

# Marshall Memo 983

A Weekly Round-up of Important Ideas and Research in K-12 Education  
April 24, 2023

## In This Issue:

1. [Adam Grant on not letting e-mail stress us out](#)
2. [What trauma-informed teaching looks like](#)
3. [Does Holocaust education counteract antisemitism?](#)
4. [Getting students to take the lead in class discussions](#)
5. [High-school students use metaphors to think about mathematics](#)
6. [Understanding, appreciating, and supporting low-wage workers](#)
7. [Award-winning children's novels](#)
8. Short item: [A scale model of our solar system](#)

## Quotes of the Week

“If you didn’t commit to a deadline, you can’t be late.”  
Adam Grant (see item #1)

“Two people may process the same episode quite differently, making it a traumatic event for one but a minor blip on the radar for the other.”  
Jennifer Gonzalez (see item #2)

“Connection and relationships are really the ultimate for healing from trauma, and also what helps buffer us from stress and trauma in the future.”  
Alex Shevrin Venet (quoted in item #2)

“People say we’ve learned from the Holocaust. No, we didn’t learn a damn thing.”  
An Arizona history teacher and Holocaust curriculum trainer (quoted in item #3)

“Many students’ mathematical identity is fragile. Even when they find success in mathematics, they often do not perceive themselves to be good at mathematics.”  
Toni Amarel and Megan Wickstrom (see item #5)

“We teachers are often not aware just how much or how long we talk.”  
Alexis Wiggins (see item #4)

“Students get studying wrong because they don’t assess whether a method works in the long run. Instead, they pay attention to whether the method is easy to do and feels like it’s working while they’re doing it.”  
Daniel Willingham in [“There Are Better Ways to Study That Will Last You a Lifetime”](#) in *The New York Times*, April 23, 2023; see Memo 974 #3 for more on this

“If you don’t go, you don’t know.”  
The credo of Thomas Friedman, *New York Times* columnist, on what reporters must do

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## 1. Adam Grant on Not Letting E-mail Stress Us Out

In this *New York Times* article, Adam Grant (University of Pennsylvania's Wharton School) says he frequently gets reasonably prompt responses to e-mails starting with the words, *Sorry for the delay*. "Apologizing for slow replies is a symptom of unrealistic demands in an always-on culture," says Grant. "It's a recipe for burnout. And it prizes shallow reactions over deep reflection. We wind up rushing to get things done instead of doing them well."

The truth is that most e-mails are not urgent, but they're perceived that way. Grant suggests the following strategies for reducing anxiety and improving the quality of our responses – when we get to them:

- *Telegraph non-urgency*. The simple step of writing, "This isn't urgent, so get to it whenever you can," makes a big difference, he says. "When you know you don't have to reply to e-mails right away, you can actually find flow and dedicate your full attention where you wish."

- *Stop mistaking promptness for politeness*. Grant used to pride himself on responding to e-mails within 24 hours, but the pandemic changed that. Now it's common to see e-mail signatures like *My work hours may not be your work hours* and *Answer at your convenience*.

- *Don't take it personally when a response is slow*. "How quickly people answer you is rarely a sign of how much they care about you," says Grant. "It's usually a reflection of how much they have on their plate."

- *Don't try to bump a message up in someone's inbox*. Again, we don't know what's going on in their lives, he says. If you're really concerned about not hearing back, re-send the e-mail with the note, "Just wanted to make sure this came through."

- *Have self-compassion and rethink what counts as late*. "If you didn't commit to a deadline, you can't be late," says Grant. "You're allowed to take your sweet time!... Express gratitude to your correspondent for being a reasonable human: *thanks for your patience*."

- *Stop apologizing*. This is especially important for women, says Grant. "Women apologize more than men, because they tend to have a lower threshold for what qualifies as offensive behavior. This isn't in their heads – it's in the culture around them. We live in a world that places unfair pressure on women to drop everything for others. When a man takes a week to respond, he must be busy with something important. If a woman takes even a day to reply, it feels as if she's failing to live up to the duty of care."

- *Batch-process your e-mails*. It's much more efficient (and satisfying) to attack a full inbox in two or three efficient blitzes each day than in dribs and drabs.

