Marshall Memo 1016

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 18, 2023

In This Issue:

Quotes of the Week

"Hanging on to my sanity for dear life."
Typed in the chat during a check-in before my Rocket PD webinar last week

"Teachers don't want to spend all day policing phones. It's awkward. It's infantilizing. It can escalate. For some kids, having something cherished taken from them puts them in a very defensive, anxious position."
Tim Daly (see item #1)

"The overall knowledge and skill of the individual teacher is the most important factor in student achievement. It dwarfs everything else."
Jon Saphier (see item #3)

"Questions are not just the means to an answer. Questions are also the window into the mind. Question-asking reveals levels of understanding and curiosities. As teachers, how we use questions also exposes our teaching philosophies, our view of knowledge, and our own pedagogical dispositions."
Ryan Lewis (see item #5)

"Research shows that real learning requires things to be a little bit hard."
Joss Fung (see item #8)

"When you walk into a music room, you expect to hear music. When you walk into an art room, you expect to see and experience art. When you walk into a social studies classroom, you should expect to see and hear democracy."
Ryan New in "Seeing Democracy" in *Social Education*, November/December 2023

"Academic leadership is an iceberg in which 90 percent of what you do is below the surface

and would only be noticed if you screwed up."

David Perlmutter in "How Administrators Make Their Work Matter" in *The Chronicle of Higher Education*, December 4, 2023 (Vol. 70, #8, pp. 40-41)

"When does a fun, fanciful tradition risk becoming harmful deception?"

Candice Mills and Thalia Goldstein in "How to Talk with Your Kids About Santa" in *The New York Times*, December 2, 2023

---

1. Cellphones in Schools: To Ban or Not to Ban

In this *Education Gadfly* article, Tim Daly (EdNavigator) reports that France and China have forbidden student cellphone use during the school day, and the U.K. is actively considering a ban. In the U.S., many K-12 educators, academic leaders, and newspaper editorials are on board, for these reasons:

- Since around 2012 there's been an increase in young people's loneliness, anxiety, depression, and other mental health problems, coinciding with heavy social media use.
- Cellphones prevent students' face-to-face socializing in school, and many kids have lost the art of conversing with peers.
- Even in schools with cellphone restrictions, students find ways to circumvent them; one study found that 97 percent of teens are on their phones for an average of 43 minutes during the school day.
- Studies show that cellphones distract from learning – even when students aren't actually using them – and are contributing to distressingly low student achievement.

Daly looked for adult advocates of the opposite position – that cellphones are relatively benign and shouldn't be banned – and couldn't find arguments worth sharing.

Several different levels of cellphone bans are being considered and implemented, each with pros and cons:

• *Leave cellphones at home* – This simplifies enforcement for staff. But there's been pushback from parents who want their children to be reachable at all times, including in transit to and from school, also from cashless students who want to be able to pay for items electronically before and after school.

• *Student cellphone use is not allowed during the school day* – This is the most commonly used policy now, with students leaving their phones in lockers or parking them in classroom holders under teachers' supervision, not permitted in bathrooms and during passing time, lunch, or recess. The downside of this approach is more enforcement responsibility for staff and the possibility of inconsistency from classroom to classroom.

• *No cellphone use during classes* – This means phones aren't on desks, under desks, streaming music into earbuds, or secretly taking videos of classmates or teachers. The downside is that phones are still in pockets, purses, or backpacks, constantly distracting students from learning, and a trip to the bathroom is an opportunity to dive into social media and messaging. Banning phones during classes is the least popular policy among educators, says Daly, because it "requires a substantial level of teacher enforcement, which quickly becomes exhausting. Many teachers simply give up."

What's needed, he believes, is a policy that can be consistently enforced, minimizes hassles, and doesn't distract from instruction. "Teachers don't want to spend all day policing phones," he says. "It's awkward. It's infantilizing. It can escalate. For some kids, having something cherished taken from them puts them in a very defensive, anxious position. Power dynamics across lines of difference zoom to the fore. Parents get really angry. Administrators often won't back teachers who enforce the administrators' own policies."

