

Marshall Memo 573

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

February 9, 2015

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Quotes of the Week

“When we say we want feedback, most of us desire appreciation, dread evaluation, and forget about the most important part, which is the coaching.”

Alina Tugend (see item #4)

“What can our students **do** with the language they are learning?... They may know how to conjugate verbs in the past subjunctive and get 100% on an achievement test, but can they express personal meaning in a real-life situation?”

Chantal Thompson (see item #5)

“Studying grammar in a vacuum is senseless.”

Chantal Thompson (*ibid.*)

“Past secular creeds were built on the 18th-century enlightenment view of man as an autonomous, rational creature who could reason his way to virtue. The past half-century of cognitive science has shown that that creature doesn't exist. We are not really rational animals; emotions play a central role in decision-making, the vast majority of thought is unconscious, and our minds are riddled with biases. We are not really autonomous: our actions are powerfully shaped by others in ways we are not even aware of.”

David Brooks in “Building Better Secularists” in *The New York Times*, February 3, 2015, <http://nyti.ms/1z0BkGF>

“For me, religion – no matter which one – is ultimately about people wanting to live humble, moral lives that create a harmonious community and promote tolerance and friendship. All religious rules should be in service of this goal.”

Kareem Abdul-Jabbar in “Paris Was Not About Religion” in *Time*, January 26, 2015
<http://ti.me/1KFtGqx>

1. Why It's So Hard to Replicate Successful Programs

(Originally titled "Trust But Verify")

"School improvement programs that work in some places don't work in others," say David Berliner and Gene Glass (Arizona State University) in this *Educational Leadership* article. Why? "Education... is a complex, intricate endeavor that entails inputs we can't control (for instance, family wealth, parents' education, community support, and special needs of children); variables we can't easily identify or measure (such as competing school and district initiatives, classroom culture, peer influence, teacher beliefs, and principal leadership); and outputs we can neither predict nor easily measure (such as resilience, grit, practical intelligence, social intelligence, and creativity). No wonder we can't find a silver bullet for school problems, say Berliner and Glass – education is more complex than rocket science!

In addition to the complexity of schools, three other problems make it hard to transplant seemingly successful programs:

- *The fine print in research findings* – How strong were the original results? Under what conditions did the program work? Were there any negative effects?

- *The problem of replicability* – It's much more difficult to do "gold-standard" replication studies in education than in medicine; fewer than 1 percent of educational research studies have been replicated.

- *The problem of fading effects* – A program that was successful in one situation may not work in another because teachers, students, school culture, and assessment instruments are different. And bringing a program to scale across many schools poses even bigger challenges.

So what are school leaders to do? Read research very carefully, be cautious applying it, do small trials before going to scale, and always pay close attention to the local situation, say Berliner and Glass. They also offer some general lessons:

- Get teachers on board. "Not much works well if teachers have things imposed on them that they don't believe in," say the authors.
- Less is more. It's a mistake to implement several new programs and ideas at once.
- Put new programs through a formative evaluation and if they are successful, use the data to fine-tune them.

In a sidebar, Berliner and Glass mention several of their "pet ideas" that they believe *may* travel well:

- Recognize that teachers often work in teams.

- “Make sure the evaluation system has no consequences for teachers associated with student test scores,” say the authors, “but do include multiple classroom observations and an evaluation of classroom artifacts – tests, papers, projects, and the like.”
- Make sure that no school day for students starts earlier than 8:30 a.m.
- Provide libraries staffed with librarians and counseling offices staffed with enough counselors so they can get to know students personally.
- Get students reading more and be very skeptical of packaged programs that claim to improve reading.
- Eliminate tracking in grades K-6.
- Eliminate retention in all grades.

“Trust But Verify” by David Berliner and Gene Glass in *Educational Leadership*, February 2015 (Vol. 72, #5, p. 10-14), <http://bit.ly/1IFarSn>; the authors can be reached at berliner@asu.edu and glass@asu.edu.

