefit certain populations of students in the early grades, specifically low-income and minority children. But lower class size for everyone else appears to have little or no effect on student learning.”

Patte Barth (see item #6)

“The mission for school library programs is to ensure that students are effective users of ideas and information by being critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.”

Zorana Ercegovac in “Letting Students Use Web 2.0 Tools to Hook One Another on Reading” in *Knowledge Quest*, January/February 2012 (Vol. 40, #3, p. 36)

“I was shocked today to realize how little one of my U.S. History classes had retained from the previous lesson – and I never would have known without clickers.”

David Marshall, California high-school history teacher (Jan. 23, 2012)

1. David Brooks on What It Takes to Be a Great Leader

In this thoughtful *New York Times* column, David Brooks presents four traits that correlate with success in the U.S. presidency. Do these also apply to the K-12 principalship?

- *Emotional security* – Successful leaders have “a sense of obligation and responsibility to perform public service” and “have none of the social resentments and desperate needs that plagued men like Richard Nixon.” This kind of leader has “ease and confidence, is relatively unscathed by the criticism of the crowd, and is able to separate the mask he must wear for public display from the real honest self he knows himself to be.”

- *Good political judgment* – This involves (in the words of Isaiah Berlin) “a capacity for integrating a vast amalgam of constantly changing, multicolored, evanescent, perpetually overlapping data.” Political judgment comes “from voracious social contact,” says Brooks. “It comes to leaders who have a compulsive desire to be around people and who can harvest from a million social encounters a sense of what people want and can deliver... A [leader] with political judgment has a subtle feel for the texture of his circumstance. He has a feel for where opportunities lie, what will go together and what will never go together.”

- *Experience with personal setbacks* – This “not only gives them a sense of sympathy for those who are suffering,” says Brooks, “but personal contact with frailty. They are resilient when things go wrong. They know how dependent they are on others, how prone they are to overconfidence. They are both modest, because they have felt weakness, and aggressive, because they know how hard it is to change anything.”

- *An instrumental mentality* – “They do not feel the office is about them,” says Brooks. “They are just God’s temporary instrument in service of a larger cause... This sense of being an instrument gives them an organizing purpose. It gives them a larger perspective, so they don’t get distracted by ephemera. It means their administration marches in one direction, even though it is flexible and willing to accept incremental gains along the way.”

“The C.E.O. in Politics” by David Brooks, *New York Times*, Jan. 12, 2012,
<http://nyti.ms/yLLiWq>

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2. A Systematic Way for Principals to Support Teacher Teams

In this helpful article in *The Learning Principal*, researcher Bradley Ermeling focuses on the ways principals and their leadership colleagues monitor and support professional learning community teams. “Sustaining teacher collaboration beyond an inspirational summer workshop requires a dedicated effort across many months in the midst of myriad potential obstacles and distractions,” he says. “Teams that receive consistent support and feedback from their principal or other administrators are far more likely to remain focused and productive, which in turn improves the quality of teaching and learning in the classroom.” However, Ermeling has found that many principals fall into one of these traps:

- Focusing on the fires – Visiting only the most problematic teams;
- Managing every meeting – Trying to be physically present and run each team meeting;
- Backing off and buffering – Visiting few meetings, protecting teams from distractions.

Each is problematic: the first prevents school leaders from seeing what the most successful teams are doing and spreading those ideas; the second is micromanagement, which disempowers teachers; and the third deprives teams of vital administrative support and can be taken as a lack of interest in teachers’ collaborative work.

Ermeling says principals need to perform a delicate balancing act, giving teams support and autonomy. The building blocks are (a) securing and protecting time, (b) identifying capable leaders, and (c) providing assistance efficiently and effectively across teams. He suggests creating an assistance matrix with teams running vertically and the following settings for assistance across the top:

- Hallway comment
- E-mail exchange
- Stop by classroom
- Schedule a meeting
- Visit team next week
- Other

The principal and other administrators check in on team meetings and individual teachers in a variety of ways, depending on how things are going with each team.