Another consideration as schools decide what to do about cellphones is the current trend away from harsh, no-excuses discipline. In the wake of the pandemic, many students are struggling, fragile, and in need of relationship-building. Attendance is down and a good number of students aren't present even when they're sitting in classrooms. Teachers are competing for students' "mindshare," says Daly. "It's no fun when half your class isn't truly *there*. Banning cellphones won't solve that problem." Schools have also invested in one-to-one technology, putting tablets or laptops in students' hands most of the day, and kids are adept at working around the firewalls to play games and communicate with each other.

In light of these complicating factors, what are schools to do? Daly proposes a four-part strategy:

• Invest in pouches with strong magnetic locks so students have their phones with them but turned off and put away for the whole school day, with convenient unlocking stations at school exits (Yondr is one company marketing these).

• Insist on consistent enforcement by staff. "Teachers can't ignore bullying or physical violence," he says. "They can't let kids cheat on state tests. They shouldn't ignore phones, either… Hold teachers accountable on performance reviews if they are undermining the school's campaign for phone-free learning."

• Have meaningful penalties when students break the rules, not just giving the phone back at the end of the day, which is when they would get it back anyway. Daly suggests detention or requiring parents to come to school and pick up the phone.

• Ensure that classrooms are "warm, lively, engaging environments where kids can focus on things worth doing," he concludes. "Target all barriers to that goal, even if they turn out to be iPads, bad curriculum materials, boring instruction, negligent classroom management, or low expectations. If we don't address those things, how can we blame kids for watching TikTok in the bathroom? Wouldn't you do the same?"

"Should Schools Ban Cellphones?" by Tim Daly in *Education Gadfly*, December 8, 2023

Back to page one

2. Making Home Visits Count

In this article in *Urban Education*, Soyoung Park (Bank Street College) and Judy Paulick (University of Virginia/Charlottesville) report on their study of home visits in two urban elementary schools. "Home visits are widely regarded as an effective practice for supporting meaningful partnerships between families and school and subsequently improving student outcomes," say Park and Paulick. But such visits, they caution, have the potential for conveying disrespect for families' culture, language, and childrearing practices, "viewing them as problems that need to be fixed and devaluing their many assets."

The researchers interviewed teachers and families and observed some of the home visits, which were conducted by two-teacher teams. During the visits, teachers learned about children's non-academic skills and interests with potential connections to their classrooms: hula hooping, doing tricks on a hover board, speaking multiple languages, playing musical instruments, interest in sports and entertainment (including *Star Wars*), and preparing and serving food. Parents talked about immigrating to the U.S. to escape war and religious or political persecution. Empathy for those experiences was one of teachers' biggest takeaways from the home visits.

Park and Paulick found that "the visits served as a starting point for culturally sustaining practice, but never fully attained it." They had two major concerns:

• *Teachers engaged with families' culture but remained at the surface level*. Teachers removed their shoes as they entered homes, were touched to be served beverages and food from families' home cultures, expressed interest in cultural artifacts in homes (for example, a nativity scene), and often engaged in families' home language. "These connections, however, did not lead to deeper conversations about families' views, values, or beliefs," say Park and Paulick. "The families' cultures were, therefore, reduced to food, language, celebrations, and routines around footwear."

• *Teachers felt empathy for students and families but maintained a deficit lens*. "Seeing and understanding their students' homes," say the researchers, "cultivated in teachers a deeper understanding of and patience for the behaviors they observed in school." One teacher said she understood why a student was quiet and withdrawn in school because at home she had to put up with screaming brothers and sisters. Another teacher realized that a student didn't have a private place to do homework. Another was horrified by the dirty pots and cockroaches in the kitchen. "So how can I expect them to understand what's a clean desk if they think that's a clean kitchen?" she said.

"What stood out to teachers in their home visits," say Park and Paulick, "was the lack of resources, excess noise, and other problems they observed… Such views can lead to lowered expectations for students, as teachers see children's academic and social-emotional development as 'inevitable' given the circumstances of their home." What most teachers saw inclined them to be more lenient in their behavioral and academic expectations of students.