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2. A Different Approach to Fixing Failing Schools

In this *Education Week* article, Garrison Walters (South Carolina Higher Education Foundation) says that when the 1983 *A Nation at Risk* report sounded the alarm that U.S. schools were succumbing to a rising tide of mediocrity, we called in our best management experts to fix the problem. “After a generation of tremendous effort and expense, we’re in many respects worse off than when we started,” says Walters. “The track record is so bad our experts are frantically rummaging at the bottom of the management toolbox to see what’s left. All they can find is ranking teachers and firing the lowest-scoring ones. This, plus endless testing, is the accountability agenda.”

Such approaches are the exact opposite of the teachings of management guru W. Edwards Deming, who helped transform companies that had been churning out shoddy cars and appliances in the 1950s and 1960s. “Deming believed that data were important,” says Walters, “but didn’t worship numbers; rather, he emphasized that people’s attitudes were the key. He had complete contempt for management strategies that gave high priority to things like pruning bad workers and only evaluating quality at the end of the line (think high-stakes testing).”

Rather than trying to “fix” schools through questionable management strategies, Walters believes we need to focus on a deeper problem: the attitudes some Americans have about schooling. “Studies of international education,” he says, “as well as those contrasting different ethnic groups, demonstrate that an educationally positive surrounding culture gives young students the conviction that learning is essential for success in life, as well as the belief that, with appropriate effort, everyone can succeed.”

Walters cites a study in the United Kingdom that sought to explain why low-income white students had the lowest achievement of all subgroups. Of the ten major barriers to success, eight were psychological. These stood out:

- Parental passivity or active discouragement: “Mum says it’s not worth it.”

- Students not identifying with those who achieve in school: “I’m not like that, and I don’t know anyone like that.”
- Geography, time, and cost barriers: “But that’s five miles away!” These barriers were particularly significant in areas in which students felt uncomfortable, such as pursuing further education.

“None of the predominantly psychological barriers identified by the British researchers is going to be overcome by more technology, more data, more tests, or a plan to crush teachers’ unions,” says Walters.

There are definite parallels in the U.S. – groups in which children are held back by discouraging adult messages, perennial denial of opportunity, a locally depressed economy, and few positive role models. In these circumstances, says Walters, “The gravity of an educationally negative surrounding culture will pull down all but the intrepid few.”

Can this powerful gravitational pull be altered? “Fortunately, some researchers are getting out of the management box and demonstrating that attitudes are powerful factors in educational achievement,” says Walters – self-efficacy, character, mindset, grit, and resilience. But trying to change attitudes one student or one family at a time won’t work at scale. In the words of David Brooks, “Character is not developed individually. It is instilled by communities and transmitted by elders.”

So how can a community’s ethos be changed? “Absent change in the surrounding culture, success at scale will remain elusive,” says Walters. For starters, we must “resist capitulating to poverty, even though it obviously is a powerful factor in educational culture.” We need more research on how some subgroups are doing well despite negative conditions, and we need to better understand how children’s attitudes are formed. Peer-to-peer communication works best, Walters believes. He cites his organization’s Know2 program in several communities in South Carolina, which trains neighborhood ambassadors who work to create a positive countywide education mindset.

“Dump Management ‘Science,’ and Change Learning Attitudes” by Garrison Walters in *Education Week*, January 28, 2015 (Vol. 34, #19, p. 25, 27), www.edweek.org

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3. Difficult Conversations 101

In this *New York Times* article, Alina Tugend says many people aren’t clear what is meant by *feedback* and tend to conflate three quite different things:

- Appreciation – That was especially effective; What you do matters;
- Coaching – Helping someone get better through advice and mentoring;
- Evaluation – Being rated or ranked against a set of standards.

“When we say we want feedback,” says Tugend, “most of us desire appreciation, dread evaluation, and forget about the most important part, which is the coaching.” Evaluation doesn’t happen very frequently, but people should be getting appreciation and coaching on a regular basis.