Here are some examples of notes jotted in the matrix by a high-school principal as she and her leadership team periodically reviewed teams’ status. Note the light touch – a moderate number of interventions, striking a balance between being too involved and not involved enough:

- Algebra I & Geometry team – Hallway comment: The graphic approach looks promising; Other: One teacher needs a new cable for the LCD projector.
- Algebra II & Pre-Calculus team – E-mail: Encourage Sal to stop by Steve’s room during implementation this week.
- World Languages team – Hallway comment: Using chart paper to list ideas was a great way to build consensus.
- Life Science team – Stop by classroom: See if Tina is feeling ready for the next meeting.

- Physical science team – Visit team next week: Stop by during second half of meeting to see how lesson plan is evolving.
- English 1 & 2 team – Schedule a meeting: Need help with clarifying their assessment criteria.
- English 3 & 4 team – Visit team next week: Stop by during first half of the meeting to assist with strategies for ELLs.
- World history team – Schedule a meeting: Meet with Joni to work on asking more questions and giving people time to think.
- U.S. History team – E-mail exchange: Send Jose e-mail with some positive feedback on his efforts to lead the goal setting discussion; Schedule a meeting: Meet for 15 minutes next several Mondays to create agendas prior to each meeting.

“The underlying premise of the matrix,” says Ermeling, “is to intentionally leverage the full range of existing settings and contact points in the building and translate them into opportunities for assistance. This is accomplished by aligning the scope and type of support required for a particular group with the setting or contact point that best accommodates that assistance strategy. Using this approach, even the most informal interactions in the faculty lounge or hallway can become a vehicle for teaching and learning if thoughtfully prepared and delivered. This frees up time to focus on those groups or leaders who might need more extensive assistance during a particular week or month.”

Ermeling recommends that the leadership team consult with teams to get their thoughts on how administrators can be most helpful (this could be a standing agenda item at team meetings). Administrators then create a common matrix that they all use to decide on how and when to support teams. It’s most efficient if administrators use Google docs or another shared electronic document so each person’s notes appear on their colleagues’ matrices.

The administrative team might meet weekly or bi-weekly to review the matrix, thinking about the most strategic intervention points for each team and watching trends through the year – Which team leaders are working most effectively? Which groups are struggling and why? What kind of support is most helpful? How can the leadership team use its time and talents most efficiently? Each administrator might review his or her matrix daily to decide where to spend time.

“One improvement theme an administrative team might focus on is learning to provide clear, instructive feedback that includes useful information rather than vague statements of evaluation,” says Ermeling. For example, rather than complimenting a team leader by saying, “Good job in the meeting today,” it’s better to say, “Using chart paper to list ideas was a great way to build consensus.” Other themes for administrators to consider:

- Asking more questions before giving advice;
- Knowing when to step back and let a group learn from its own experience.

“Strategic Opportunities: Matrix Helps Principals Support Multiple Teacher Teams” by Bradley Ermeling in *The Learning Principal*, Winter 2012 (Vol. 7, #2, p. 1, 4); Ermeling can be reached at brad.ermeling@gmail.com. His suggested matrix in the form of a spreadsheet template is available at <http://www.learningforward.org/assistanmatrix.xlsx>.

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3. A Wallace Foundation Report on Effective Principals

“Education research shows that most school variables, considered separately, have at most small effects on learning,” say James Harvey and Holly Holland in this Wallace Foundation paper. “The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal... Today, improving school leadership ranks high on the list of priorities for school reform.”

A decade of Wallace-sponsored research on school leadership has identified five key functions of effective principals, each of which interacts with and depends on the others:

- *Shaping a vision of academic success for all students*, based on high standards; only in recent years has the job of the principal moved from manager to instructional leader and the goal of school from sorting students into general and college tracks to expecting high achievement from all.