[Back to page one](#)

## 2. What Trauma-Informed Teaching Looks Like

In this *Cult of Pedagogy* article, Jennifer Gonzalez reports on her interview with author Alex Shevrin Venet on trauma-informed teaching. Some excerpts:

Gonzalez says her own understanding of trauma has broadened, from thinking of it in terms of physical harm – a car accident, a natural disaster, gun violence – to other experiences that have long-lasting negative effects – neglect, emotional abuse, verbal harassment, economic deprivation. Trauma, says Venet, is “about disrupting our core sense of safety.”

The same life event can have a range of effects. “It is the *way we process and experience* certain events that defines how traumatic they are,” says Gonzalez. “Two people may process the same episode quite differently, making it a traumatic event for one but a minor blip on the radar for the other.”

Venet believes trauma-informed education should work on three levels: responding to trauma by providing support to students (and adults) who have had very upsetting experiences; addressing and disrupting negative experiences within the school; and working to prevent future trauma inside and outside of school. “It’s a big messy project that will never be finished,” she says, “but there are so many on-ramps. There’s a lot of little places we can get started.”

“Trauma is not equally distributed,” says Venet. “Equity issues are really woven into the experience of trauma.” Some people and groups are disproportionately affected – for example, many transgender youth right now – and schools need to address trauma and equity together.

A common practice in schools is determining a person’s ACE score – the number of adverse childhood experiences they’ve had – but Venet sees limitations in this approach. “If we only base our trauma-informed practices on a narrow label like that,” she says, “then we’re going to miss students who maybe the eight items on that checklist don’t represent.” For example, being the victim of racial discrimination is not on the ACE checklist but can cause considerable harm.

Venet is equally skeptical of using the levels of a Multi-Tiered System of Supports (MTSS). A “Tier 3” student who isn’t conforming to the school’s definition of “appropriate behavior” may not be a student who’s experienced trauma, and a “Tier 1” student may be a trauma victim. Better to make supports available to all students and empower them to ask for help when they believe it’s needed.

Effective trauma-informed education should be proactive and asset-based, says Venet: “Even if you feel with some degree of certainty that a particular kid has not yet experienced trauma – although often we’re wrong about that – the best time to get them set up and supported and connected and understanding their emotions is before they go through

something hard, because that's part of what builds that resilience, so that maybe when they experience something difficult in the future, it's not as destabilizing."

Trauma-informed practices are often built on trusting relationships with students. Venet tells about a teacher and student who agreed on a signal – the teacher tugged her ear – when the student was getting anxious and needed to take a break from instruction. This worked well in that classroom, but when another teacher heard about the signal and tried it with the same student, it was not well received because a trusting relationship hadn't been established.

Venet believes counselors and clinicians are best positioned to identify specific triggers with students and pass them along to teachers. For example, a student might need to be alerted to violent episodes in a novel the class is reading, or have permission to leave class a couple of minutes early to avoid the noisy, upsetting hallway scene as hundreds of students change classes.

Venet says schools should work on four things that create a sense of safety for all students, particularly those who have experienced or might experience trauma:

- *Predictability* – Regular routines, schedules, structures, prompts before transitions;
- *Flexibility* – Students knowing they can step away from instruction when they need to;
- *Empowerment* – “Kids who go through trauma develop this sense that what they want and need doesn't matter,” says Venet. Putting choices and decision-making in students' hands can help to counter this feeling of disempowerment when trauma occurs.
- *Connection* – “Connection and relationships are really the ultimate for healing from trauma and also what helps buffer us from stress and trauma in the future,” says Venet.

These four can also serve as a checklist for thinking through situations that didn't go well.

Venet recently had to use this in her own classroom. She noticed a student getting agitated and told the student to take a break in a comfortable corner of the classroom. Other students asked, “How come she gets to go over there?”, causing a noisy disruption to the lesson. Venet reflected that (a) being able to take a break wasn't a *predictable* routine in the classroom; (b) she wasn't offering the same *flexibility* to other students; (c) she was controlling the interaction, rather than *empowering* students to make the request themselves; and (d) student-to-student *connections* in the class weren't strong enough for classmates to notice this student's discomfort and ask, “Hey, what's wrong? Can I help?”