The problem with evaluative feedback is that it tends to blot out other messages. “It’s like getting a paper back in high school,” says author/Harvard Law School lecturer Sheila Heen. “The first thing you do is look at the grade, not the comments on the paper. The evaluation tends to drown out everything else... If you’re clear you’re coaching and not evaluating, it lowers the stakes.”

Many managers aren’t comfortable delivering criticism and put off speaking up about concerns they have. “I don’t think there’s any way to get rid of the pain or defensiveness,” says Heen. “But we can get better at understanding our reactions so we can move on faster to finding the value.” Graham Bradley, a psychology professor at Griffith University in Australia, has the following advice for such conversations:

- Prepare thoroughly.
- Give specifics and express exactly what behavior you want to address.
- Allow the other person to speak, listen carefully and empathetically, and seek to understand the full context.
- Provide direction and goals to change the behavior.
- Ensure that your message is received and the employee takes responsibility.
- Keep a record of the conversation.

A key point is making sure that at the end of the conversation, you are on the same page with the employee. When wrapping up, says Nancy Alarcon of the University of Washington, “I try to revisit some key points and write them down. I also say, ‘Why don’t you recast that for me one more time,’ and ‘What are we going to have to work on next or what do we have to do to effect the change needed?’”

Tugend also suggests that employees regularly solicit feedback from their superiors. “Most of us would rather float along with the idea that no news is good news,” she says. “The trouble is, it may turn out that no news is bad news, but we won’t know that until it’s too late.” Don’t ask your boss global questions like, “How am I doing?” or “I was wondering if you have any thoughts about my work.” Instead, ask, “What’s one thing I’m doing or failing to do that’s getting in my way?” or “What specific change could I make to improve my work?”

“No Need to Be Afraid. It’s Only a Performance Review” by Alina Tugend in *The New York Times*, February 7, 2015, <http://nyti.ms/1vdJk5r>

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4. Overcoming Barriers to Instructional Leadership

In this article in *Kappan*, John D’Auria (Teachers21) discusses four obstacles that must be overcome if school-based administrators are to provide effective instructional leadership.

- *Undervaluing the importance of school climate and culture* – “Similar to successful classroom teachers,” says D’Auria, “skillful leaders help educators learn from error, persist in the face of setbacks, listen carefully to the voices of fellow practitioners, understand that trust is foundational to learning, and engage in ongoing dialogue and conversations about problems of practice.”

• *Letting problems of the moment distract from the mission* – “Issues that demand their attention constantly bombard leaders,” says D’Auria. “These issues can easily become black holes that absorb huge amounts of energy and time.” A boiler malfunction. A student bringing a weapon to school. An irate parent group. A controversial athletic event. Some principals are naturals at bouncing back from such events, but others need to develop that skillset.

• *Not paying attention to impact* – “[B]est practices are only probabilities,” says D’Auria. Leaders need to continuously assess how initiatives are affecting teaching and learning and make adjustments if necessary. “Without this balance between action and results,” he says, “blame often substitutes for responsibility, and that keeps the organization from continually improving.”

• *Underestimating the importance of skillful practice* – “Competence matters,” says D’Auria. “Skillful leaders now must be able to observe and analyze instruction, collect, examine, and mine data, run effective meetings, manage conflict, deepen collaborative skills in others, and influence organizational learning.” Many school leaders need support developing this wide range of skills.

D’Auria believes that four key elements interact to create improving and inspiring learning among teachers and students:

- A reflective learning culture;
- Strategic alignment to a common vision;
- Continuous improvement informed by evidence-based adjustments;
- Skillful practice.

A number of other components are woven into those conditions:

- A deep understanding of rigorous and relevant content;
- A wide repertoire of effective teaching strategies;
- Knowledge of how to develop and support high-functioning teams;
- Vision and core values;
- Shared responsibility;
- A growth mindset;
- Trust and listening;
- Feedback and dialogue;
- Resource optimization.