- *Creating a climate hospitable to education* in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail; this involves “an upbeat, welcoming, solution-oriented, no-blame, professional environment,” say Harvey and Holland.

- *Cultivating leadership in others* so that teachers and other adults assume their part in realizing the school vision; “In fact,” says the report, “if test scores are any indication, the more willing principals are to spread leadership around, the better for students... Principals may be relieved to find out, moreover, that their authority does not wane as others’ waxes. Clearly, school leadership is not a zero-sum game.”

- *Improving instruction* to enable teachers to teach at their best and students to learn at their utmost; this means frequently spending “time in classrooms... observing and commenting on what’s working well and what is not,” say the authors. “They pursue these strategies despite the preference of many teachers to be left alone,” say the authors. One striking difference in the research on principals: the least effective made announced visits to classrooms and rarely gave feedback to teachers; the most effective made numerous unannounced visits and gave helpful feedback. “High-scoring principals believe that every teacher, whether a first-year teacher or a veteran, can learn and grow,” say Harvey and Holland. At the secondary level, it was particularly important that principals delegate some of this work to department heads.

- *Managing people, data, and processes* to foster school improvement.

Principals can operate as one-man bands, trying to do it all themselves. They can be like a jazz combo, delegating almost all responsibility to others. Or they can be like orchestra leaders, say the authors, “skilled in helping large teams produce a coherent sound, while encouraging soloists to shine.” The most effective principals were tough-minded with personnel, “aggressively weeding out individuals who did not show the capacity to grow,” say Harvey and Holland. They also ask good questions of teachers, display data in a way that tells a compelling story, and spur collaborative inquiry within teacher teams. Here are six key leadership processes identified in a Vanderbilt study supported by Wallace:

- *Planning* – Mapping out rigorous targets for improvement in learning;
- *Implementing* – Getting the faculty invested in doing what’s necessary to meet targets;
- *Supporting* – Encouraging students and teachers to do their best;

- *Advocating* – Challenging low expectations and inadequate district funding for students with special needs;
- *Communicating* – Making sure families are aware of the learning goals;
- *Monitoring* – Keeping on top of test results.

The report closes with a comment on principal turnover. “Schools experiencing exceptionally rapid principal turnover... are often reported to suffer from lack of shared purpose, cynicism among staff about principal commitment, and an inability to maintain a school-improvement focus long enough to actually accomplish any meaningful change.” The lesson, say the authors, is that effective principals need to stay put for 5-7 years.

“The School Principal As Leader: Guiding Schools to Better Teaching and Learning” by James Harvey and Holly Holland, The Wallace Foundation, January 2012, <http://bit.ly/zcvOCB>

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4. An Underemphasized Dimension of the Principalship

“High rates of teacher turnover likely mean greater school instability, disruption of curricular cohesiveness, and a continual need to hire inexperienced teachers, who typically are less effective, as replacements for teachers who leave,” says University of Missouri professor Jason Grissom in this *Teachers College Record* article. “Unfortunately, research consistently finds that teachers who work in schools with large numbers of poor students and students of color feel less satisfied and are more likely to turn over, meaning that turnover is concentrated in the very schools that would benefit most from a stable staff of experienced teachers.”

Grissom’s study found that student SES is not the biggest factor. What leads so many teachers to abandon high-poverty schools is poor working conditions – and the most important element in working conditions is the principal. Grissom’s conclusion: assign the best principals to the poorest schools. “This research suggests that effective principals promote student achievement not by influencing students directly but by helping to create school environments that are conducive to student learning,” he says. “Building instructional capacity by maintaining a more stable teacher workforce is an overlooked avenue whereby effective principals can positively affect student performance.” Grissom goes on to suggest that “the misallocation of high-quality principals may be an important source of outcome gaps between students in high-needs and low-needs environments.”