[“Unpacking Trauma-Informed Teaching”](#) by Jennifer Gonzalez and Alex Shevrin Venet in *Cult of Pedagogy*, April 18, 2023

[Back to page one](#)

### **3. Does Holocaust Education Counteract Antisemitism?**

In this article in *The Atlantic*, Dara Horn says the rise of antisemitism is well-documented. She recounts disturbing first-person accounts she's heard in her speaking engagements around the U.S. and describes a “vague sense of dread one encounters these days in the Jewish community, a dread unprecedented in my lifetime.”

The response from well-meaning people in statehouses, school boards, and curriculum

offices has been to double down on Holocaust education. There are now 25 states where it is mandatory, up from eight in 2015. “Public figures who make antisemitic statements are invited to tour Holocaust museums,” says Horn. “Schools respond to antisemitic incidents by hosting Holocaust speakers and implementing Holocaust lesson plans.” The assumption is that this will inoculate people against antisemitism.

“But it doesn’t,” says Horn. “Holocaust education remains essential for teaching historical facts in the face of denial and distortions. Yet over the past year, as I’ve visited Holocaust museums and spoken with educators around the country, I have come to the disturbing conclusion that Holocaust education is incapable of addressing contemporary antisemitism. In fact, in the absence of any education about Jews alive today, teaching about the Holocaust might even be making antisemitism worse.”

The logic of well-intentioned Holocaust programs in schools and museums, says Horn, is that describing the evil of the Nazis and the innocence of Jewish victims is important for young Americans to learn, and serves as a lesson in empathy and morality. Almost all Holocaust education in schools is pedagogically strong and quite popular among teachers and students. “Instead of lecturing and memorization,” says Horn, “they use participation-based methods such as group work, hands-on activities, and ‘learner driven’ projects.” Programs often include videos of interviews with Holocaust survivors.

But studies have found that while Holocaust education counteracts Holocaust denial and perhaps reduces bullying in schools, it’s not successful at pushing back antisemitism. Horn believes there are several reasons. First, the moral lessons of Holocaust education are the same ones that were preached in Germany in the 1930s – *Love thy neighbor* – and those preachings did nothing to quell antisemitism. Second, most Holocaust programs are not teaching the long history of antisemitism that led the Germans to turn on their Jewish neighbors. Some studies have found that students who have been through Holocaust education programs actually believe some of Nazi tropes about Jews, in effect blaming the victims for what happened to them.

Third, the murder of six million people is in the past, and is not seen as comparable to hateful actions like an antisemitic comment on an American street or a student being taunted at recess. And fourth, says Horn, “if we teach that the Holocaust happened because people weren’t nice enough – that they failed to appreciate that humans are all the same, for instance, or to build a just society – we create the self-congratulatory space where antisemitism grows. One can believe that humans are all the same while being virulently antisemitic, because according to antisemites, Jews, with their millennia-old insistence on being different from their neighbors, are the obstacle to humans all being the same.”

The failure of a Holocaust program in a Dallas museum was summed up in a question docents told Horn is frequently asked by students: “Are any Jews still alive today?” Horn says she can’t blame students for asking that question. “American Holocaust education, in this museum and nearly everywhere else, never ends with Jews alive today,” she says. “Instead it ends by segueing to other genocides, or to other minorities’ suffering... This erasure feels completely normal. Better than normal, even: noble, humane.

“But when one reaches the end of the exhibition on American slavery at the National Museum of African American History and Culture in Washington, D.C.,” she continues, “one does not then enter an exhibition highlighting the enslavement of other groups throughout world history, or a room full of interactive touchscreens about human trafficking today, asking that visitors become ‘upstanders’ in fighting it. That approach would be an insult to black history, ignoring black people’s current experiences while turning their past oppression into nothing but a symbol for something else, something that actually matters. It is dehumanizing to be treated as a symbol. It is even more dehumanizing to be treated as a warning.”

A veteran Arizona teacher who trains educators in the *Echoes and Reflections* curriculum told Horn, “People say we’ve learned from the Holocaust. No, we didn’t learn a damn thing. People glom on to this idea of the upstander. Kids walk away with the sense that there were a lot of upstanders, and they think, *Yes, I can do it too...* If you teach historical antisemitism, you have to teach contemporary antisemitism. A lot of teachers are fearful, because if you try to connect it to today, parents are going to call, or administrators are going to call, and say you’re pushing an agenda.”