There was an exception. One teacher was horrified that a student lived in a home where upsetting coverage of warfare and car bombings in Iraq constantly blared from the TV. This teacher had great empathy for what the child was living with, but still expected a lot

behaviorally and academically. "She came to view her students and families as whole people," say Park and Paulick. "At the same time, this teacher emphasized the need to maintain high expectations for all students. For her, cultivating empathy did not equate to pitying students and lowering standards."

The researchers close with some suggestions for teachers' professional development before they make home visits.

- During visits, make a point of looking for families' strengths, assets, and knowledge that have allowed them to "improvise, survive, and succeed against many odds."
- Think about classroom materials and practices that can build on students' and families' assets.
- Develop a critical consciousness about issues of inequality and teachers' own beliefs about disadvantage and achievement.
- Be aware of the fine line between empathy and lowered expectations.

"Without training that guides teachers through this type of critical reflection," conclude Park and Paulick, "it is unreasonable to expect that educators will foster meaningful, genuine partnerships with families through home visits."

"An Inquiry into Home Visits as a Practice of Culturally Sustaining Pedagogy in Urban Schools" by Soyoung Park and Judy Paulick in *Urban Education*, January 2024 (Vol. 59 #1, pp. 124-154); the authors can be reached at spark2@bankstreet.edu and jhp7h@virginia.edu; see Memo 968 for an article on home visits by Park and Paulick and another author with a somewhat different emphasis.

Back to page one

3. Jon Saphier on High-Expertise Teaching

In this *Kappan* article, author/consultant Jon Saphier says many districts have idealistic vision statements like these:

- Students loving learning;
- Developing 21st-century skills;
- Capable, responsible citizens.

But high-flown goals, says Saphier, aren't helpful for generating actionable plans for improving teaching and learning.

Similarly, he believes, education reform efforts have lacked an effective guiding principle, resulting in three decades of lurching from one initiative to another: teacher evaluation, small schools, site-based decision-making, PLCs, active learning, habits of mind, social-emotional learning, project-based learning, cooperative learning, student agency, advisories, digital literacy, and more. Teachers get cynical, wondering what happened to last year's grand plan, and administrators are often distracted by crises and lose their focus on the initiative of the year.

What really matters in schools, says Saphier, is *high-expertise teaching*. "This is because the overall knowledge and skill of the individual teacher is the most important factor in student achievement. It dwarfs everything else" – and it's directly tied to closing

achievement gaps. That's why he believes the North Star for every district's improvement efforts should be:

> *Make every school an engine for continuous improvement of high-expertise teaching for equity*.

This vision statement, Saphier believes, synthesizes 70 years of insights on sustainable improvement in teaching and learning. It "conjures concrete images of what to do to improve the experiences of children and their learning. It comes with anchors in the research base on instructional improvement, deep roots in the literature of healthy organizational culture, and direct ties to the lived experiences of students." Here's how he unpacks the vision:

• *Every school* – There should be a certain amount of autonomy from school to school within a district, says Saphier, allowing for "individual creativity, different implementation, or idiosyncratic approaches." But high-quality teaching, clearly defined, is non-negotiable – for example, the way teachers scaffold complex texts to bring grade-level content within reach for all students. Superintendents also need to develop, recruit, hire, and support principals who can sustain teaching quality over time.

• *Engine for continuous improvement* – Principals' number one job is building a culture that supports the kind of teaching that gets results for all students, which means first-rate professional learning, deep collaboration within and across teams, and non-defensive examination of practices through analysis of student learning. Superintendents need to bring principals together in a collective *we*, promoting collaboration versus competition among schools.

• *High-expertise teaching* – This is built on the vast, complex, and often untapped knowledge base about classroom practices that make the biggest difference in student learning and promote equitable outcomes. Teaching really is more complex than brain surgery.

• *Teaching for equity* – This is a personal journey for teachers as school and district leaders support them in examining their beliefs and current practices in light of their impact on different students and developing a sense of urgency in changing historical patterns of achievement.

• *Professional working conditions* – The infrastructure of teachers' daily lives – team meetings, collegiality, student scheduling, professional development, hiring and onboarding, supervision, evaluation, coaching, and support – is often ragged, says Saphier: "If we don't address this problem, no other reform movement has a prayer of accomplishing its goals." The school district leadership is key to addressing this challenge, ideally supported by a higher education partner.