“Can Good Principals Keep Teachers in Disadvantaged Schools? Linking Principal Effectiveness to Teacher Satisfaction and Turnover in Hard-to-Staff Environments” by Jason Grissom in *Teachers College Record*, November 2011 (Vol. 113, #11, p. 2552-2585), available for purchase at <http://www.tcrecord.org/ExecSummary.asp?contentid=16144>

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5. British School Inspection Criteria

“As the tide of education accountability ebbs from federal shores and rolls back out to state seas, states are in a position to reboot, retool, and reimagine their current accountability models,” says Daniela Fairchild (mixing her metaphors) in this *Education Gadfly* review of Craig Jerald’s recent Education Sector paper. Jerald suggests modeling accountability plans on the revised British inspection system, which rates schools 5-4-3-2-1 on the following areas:

- Student achievement
- Quality of teaching
- Students’ behavior and health
- Leadership and management of the school

Ratings, which come from a trained inspection team’s visit using public criteria in each area, are posted online within 15 days of the visit.

“On Her Majesty’s School Inspection Service” by Daniela Fairchild in *The Education Gadfly*, Jan. 19, 2012; the full report is available at:

<http://www.educationsector.org/sites/default/files/publications/UKInspections-RELEASED.pdf>

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6. Applying *Moneyball* Principles to Schools

In this *American School Board Journal* article, Patte Barth says the movie *Moneyball* (in which Brad Pitt plays Billy Beane, the general manager of the impoverished Oakland A’s, who used statistics to put together a winning team) has “some hard lessons schools would do well to heed, especially as they are being called upon to do more with shrinking dollars.”

Among them: examine how resources are being used, identify the greatest needs, and target resources to where they will get the best results.

Class size is a case in point. Everyone loves smaller classes, but reducing the number of students per class, even by one seat, is expensive – and increasing class size results in significant savings. What does the research tell us? “Small classes benefit certain populations of students in the early grades,” says Barth, “specifically low-income and minority children. But lower class size for everyone else appears to have little or no effect on student learning.”

Fairfax County, VA used this research to reduce class size in low-SES elementary schools to under 20 students, and stirred up strong protests from parents in more-affluent schools that now had classes close to 30 students. “Clearly, no one wants one group’s progress to come at the expense of another’s,” says Barth.

What have been the results? So far, student achievement in high-poverty schools is accelerating rapidly, students in other schools are improving at a slightly lower rate, and the achievement gap is narrowing, especially in mathematics. In addition, the number of students scoring at the Advanced level (on a 4-3-2-1 scale) is increasing. So the fears of parents in the wealthier schools appear to be unfounded.

Which brings Barth to another point from *Moneyball*: at the beginning of the first season with the reconstituted low-budget team, Billy Beane had not convinced the team’s manager of the new approach. The manager flat-out disagreed and ran the team the old way,

resulting in an embarrassing series of losses and putting the A's in the cellar. Beane finally took steps to bring the manager around, and the A's went on a record-breaking 20-game winning streak. The message for schools: take on the hard political work of persuading people to look at the data and the research and do the right thing.

“The Data Made Me Do It” by Patte Barth in *American School Board Journal*, February 2012 (Vol. 199, #2, p. 28-29), <http://www.asbj.com>; Barth can be reached at pbarth@nsba.org.

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7. How Each State Is Doing on K-12 Educational Policies and Results

This *Quality Counts* report from *Education Week* gives each state a grade on policy efforts and outcomes. The grades are computed from six criteria (each with the same weight) comprising more than 100 data points:

- The Chance-for-Success index (the role of education in promoting beneficial outcomes at each stage of a person's life);
- K-12 student achievement (how well the state's students perform compared with the top-ranked state in 18 different areas);
- School funding equity
- Policies on the teaching profession
- Standards, assessments, and accountability
- Transitions and alignment policies.