To really counteract antisemitism, Horn says, “one would have to actually explain the content of Jewish identity, instead of lazily claiming that Jews are just like everyone else.” And one would have to teach about Jewish history and culture, that Judaism is not a proselytizing religion – you don’t have to become Jewish to enjoy an afterlife, to be a good person, to be saved – humanizing those who were dehumanized, not introducing Jews only when they were headed for a mass grave. Students’ first introduction to Jews and Judaism and Jewish identity should not be antisemitism, she says.

But at some point a good curriculum has to define antisemitism, which allows educators and students to answer the question, *Why the Jews?* Antisemitism goes back to ancient Egypt, when the pharaoh persecuted Jews because they believed in one god and rejected idolatry, which was a definite threat to his authority. After a lot more history, Horn says, including the blood libel and Jews being blamed for the Black Death, a curriculum might describe three components of contemporary antisemitism:

- Racial antisemitism: the false belief that Jews are a race and a threat to other races;
- Anti-Judaism: hatred of Jews as a religious group;
- Anti-Jewish conspiracy theory: the false belief that Jews want to control the world.

Horn noticed that Holocaust educators she’s spoken to are super-focused on empathy – “a quality that relies on finding commonalities between ourselves and others.” But she wonders if a better way to address antisemitism might be a different quality: *curiosity*. “Why use Jews as a means to teach people we’re all the same,” she asks, “when the demand that Jews be just like their neighbors is exactly what embedded the mental virus of antisemitism in the Western mind in the first place? Why not instead encourage inquiry about the diversity, to borrow a *de rigueur* word, of the human experience?... There is no empathy without curiosity, no respect without knowledge, no other way to learn what Jews first taught the world: love your neighbor.”

[Back to page one](#)

#### 4. Getting Students to Take the Lead in Class Discussions

(Originally titled “6 Strategies to Bolster Student-Led Discussions”)

In this *Educational Leadership* article, Tracy Hill and Alexis Wiggins draw on their experience as teachers and instructional coaches to suggest ways to have students lead discussions that foster critical thinking and empathy:

- *Less teacher talk.* Wiggins once observed a teacher who was trying to talk as little as possible and was shocked to hear afterwards that he’d talked for more than half the class. “We teachers are often not aware just how much or how long we talk,” she says. “It’s hard to let go of control and turn things over to students for collaborative inquiry.” She’s found that if teachers try stepping back once, it’s usually a game-changer: they’re amazed at how much students can handle if given the chance.

- *Map the discussion.* Creating a visual “spider web” of who talks to whom during a discussion is very helpful in seeing whether participation is balanced and everyone has a chance to speak. Hill likes to share these maps with her middle-school students, who notice right away if some students are dominating the discourse and can look at equity in talk time, frequency, and gender.

- *Use a rubric.* A systematic description of the qualities of effective classroom discussions helps focus teachers and students on whether, for example, statements are backed up with examples and quotations from the text, students take risks and dig for deeper meaning, and there’s follow-up on thoughtful comments. “You don’t have to grade discussions,” says Wiggins, “and if you do grade them, those grades don’t have to ‘count.’ We find discussions are just as good when they are formative, as long as there is a rubric with clear criteria and feedback mechanisms built in.” (Click the full article below for links to four rubrics.)

- *Introduce peer coaching.* With each novel Hill’s students read, students pair up for class discussions. Half of the class sits in an inner circle discussing the book while their partners sit in an outer ring, observing and taking notes. Halfway through the class, Hill pauses the discussion and students in the inner ring confer with their partners, get feedback and suggestions, and then return to the discussion for the rest of the period. They get wrap-up feedback from their peer coaches at the end, and for the next class, each pair switches roles. “The students are 100 percent engaged,” says Hill, “whether participating in the conversation or observing it. I love watching and listening to my students share their tracking, point out things the partner has done well, and coach them in areas of improvement.”

- *Use essential questions.* Well-framed questions “effortlessly draw out the best student writing, thinking, and discussion,” says Wiggins, and should be posted prominently on the classroom wall while a unit is in progress. Some examples:

- *Do parents always know what’s best for their children?* (with *Romeo and Juliet*)
- *Can art effect social change? If so, how?* (Visual arts)

- *Is true democracy possible?* (History)
- *Who is a hero? Can a hero do bad things and still be a hero?* (ELA)
- *What do I do when I am faced with a problem I don't know or understand?* (Math)
- *How is the energy of the universe explained by the energy of the atom?* (Chemistry)
- *Is there always a cost to economic growth?* (Economics)

Good essential questions are open-ended, provoke thought and intellectual engagement, call for higher-order thinking, point toward important, transferable ideas within disciplines, raise additional questions and spark further inquiry, require support and justification, and invite being asked and re-asked throughout a unit or course.