• *Getting started* – Saphier suggests several steps to move a district toward implementing this ambitious vision:

- Developing a common definition of high-expertise teaching and identifying the elements that are most important for the district – for example, cultural proficiency, active reading and writing in every class, formative assessments, and robust classroom discussions.

- Focusing on hiring and supporting principals who have a good eye for teaching, are committed to dismantling inequitable structures and practices, and can mobilize teacher teamwork around looking at student work and continuously improving practice.
- Reducing variance among schools by ensuring strong instructional leadership, professional learning opportunities, time and structures for teacher collaboration, support systems for students, and a relentless focus on equity.
- District office personnel interacting with school-based educators in ways that move everyone toward this North Star. "If we want schools to have adult cultures of trust and constant learning," says Saphier, "it must be modeled from the top."
- Stay focused on a simple, compelling vision: *Make every school a reliable engine for constant learning about high-expertise teaching for equity*. Put it on the wall, in the header of every agenda, in back-to-school speeches and year-end summaries. "Make it the North Star of every journey," says Saphier, "and cancel the trips that can't connect to this destination. Avoid statements too abstract to indicate action, worthy though they may sound."

"A New North Star" by Jon Saphier in *Kappan*, December 2023/January 2024 (Vol. 105, #4, pp, 52-56); Saphier can be reached at Saphier@RBTeach.com.

Back to page one

4. How Is a Principal's Literacy Leadership Like Being a Point Guard?

(Originally titled "The Principal As the Point Guard for Literacy")

In this *Educational Leadership* article, award-winning Delaware principal Salome Thomas-El remembers from his basketball-playing days how the point guard acts as the unofficial "coach on the floor," setting the direction of play, supporting teammates, and making strategic on-the-spot decisions. "The most important decision of my career," he says, "was when I decided to become the point guard for literacy in our school… Developing a culture of literacy in school and the community, I realized, would improve access, opportunity, and equity for all students." Here's how it's similar to basketball:

• Knowing every player and keeping their heads in the game – For the principal, that means being in classrooms, literacy PD sessions, and PLC meetings and giving feedback that directs and fine-tunes the schoolwide effort.

• Knowing the plays the team has practiced – That's the curriculum scope and sequence, the instructional materials being used, and unit and lesson plans.

• Teaching key plays and techniques and encouraging learning – The principal, says Thomas-El, nurtures "a learning culture that empowers staff and students to take risks, be creative, and embrace learning," with the school library as the literacy hub.

• Leads the team in assists – To make teachers successful, the leader monitors students' progress in reading and writing and provides the right resources for every classroom.

• Advocates for the team and champions equity – That means procuring large, diverse classroom libraries that give access, opportunity, and a sense of belonging to all students.

"The Principal As the Point Guard for Literacy" by Salome Thomas-El in *Educational Leadership*, December 2023/January 2024 (Vol. 81, #4, pp. 80-81)
Back to page one

5. Two Levels of Questioning in Social Studies Classrooms

In this article in *Social Education*, Kentucky social studies teacher Ryan Lewis says textbooks basically consist of a stream of answers, and Google spits out information even more quickly. But what are the questions? "Questions are not just the means to an answer," says Lewis. "Questions are also the window into the mind. Question-asking reveals levels of understanding and curiosities. As teachers, how we use questions also exposes our teaching philosophies, our view of knowledge, and our own pedagogical dispositions."

Lewis has noticed that teachers use questions at two levels:

• Teaching *with* questions – Inquiry is used to gather information rather than explore it, to check on recall rather than spur interpretation. Teachers know the answers they're looking for, so students are engaged in "painting by numbers."

• Teaching *for* questions – Well-framed, compelling questions explore the depth of a topic and are "dynamic, flexible, and full of possibilities," says Lewis. The teacher becomes a "facilitator and fellow questioner… allowing us to paint a new canvas alongside students."

Tracing his own development as a question-asker, Lewis shares the evolution of a question he asked in a unit on the Civil Rights Movement:

- *Was the Civil Rights Movement successful?*
- *Is the Civil Rights Movement finished?*
- *What is the legacy of the Civil Rights Movement?*

"With each new iteration of the question," he says, "the scope of what is possible changes. For each question, there is a change in what my students are prompted to consider. By the third question, the Civil Rights Movement is no longer time-bound and fixed. It is a true movement, crossing borders and creating new interpretations and ways of historical remembrance."