“Learn to Avoid or Overcome Leadership Obstacles” by John D’Auria in *Phi Delta Kappan*, February 2015 (Vol. 96, #5, p. 52-54), www.kappanmagazine.org; D’Auria can be reached at jdauria@teachers21.org.

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5. Moving Foreign-Language Students Up a Continuum of Proficiency

“What can our students **do** with the language they are learning?” asks Chantal Thompson (Brigham Young University) in this article in *The Language Educator*. “They may know how to conjugate verbs in the past subjunctive and get 100% on an achievement test, but can they express personal meaning in a real-life situation?” The goal embodied in the

Proficiency Guidelines from ACTFL (American Council on the Teaching of Foreign Languages) is *observed performance* versus assumed knowledge. Students climb the steps of a proficiency continuum, moving from conceptual control to partial control to full control of each level:

- *Novice* – Learners at this stage can produce lists and memorized phrases and their teachers give them multiple opportunities to combine and adapt what they’ve learned, asking questions involving real-life situations.
- *Intermediate* – Students move from conceptual to partial control, use words in sentences and strings of sentences, and learn more-advanced structures, vocabulary and content – for example, “My friend is blond. My friend is tall. My friend is funny.”
- *Advanced* – Students strive for full fluency at the paragraph level and use conditional and other tenses – for example, “My friend is blond and tall, and she is very funny too, but sometimes she is shy.”

One of the most controversial ACTFL cornerstones is accuracy. Thompson argues that making mistakes is a natural part of becoming fluent and confident in interpersonal communication, especially at the Intermediate High level. “If every mistake counts, what happens?” she asks. “They are so focused on the accuracy of their verbs that text type falls by the wayside, and they stagnate at the sentence level.” But when students make presentations for which they’ve had a chance to draft, edit, and revise, the standard for accuracy should be high.

There are natural plateaus as students move through these levels, but there’s always the danger of getting stuck. Thompson has the following suggestions for fighting stagnation:

- Students must be aware of what “functional ability” means. Students may think they are Advanced because they can use conditional and subjunctive tenses, but are they really fluent in the present, past, and future tenses? Students need to be truly fluent at each level before moving on.

- Function should determine how content is handled – for example, literature is often discussed in the present tense, but if students are required to use the past tense, that multiplies the opportunities to strengthen their skills. Another technique is getting students to ask the questions in class.

- Content makes language relevant. “Studying grammar in a vacuum is senseless,” says Thompson. “Meaningful content, such as films, stories, and current events, engages students affectively and linguistically, and gives a natural context to functional practice.”

- Course design and lesson planning should integrate function, content, accuracy, and text type.

“Moving Along the Proficiency Continuum” by Chantal Thompson in *The Language Educator*, January/February 2015 (Vol. 10, #1, p. 24-27), www.thelanguageeducator.org

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6. A Texas District Revamps Its World Language Program

In this article in *The Language Educator*, Greta Lundgaard describes how her district, Plano ISD in Texas, completely rethought its grade 7-12 language curriculum and significantly

improved student achievement:

- *Adopting the backward design mindset* – The language department used the Wiggins/McTighe model to shape its guiding principles, professional development, summative performance assessments, and the rubrics used to give students formative feedback. Above all, the department embraced the idea that students should be able to apply their language skills in new situations.

- *Believing and attending to research* – From a careful study of the literature, teachers embraced five “nuggets” to be applied in all language classrooms: Teaching in the target language; inductive grammar instruction; student-influenced vocabulary acquisition; reading to learn; and writing to learn.

- *Choosing effectiveness over efficiency* – “[D]eep learning is messy,” says Lundgaard; “it takes time for learners to make sense of learning – and persistence and working through misunderstandings is part of what learners need to experience in order to own their learning.” Teachers now focus on getting students to communicate a message rather than nitpicking grammar details. Their slogan is “teach less for more”:

- More opportunities for communication;
- More tasks that require using the language to interact, explain, or describe;
- More student-to-student talk in the language;
- More emphasis on responding in personally meaningful ways;
- More self- and peer-based error correction;
- More descriptive feedback.