- *Get colleagues within the school on board.* Students' discussion skills grow even more rapidly when teachers in different subject areas and across grade levels use these strategies. This way, says Hill, "the workload for any one teacher or team becomes lighter, and we can shift the entire school culture toward greater collaboration and critical thinking." But if schoolwide implementation isn't possible, conclude Hill and Wiggins, implementing "even just one or two of our tips will help you take your students and their thinking to the next level."

["6 Strategies to Bolster Student-Led Discussions"](#) by Tracy Hill and Alexis Wiggins in *Educational Leadership*, April 2023 (Vol. 80, #7, online only); the authors can be reached at [tracyriyadh@gmail.com](mailto:tracyriyadh@gmail.com) and [awiggins@ceelcenter.org](mailto:awiggins@ceelcenter.org).

[Back to page one](#)

## 5. High-School Students Use Metaphors to Think About Mathematics

"Many students' mathematical identity is fragile," say California teacher Toni Amarel and Megan Wickstrom (Montana State University) in this article in *Mathematics Teacher*. "Even when they find success in mathematics, they often do not perceive themselves to be good at mathematics." This may be because it's commonly believed that if you're good at something, mastery should come easily and without frustration – not often the case with math.

At the beginning of a recent school year, Amarel asked her high-school students to think of a metaphor for their feelings about mathematics. A few examples of what students came up with:

- *Math classes are washing machines. They twist us and spin us around, but in the end, we come out cleaner, brighter, and better than before.*
- *Math is a constant thorn in my side.*
- *Math is like a hike. There are sometimes strenuous, difficult parts, but hiking with others helps me push through.*

The metaphors provided rich insights into four aspects of students' relationship to mathematics:

- Identity – How was math proficiency part of their lives?
- Agency – Did students believe they had power over their own learning?
- Emotion – What feelings did students encounter doing math?
- Meta-affect – Did students have ways to monitor and mediate their feelings?

Amarel followed up with one-on-one discussions with students. Some examples:

One student said that “math is like one big jigsaw puzzle that has so many pieces to put together to understand it.” This student thought of math in terms of difficulty, frustration, strategies (like starting with the edges of a puzzle), the need for perseverance, and limited creativity. The fact that this student saw math as having one predetermined correct outcome (like a puzzle) led Amarel to think about assigning problems with several different possible solutions.

Another student used gymnastics as her metaphor: “Learning math to me is like learning how to do a new tumble pass because after a lot of practice, you can finally do it.” This student connected math with a positive part of her identity and to excitement, continuous improvement, and seeing mistakes as integral to getting better. Amarel took this as a cue to work harder at creating a “mistake-friendly” culture in her classes.

A third student, an English learner, said, “For me, math is like watching a foreign movie without subtitles.” When Amarel talked to this student about her metaphor, she said math was like a movie with the words coming too fast, getting stuck on a word or phrase, and the movie progressing to the next scene before she could understand – and giving up. This student said she felt disconnected from the classroom, as if she didn’t belong, yet yearned for connection. Amarel followed up by telling students they weren’t the only ones having difficulty, getting students doing more group work, and making sure they had the scaffolding and support they needed.

[“Math Metaphors: Windows Into Mathematical Experiences”](#) by Toni Amarel and Megan Wickstrom in *Mathematics Teacher: Learning & Teaching PK-12*, April 2023 (Vol. 116, #4, pp. 273-280); the authors can be reached at [toni.lee.amarel@gmail.com](mailto:toni.lee.amarel@gmail.com) and [megan.wickstrom@montana.edu](mailto:megan.wickstrom@montana.edu).

[Back to page one](#)

## **6. Understanding, Appreciating, and Supporting Low-Wage Workers**

In this *Harvard Business Review* article, Joseph Fuller and Manjari Raman (Harvard Business School) say that for years, U.S. companies have not been doing right by their low-wage workers, who constitute more than 40 percent of the labor force. “This pattern of denial and neglect,” say Fuller and Raman, “hurts workers in ways that have profound societal costs.” It also hurts companies, contributing to poor morale, absenteeism, lower productivity, attrition, loss of institutional and process knowledge, and the costs associated with recruiting and training replacements.