"Portraits of Inquiry: Teaching for Questions" by Ryan Lewis in *Social Education*, November/December 2023 (Vol. 87, #6, pp. 370-371); Lewis is at ryan.lewis@woodford.kyschools.us.
Back to page one

6. A Comparison of *Eureka Math, Everyday Mathematics,* and *Go Math!*

In this *Elementary School Journal* article, Katja Robinson, Deb Hubbard, Robin Jacob, and Anna Erickson (University of Michigan) and Mimi Engel (University of Colorado) report on their analysis of three kindergarten math textbooks: *Eureka Math* (developed by the New York State Education Department's Engage NY initiative), *Everyday Mathematics* (from the University of Chicago School Mathematics Project), and *Go Math!* (Houghton Mifflin Harcourt). All three programs say they are aligned with Common Core Math Standards, but there are significant differences among them. Here's what the researchers found:

• *Mathematical content* – All three emphasize Common Core primary math topics on Numbers and Operations, and all focus on Basic Counting and Comparing and Ordering. But

Go Math! places greater emphasis than the other two on more-foundational math practices that many entering kindergarteners may have already mastered, including Number Recognition, Basic Counting, and Subitizing. *Eureka Math* devotes half as much time to these topics as *Go Math!* On the other hand, *Go Math!* devotes more time to addition and subtraction than the other programs.

Everyday Mathematics devotes substantially more time to math practices beyond Numbers and Operations than the other two programs, including geometry, measurement, graphing, and patterning, with the greatest emphasis on Shapes and Graphing. Covering more concepts builds overall proficiency and allows children with different learning styles to demonstrate proficiency, say the authors. But one goal of the Common Core was to trade breadth for depth and shift away from covering a large number of topics without deep understanding. At the kindergarten level, Common Core recommended focusing on Numbers and Operations.

There were also significant differences in how topics were sequenced in the programs. *Go Math!* and *Eureka Math* use a mastery approach, with extended time on a topic so students achieve mastery before moving to the next. *Everyday Mathematics*, on the other hand, uses a spiral approach, repeatedly returning to topics throughout the year with greater sophistication each time. The mastery approach reflects the Common Core's emphasis on depth over breadth, but it means that some topics aren't reached until the end of the school year – for example, in *Go Math!* Shapes, Motion, and Spatial Sense, Measuring, Classifying, and Graphing are late in the curriculum sequence. Given scheduling realities, that means some classes won't get to them.

• *Instructional grouping* – All three programs emphasize whole-group, teacher-centered pedagogy over small-group activities, say the authors, and they are concerned about how little peer interaction, math talk, and differentiation is built in. This was especially the case with *Go Math!,* where only about 7 percent of instructional time involves small-group work.

• *Representation* – All three programs have extensive opportunities for pictorial representation (more than three-quarters of instructional time), with concrete experiences included about half of the time. There were differences among the programs on Basic Counting, Comparing and Ordering, Addition and Subtraction, and Composition of Numbers, with *Everyday Mathematics* emphasizing concrete experiences significantly less in lessons on Basic Counting and Comparing and Ordering, and significantly more in Addition and Subtraction and Composition of Numbers.

Robinson et al. conclude with some implications for educators making curriculum decisions:

- Don't assume that all programs claiming to be aligned with Common Core standards are the same; there are plenty of differences, with implications for student learning.
- One key variable is the skills and knowledge of incoming kindergarten students.
- Teachers' pacing is important, because if they don't keep up with a program's recommended speed, some important topics will not be taught.

- Research is clear that small-group instruction is "a powerful instructional tool," say the authors. With all three programs, especially *Go Math!*, teachers will need to use supplementary materials.
- "A similar argument can be made with respect to representation," say the authors; "teachers are likely to only use the type of representation presented in the curriculum, limiting student exposure to other modes of representation."