“It takes courage and resiliency to put the needs of learners before legacy practices and tradition,” says Lundgaard. Seeing students forging ahead gave teachers the courage to let go of less-effective methods.

- *Defining vertical alignment and articulation in proficiency terms* – The district has moved away from teachers checking off lists of vocabulary, verbs, and grammatical structures taught at each level and embraced a series of student “I can” statements and performance descriptors that define proficiency at each level. These benchmarks are independent of textbooks and individual classroom methods and unify the district’s language program.

- *Emphasizing the learner over the teacher* – “I think the most important aspect of our curriculum is that as students begin their language journey, they are in a safe environment to communicate their ideas without a focus on errors, which results in students who are not afraid to express themselves and have no fear of mistakes or embarrassment,” says high-school teacher Patricia Irias. “As their language learning continues, they see more need for accuracy; however, it is gradual and does not instill fear of performing.” Students and teachers have the “end in mind” as they move up the proficiency continuum, and students do as much work as their teachers.

“The ABCs of a Performance-Based Learning Plan” by Greta Lundgaard in *The Language Educator*, January/February 2015 (Vol. 10, #1, p. 32-35), www.thelanguageeducator.org

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7. Some Myths About Technology in Classrooms

In this article in *Reading Today*, Jill Lewis-Spector (New Jersey City University) lists several “incorrect assumptions” about technology in classrooms:

- *Students prefer learning with technology over traditional formats.* While kids appreciate the ease of e-readers, in many cases they prefer traditional books.
- *Students know what they’re doing with technology.* This is not true of many students, and only a few aspire to be tech whiz kids.
- *Proficient print readers will be good e-readers.* Actually, reading comprehension is better with paper text, and reading on paper is less mentally and physically taxing than reading on a screen.
- *Struggling readers will have higher achievement with ed tech.* According to a 2014 study at Stanford, this is true only if learning is interactive, technology gets students exploring and creating rather than drilling, and there’s the right blend of human contact and technology.
- *Students can do technology-based assignments at home.* The digital divide is real: some students have had Internet access all their lives while others are way behind. “In income-diverse classrooms, our students will not be on a level playing field,” says Lewis-Spector.
- *Educational technology improves reading.* “Giving every student a laptop isn’t going to improve our teaching,” she says, “and every student having a netbook isn’t an instructional model.” Technology becomes powerful only when coupled with skilled teaching and user-friendly hardware and programs.

“Precautions with Educational Technology” by Jill Lewis-Spector in *Reading Today*, January/February 2015 (Vol. 32, #4, p. 12-13), www.reading.org; the author can be reached at jlewisprof1@yahoo.com.

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8. Should Students Be Allowed to Bring Their Own Devices?

In this *Reading Today* article, Aileen Hower (South Western School District, PA) and Tom Whitford (Tomah Area School District, WI) do a point-counterpoint on BYOD:

- *Pro* – Hower describes a teacher who asks students make a prediction on their smartphones, tablets, and laptops; calls time; displays the whole class’s responses on a projected Google Doc; and has teams debate which prediction is most plausible. This teacher, “rather than argue with students to put away the devices they crave, is harnessing the power of technology and creating a learning opportunity where devices are used responsibly.” Especially at the high-school level, Hower says, having students bring their own devices creates numerous learning opportunities – and saves money. A vast array of learning materials is available – books, articles, art, music, videos – and students can explore the Internet for information that’s not available in dated textbooks. Teachers can also poll the class and use electronic exit tickets to assess the learning in a class period. At the elementary level, students can widen the scope of their independent reading, view documents they’ve created, look up information, create visual stories, and immerse themselves in interactive learning activities.

“Allowing for BYOD in schools,” Hower concludes, “provides students with the choice

they crave as learners, the audience they need to become writers, and the opportunities to be voracious, independent readers.”