“Companies have long treated front-line workers as commodities that can be easily replaced and have assumed that high turnover and low morale are inevitable in the low-wage workforce,” say the authors. Not true! Their research points to six ways that companies (and schools?) have not been tuned in to the needs and beliefs of their cafeteria workers, custodians, drivers, security personnel, and other low-wage workers:

- *Efficacy* – Companies underestimate these workers’ strategic importance and don’t make enough of an effort to recruit and retain them.

- *Loyalty* – Most low-wage workers want to continue in their jobs, despite difficult conditions and low pay. Contrary to many employers’ beliefs, these workers express a surprising level of support for their companies. Better pay, skill training, and opportunities for promotion would make them even more likely to stay.

- *Goodwill* – Bosses are often unaware of workers’ positive feelings about their company, even while performing difficult and thankless tasks. “This surprisingly large reservoir of goodwill,” say Fuller and Raman, “represents an enormous and invaluable asset that companies ignore to their own detriment.”

- *Career pathways* – Companies don’t provide mentorship, career pathways, and guidance on learning and development – three key factors in morale, productivity, and retention. One factor contributing to this neglect was that supervisors often have 21 or more employees under them, making it next to impossible to provide meaningful feedback – or even know much about their people’s personal lives.

- *Opportunities* – Most bosses leave it to low-wage employees to ask for pay raises or promotions. “It’s much harder than employers recognize for those workers to take the lead,” say Fuller and Raman. “Many of them are very hesitant to broach a pay raise or a promotion because they fear alienating management and threatening the security they value so highly. Each side is waiting for the other to speak up, and silence prevails as a result.”

- *Convenience and stability* – Proximity to home and employment predictability are of great importance to front-line workers. “Most companies are either unaware of or choose not to recognize the pressures low-wage workers feel,” say Fuller and Raman. A short commute and the ability to remain in the same job are top priorities.

[“The High Cost of Neglecting Low-Wage Workers”](#) by Joseph Fuller and Manjari Raman in *Harvard Business Review*, May/June 2023 (Vol. 101, #3, pp. 41-48)

[Back to page one](#)

## 7. Award-Winning Children’s Novels

In this feature in *Language Arts*, Kathryn Will and six colleagues share their committee’s selection of novels for the 2022 Notable Children’s Books for grades K-8 (next week’s Memo will have the nonfiction and poetry selections):

- *Amari and the Night Brothers* by B.B. Alston
- *Fast Pitch* by Nic Stone
- *Flight of the Puffin* by Ann Braden
- *Just Like That* by Gary Schmidt
- *Red, White, and Whole* by Rajani LaRocca
- *Rez Dogs* by Joseph Bruchac
- *Starfish* by Lisa Fipps
- *The Beatryce Prophecy* by Kate DiCamillo
- *The List of Unspeakable Fears* by Jessica Kasper Kramer

[“The 2022 Notable Children’s Books in the English Language Arts”](#) by Kathryn Will, Vera Ahiyya, Patrick Andrus, Dorian Harrison, Laretta Henderson, Janine Schall, and Fran Wilson in *Language Arts*, March 2023 (Vol. 100, #4, pp. 307-316)

[Back to page one](#)

## **8. Short Item:**

*A Scale Model of Our Solar System* – [This video](#) filmed on a seven-mile-wide dry lakebed in Nevada shows the true relationship of the sun and planets.

“To Scale: The Solar System” a film by Wylie Overstreet and Alex Gorosh on YouTube, September 16, 2015

[Back to page one](#)

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# About the Marshall Memo

## ***Mission and focus:***

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

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

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## ***Core list of publications covered***

Those read this week are underlined.

All Things PLC  
American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
AMLE Magazine  
ASCA School Counselor  
ASCD SmartBrief  
Cult of Pedagogy  
District Management Journal  
Ed. Magazine  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Exceptional Children  
Harvard Business Review  
Harvard Educational Review  
Independent School  
Journal of Adolescent and Adult Literacy  
Journal of Education for Students Placed At Risk (JESPAR)  
Kappa Delta Pi Record  
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