"Variations in Mathematics Content Coverage, Instructional Grouping, and Representational Strategies: An Analysis of Three US Kindergarten Mathematics Textbooks" by Katja Robinson, Deb Hubbard, Robin Jacob, Anna Erickson, and Mimi Engel in *Elementary School Journal*, December 2023 (Vol. 124, #2, pp. 270-296); Robinson is at robkatja@umich.edu.

Back to page one

7. Recommended Children's Books on Dyslexia

In this *Literacy Today* feature, South Carolina literacy specialist Marie Havran (Furman University) suggests the following books on dyslexia (lists of books on Tourette syndrome will be included in the next Memo; books on ADHD and autism were in two previous issues):

Primary grades:

- *Aaron Slater, Illustrator* by Andrea Beaty, illustrated by David Roberts
- *Brilliant Bea: A Story for Kids with Dyslexia and Learning Differences* by Shaina Rudolph and Mary Vukadinovich, illustrated by Fiona Lee
- *Finding My Superpower: A Book for Dyslexic Thinkers* by Sarah Prestidge, illustrated by Kauri Finlay
- *Thank You, Mr. Falker* by Patricia Polacco
- *The Alphabet War: A Story About Dyslexia* by Diane Burton Robb, illustrated by Gail Piazza
- *Tom's Special Talent* by Kate Gaynor, illustrated by Eva Byrne

Middle grades:

- *Close to Famous* by Joan Bauer
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Looking for Heroes: A Boy, One Year, 100 Letters* by Aiden Colvin with Lisa Ogburn
- *May B.* by Caroline Starr Rose
- *Monday's Not Coming* by Tiffany Jackson
- *The Lightning Thief* by Rick Riordan
- *Waiting for Normal* by Leslie Connor

"Children's and YA Literature: Centering Neurodiversity" by Marie Havran in *Literacy Today*, October/November/December 2023; Havran can be reached at marie.havran@furman.edu.

Back to page one

8. Thinking Through the Pros and Cons of ChatGPT

In this 17-minuteVox video podcast, Joss Fong explores the advantages and disadvantages of large language models for student learning. She makes the analogy of

driving somewhere using GPS and not remembering the route afterward. GPS is a great help, and we're willing to take a shortcut on the mental effort that would be involved in figuring out and remembering the route on a map. But what about important learning in classrooms, Fong asks, "and how will we know that students have learned?"

She lists a number of possible learning tasks and asks for which using a chatbot would be acceptable to teachers – and helpful to students' long-term learning:

- Answers to a homework question;
- Background information on a topic;
- Definitions or explanations of a concept;
- Sources to find more information;
- Summaries of readings and lectures;
- Study guides for an exam;
- Ideas for how to respond to an assignment;
- Instructions for solving a problem;
- An outline for a paper or presentation;
- Examples, analogies, or counterarguments;
- A draft of a paper or a discussion post;
- A script of a presentation;
- Feedback on work;
- A revision of a text to improve it;
- A revision of a text to change its word count.

"Some of these definitely seem helpful for learning," says Fong, "but others, it's not so clear."

Back to the question of desirable difficulties and our sense of when we're learning. A study compared learning in two physics classes. In one students listened to well-presented lectures; in the other, students were given problems and had to struggle with them and then hear explanations. Students learned more in the latter, but thought the lectures were more effective. "Fluency is when information is going down easy," says Fong. "It's well presented, it's organized, it's convenient." But in fact, "effortful participation" is superior.

"The risk with AI," Fong concludes, "is that we might not preserve that effort, especially because we already tend to misinterpret a little bit of struggling as a signal that we're not learning… Research shows that real learning requires things to be a little bit hard."

"AI Can Do Your Homework. Now what?" by Joss Fong on *Vox*, December 12, 2023

Back to page one

© Copyright 2023 Marshall Memo LLC, all rights reserved; permission is granted to clip and share individual article summaries with colleagues for educational purposes, being sure to include the author/publication citation and mention that it's a Marshall Memo summary.

If you have feedback or suggestions, 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 other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

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

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Article selection criteria
- Publications (with a count of articles from each)
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 20 years

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 SmartBrief
Cult of Pedagogy
District Management Journal
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 Ed (formerly Ed. Magazine)
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Kappan (Phi Delta Kappan)
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
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