- *Con* – Whitford is concerned first about equity – some students don’t have sophisticated devices. Second, he says many classrooms don’t have the bandwidth for 25 students to do Google searches simultaneously. Third, there are issues of teacher expertise: “Whether you are comfortable with this role or not,” says Whitford, “you will quickly become the technology help desk for up to 20 devices” – and this can get quite complicated as students try to work with different brands with different hardware, software, and connectivity limitations. And finally, Whitford is worried about teachers handling so many students with open access to the Internet. “You cannot simply add a device that allows students to visit virtually any site in the world and complete a plethora of tasks and expect them not to be distracted,” he says. “If a teacher is not prepared for how to manage a situation like that, you are setting them up for failure and frustration – and teachers deserve better.”

“To BYOD or Not to BYOD? Two Teachers Examine the Pros and Cons of Welcoming Student-Owned Technology Into the Classroom” by Aileen Hower and Tom Whitford in *Reading Today*, January/February 2015 (Vol. 32, #4, p. 16-17), www.reading.org; the authors can be reached at aileen.hower5@gmail.com and tomwhitford@tomah.k12.wi.us.

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9. Silent 15-Minute Online Dialogues in a Middle-School Classroom

“In a normal classroom discussion, power often rests with the quickest minds,” says Jason Hilton (Slippery Rock University, PA) in this *AMLE Magazine* article. “The ability to quickly respond with a well-constructed verbal retort dominates conversation from debate halls to playground walls.” That’s why, when he was teaching the Bill of Rights and related Supreme Court decisions to eighth graders, he had students spend the first 15 minutes of each class in complete silence “conversing” with each other in an online discussion forum. “All discussion had to be online,” says Hilton, “even if they were engaged in a discussion with someone sitting right next to them.” When Hilton called time-out and closed the discussion forum so students could return to their wiki projects, the silence was broken by moans and complaints, and he had to promise to open the forum again at the end of class.

Reflecting on the experience, Hilton sees several advantages. First, the discussion board and wiki projects, which were student-centered, problem-based learning, “place every step, from content knowledge to argument synthesis, in the hands of the students.” Second, “Even though the students were sitting in the same classroom, the digital medium through which the students were asked to participate presented an opportunity for students to overcome traditional barriers to classroom conversation. It no longer mattered what students looked like, who their friends were, or where they might be sitting. Instead, the more thoughtful students who may have been shut out of a traditional classroom dialogue by its rapid pace were able to take their time to craft a more powerful commentary.” Finally, the online discussion seemed to energize students who were normally passive and silent.

Hilton realized that without several key elements, this discussion would not have been as successful:

- A meaty and intriguing topic that would engage students at a high level;
- A laptop cart that put a computer in front of every student;
- Requiring that all contributions and dialogue take place through silent keyboarding;
- Careful monitoring by the teacher during class and after hours to ensure appropriate, respectful exchanges;
- Knowing when to bring closure.

“The Power of Silent Discussion” by Jason Hilton in *AMLE Magazine*, February 2015 (Vol. 2, #6, p. 29-31); Hilton can be reached at Jason.hilton@sru.edu.

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10. Short Items:

a. World language websites – The editors of *The Language Educator* recommend these free online resources:

- Dictionary and search engine for translations – www.linguee.es
- Mobile language lab – www.247tutor.com
- Test Generator – <https://testmoz.com>
- Sign language videos – www.signingsavvy.com
- “Let it Go” from *Frozen* in 25 languages – <http://frozen.disney.com/video>
- Duolingo language-instruction app – <https://www.duolingo.com>

“WebWatch” in *The Language Educator*, January/February 2015 (Vol. 10, #1, p. 60-61)

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b. Deliver us from prefixes – Check out this Columbus, Ohio class’s books on Latin and Greek roots: www.DeliverusfromPrefixes.com.

“From Prefixes to Publishing” by Rashaun James in *AMLE Magazine*, February 2015 (Vol. 2, #6, p. 24-26); James can be reached at rjames6097@columbus.k12.oh.us.

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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 44 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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

Core list of publications covered

Those read this week are underlined.

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