The average grade for the nation is C (the same as last year). Here are the state grades:

- B+** Maryland
- B** Massachusetts, New York, Virginia
- B-** Arkansas, New Jersey, Georgia, Vermont, West Virginia
- C+** Ohio, Florida, Texas, Pennsylvania, Kentucky, Connecticut, Hawaii, North Carolina, Wisconsin, Michigan, Rhode Island, Tennessee, Indiana, Louisiana, South Carolina, Delaware, Wyoming, Oklahoma
- C** Maine, Illinois, New Mexico, Iowa, Alabama, California, New Hampshire, Colorado, North Dakota, Minnesota, Washington, Kansas
- C-** Montana, Missouri, Utah, Oregon, Arizona, Mississippi, Alaska, Idaho, Nevada, District of Columbia, Nebraska
- D+** South Dakota

“Grading Summary” in *Education Week's Quality Counts* report, Jan. 12, 2012 (vol. 31, #16, p. 44-45), <http://www.edweek.org/ew/qc/2012/16src.h31.html?intc=EW-QC12-TOC>

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8. A First-Grade Teacher Uses iPads in the Literacy Block

In this article in *Reading Today*, Emporia State University professor Elizabeth Dobler describes the effective use of three iPads as a literacy center in a first-grade classroom. The advantages, she believes, are:

- *Shoulder-to-shoulder learning* – Students work in pairs on the iPads, and the size of the device gets students physically close, “heads huddled together to see the screen, both children interacting with the device by touch,” says Dobler. “Through this partnership, children are working together to solve problems and discuss solutions.”

- *Quasi-independence* – The iPads are one of a number of literacy activities students are engaged in while the teacher runs guided reading groups and does assessments, so students need to be able to solve problems and learn without direct supervision. Pairs of students on the iPads are often able to do this.

- *Differentiation* – The teacher divides iPad apps into red, blue, and green folders corresponding to students’ reading levels. When students get to the iPad centers, they pair up and choose the app best suited to their needs.

- *Literacy practice* – iPad apps within the folders are divided into different areas for each day of the week:

- Monday – Fluency

- Tuesday – Word work

- Wednesday – Spelling (students work on their individualized spelling lists)

- Thursday – Word games

- Friday – Student choice: apps for making pottery, playing chess, publishing stories, etc.

On Wednesdays, students can use a variety of iPad apps to learn their spelling words, including Morse code, sign language, electronic glitter letters, and a digital whiteboard.

- *Easy access* – The iPad can hold hundreds of games and applications and students find them easy to use with taps and finger swipes. This frees up the teacher to work with groups or individual students.

- *Independence* – Within the structure of this classroom, students make lots of choices and increase their ability to work on their own.

“Using iPads to Promote Literacy in the Primary Grades” by Elizabeth Dobler in *Reading Today*, December 2011-January 2012 (Vol. 29, #3, p. 18-19), <http://www.reading.org>; Dobler can be reached at bdobler@cox.net.

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9. What Is An Appropriate Reading-Level Goal for Grade 3?

In this *Reading Today* article, literacy advocate Elfrieda Hiebert disagrees with the target primary-grade reading levels recommended by the Common Core State Standards’ “staircase of text complexity.” She agrees that middle- and high-school textbooks and other materials have been dumbed down and the bar needs to be raised in those grades to prepare students for college and career success. She also agrees that primary-grade texts *used to be* too easy before Jeanne Chall launched her successful attack on Dick and Jane in the early 1960s.

But we’ve gone too far in the other direction, Hiebert contends. Today’s textbooks are very difficult for many readers – they introduce too many new words and don’t use them enough for struggling readers to master. “Texts with many new words that are rarely if ever

repeated make it hard for beginning readers to develop automaticity with core sound-letter patterns and critical words,” she says.

Yet the CCSS calls for an even *higher* level of text difficulty in the early grades – Lexile level 790L by the end of third grade, which is a full grade-level above current texts. This raises two important questions:

- First, is setting a 790L target for grade 3 the best way to get students on track for college and career reading levels by grade 12? Absolutely not, says Hiebert, citing research that students reading proficiently at 540L – 585L by the end of third grade are likely to be successful in later grades. “To read proficiently at third grade means that students read many informational texts, use media, think critically about texts, and write responses to what they read,” says Hiebert, “all prominent recommendations in the CCSS. But it is not at all clear that college and career readiness at high school graduation will be supported by raising the height of the staircase step at third grade and asking young students to jump higher and faster.”

- Second, why are so many third graders reading below grade level (as currently defined)? Two-thirds of U.S. fourth graders aren’t reaching the current proficiency standards on the NAEP. Shouldn’t we focus on solving that problem, asks Hiebert, before raising the standard even higher?

“Getting the Size of the First Step Right” by Elfrieda Hiebert in *Reading Today*, December 2011-January 2012 (Vol. 29, #3, p. 26-27), <http://www.reading.org>; Hiebert can be reached at Hiebert@textproject.org.

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10. Tweeting History

In this *GoTeach* interview, instructional designer Marion Jensen explains TwHistory, in which students use Twitter to create virtual reenactments of a historical event. They take the role of a protagonist in an event and answer, minute by minute, the question, “What are you doing right now?”

Here’s how it works. The teacher decides on an event – for example, the Continental Congress, the Cuban Missile Crisis, the sinking of the Titanic, the Battle of Gettysburg, the Civil Rights Movement. Students do some initial research and identify key characters involved in the event. Then they locate and read journals, letters, and other documents that provide detail and start creating tweets based on those events. “You put your characters, all of the tweets, and all of the times that the tweets would have gone out into a spreadsheet,” says Jensen, “and you upload it to our site – <http://www.twhistory.org>. You connect it with Twitter accounts, and the site will queue up those tweets and start to send it out.”

Jensen says this is a more involving way to learn history “because the students are diving right into the historical documents themselves.” The most challenging part, he says, is finding good documents. He and his colleagues are working on putting together packets of documents to help teachers get started.

“Innov8: Twitter + History = TwHistory”, an interview with Marion Jensen in *GoTeach*, January/February 2012 (Vol. 1, #3), <http://goteachmag.org>.

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11. Short Items:

a. Flipped classroom concepts – Here’s a good graphic presentation on how the “flipped” classroom works: <http://mindshift.kqed.org/2011/09/the-flipped-classroom-defined/>

Mindshift online resource

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b. EDventures on bullying – This site has a cartoon sequence on a teenager being bullied about her weight:

<http://www.futureeducators.org/goteach/2011/11/16/linked-januaryfebruary-2012/>

“EDventures: Words Do Hurt” by Joanna Estep in *GoTeach*, January/February 2012 (Vol. 1, #3, p. 6)

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c. Free online graphic novels – These three online graphic novels are recommended by library experts Heather Moorefield-Lang and Karen Gavigan in this *GoTeach* article:

- *Inanimate Alice* <http://www.inanimatealice.com> is a multi-chapter novel about Alice’s search for her father through remote areas of northern China.

- *Toon Books* http://toon-books.com/rdr_one.php helps emerging readers through interactive, fun-to-read comic books at three levels, available in five languages.

- *Myths and Legends* <http://myths.e2bn.org> is an interactive site for those who like folktales and fables from the British Isles.

“These Aren’t Your Father’s Funny Papers” by Heather Moorefield-Lang and Karen Gavigan in *Knowledge Quest*, January/February 2012 (Vol. 40, #3, p. 30-34), <http://www.ala.org/aasl>

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo,

please e-mail: kim.marshall48@gmail.com

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 41 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 44 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 about 50 issues a year).

Subscriptions:

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- How to change access e-mail or log-in

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Better Evidence-Based Education
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Kappa Delta Pi Record
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teaching Children Mathematics
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice