

Marshall Memo 170

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

January 29, 2007

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1. What will it take to close the achievement gap?
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Quotes of the Week

"Today, there is overwhelming statistical evidence that rather than leveling the playing field, schools actually accentuate the inequities and injustices of society."

Daniel Baron (see item #1)

"The principal's role is to ask the right questions and communicate effectively, not to know everything that everyone else knows."

Doreen Gosmire and Marilyn Grady (see item #5)

"Allowing students or teachers to just get by is like handing the keys to your new car to someone you don't know."

Doreen Gosmire and Marilyn Grady (*ibid.*)

"The current generation of students is not willing to leave their virtual lives at the school door."

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"Effective schools are based on a hundred 1-percent solutions, not one 100-percent solution."

Bret Peiser, co-founder of Boston Collegiate Charter School (see item #2)

"I think the best teachers should be with the neediest kids."

John Munno, Rochester, NY principal (see item #2)

1. What It Will Take to Close the Achievement Gap

Daniel Baron begins his powerful article in *Principal Leadership* with these words: “Today, there is overwhelming statistical evidence that rather than leveling the playing field, schools actually accentuate the inequities and injustices of society.” It’s not enough to have equity of access, he says; students need equity of *rigor*. When schools provide this and other key ingredients, he believes, they will “eliminate the predictive value of race, social class, ethnicity, and disability and interrupt past practices that do not serve each student well.” This means principals working with their faculties “to uncover and interrupt the ways that our schools are replicating the social injustices in society and purposefully take action to support the success of student groups that have been historically disenfranchised.”

Baron believes that the following school attributes create conditions in which all students can succeed:

- *Rigor* – This means that students master a curriculum that is “complex, ambiguous, provocative, and personally and emotionally challenging” – and are evaluated on whether they can apply what they learn in novel situations.

- *Self-study* – The school reaches out to multiple constituencies for feedback and suggestions on how to improve.

- *Data-driven instruction* – “Staff members do more than analyze, reflect, discuss, and debate,” writes Baron. “They use collaboration as the vehicle to change their practice. They continuously look for more effective ways to engage all students in their learning.”

- *Relevance* – This means infusing the cultures, ancestries, and historical contributions of all groups into the curriculum – as well as confronting historical inequities.

- *Relationships* – Strong ties between and among students and staff members are based on mutual aspirations and interests, and time is built into each week for professional learning communities to plan for student success.

- *Resiliency* – Effective schools can help students “recover from misfortune, adapt, reflect, and maintain a sense of humor while staying true to their convictions.”

- *Revision* – With detailed and supportive feedback from their teachers, all students revise their work until it’s the best they can produce.

Baron closes by recommending that principals use the “Wagon Wheels” protocol to promote discussion of these issues among teachers. Five teachers sit back to back in a circle of outward-facing chairs, and five other teachers face them sitting in an outer circle of chairs. Each facing pair of teachers is given a topic by the facilitator and has five minutes to discuss

the topic, brainstorm what it would look like in action, and jot notes. Teachers then change partners by rotating one person around the wagon wheel and get a new topic to discuss with their new partner. The process is repeated until each teacher on the inside has discussed a different topic with five different partners on the outside. Teachers then put their favorite ideas on easel sheets around the room, and after the meeting, focus groups are formed to follow up on the most captivating ideas.

“Using Text-Based Protocols: The Five R’s” by Daniel Baron in *Principal Leadership*, February 2007 (Vol. 7, #6, p. 50-51), no e-link available

2. Which Is the Best Alternative to Middle Schools: K-8 or 7-12?

In this important article in *CommonWealth*, associate editor Michael Jonas examines the many problems reported in grade 6-8 middle schools and two alternative configurations that are being tried in some districts and charter schools. He cites a 2004 Rand study that found “weak empirical support” for middle schools and says there is strong appeal for grade configurations that eliminate free-standing 6-8 schools and minimize the number of school transitions that students must make.

Transitions are clearly problematic for students. “No matter what grade level it occurs at,” says University of Missouri emeritus professor John Alspaugh, “there is always a sharp drop in achievement in the first year of a new school.” But if there is only one transition, it makes a difference when it occurs. One study found that fewer students dropped out when the transition was in seventh grade than when it occurred in ninth grade. Alspaugh speculates that seventh graders were too young to drop out and were settled into the routine in their new schools by the age at which they could legally drop out.

K-8 is the configuration that has been most discussed and implemented in recent years, often driven by parent concerns about sending their children off to scary middle schools. But could it be, Jonas asks, “that the K-8 solution has it all backward?” The rest of his article discusses the experience of a growing number of schools that are attempting to implement a rigorous, college-prep curriculum in a single school combining the middle and high-school grades.

University Park Campus School in Worcester, Massachusetts, is a poster child for 7-12 education. Over the last eight years, every graduate has gone off to seek a college degree (95 percent were first-generation college-goers). Founding principal Donna Rodrigues loves the model: “If you start in seventh grade,” she says, “you own the kids. The buck stops here.” Dan Restuccia, a University Park staff developer, believes the key advantage is academic rigor, which is all-important for inner-city students: “We think what happens in K-8 schools is, rather than taking the rigor and expectations of high schools and bringing them down, you end up stretching elementary level expectations up.”

University Park staff believe they get a better head start on high-school-level skills by building a strong foundation in grades 7 and 8. Not that middle-level students are studying only

basic skills. The idea, says Restuccia, is to have students “start to think like a writer, think like a historian, think like a scientist – even as they are still shoring up their basic skills.”

What about the often-expressed concern about putting tender middle-school students in the same building as 17- and 18-year-olds? University Park addresses this by holding a five-week summer orientation for entering seventh graders and mixing them with entering eleventh graders. Once the year begins, the newbies are paired with older students for help with their studies and orientation to the school’s routines and expectations. “We help seventh-graders who still don’t have a vibe for school,” explained senior Jorge Ramirez.

The Rochester, New York schools have also adopted the 7-12 configuration, often dividing the new secondary schools into a 7-9 “foundation academy” and a 10-12 “commencement academy” – an idea that superintendent Manuel Rivera borrowed from elite private schools. Rivera believes this grade structure is critical to have a “seamless accountability system” with each school responsible for its students’ outcomes six years later.

At Northwest College Preparatory School in Rochester – a school whose mantra is, you guessed it, college for all students – veteran principal Joseph Munno is encouraged by the school’s new grade structure and has emphasized grade-level teacher teams meeting on a daily basis to share strategies and discuss individual students. Munno has also worked to get his strongest teachers working with the difficult middle-school grades. “I think the best teachers should be with the neediest kids,” he said, and he was able to make it happen, thanks to Rochester’s progressive union contract.

Clearly the grade configuration is not a silver bullet. Superintendent Rivera has no illusions that changing the grade configuration will solve the district’s serious achievement problems. “Let’s tackle the curriculum,” he said, “let’s tackle the training we want to provide our teachers, let’s create larger blocks of time for our students to focus on reading and math.” Shifting to 6-12 or 7-12 is one of a number of initiatives that can produce high achievement – if combined strategically with others. Bret Peiser, co-founder of the grade 5-12 Boston Collegiate Charter School, puts it this way: “Effective schools are based on a hundred 1-percent solutions, not one 100-percent solution.”

“The New Math” by Michael Jonas in *CommonWealth*, Winter 2007 (Vol. 12, #1, p. 56-69), <http://www.massinc.org>

3. The Best Way to Improve Adolescents’ Self-Esteem

In this *Principal Leadership* article, Maryland school psychologist Maureen Manning casts a dubious eye on packaged self-esteem-boosting programs for troubled students. “They do not work,” she says flatly. Manning argues that low self-esteem is the end result of other forces, and that schools will do a better job with troubled students by implementing carefully-tailored strategies to get at the root causes – in classrooms, homes, or students’ psyches.

“To view themselves positively,” says Manning, “students must feel competent in domains that they deem important.” Most adolescents value academics and behavior, and when they get the message that they are incompetent (through poor grades, retention, public

reprimands, and suspensions), their self-esteem sinks. To turn this process around, Manning believes that schools should focus on improving academic achievement and behavior, which will boost students' *self-concepts*, which will, in turn, produce high self-esteem. More on each of these links in the chain:

- *Self-esteem* – This is a student's overall evaluation of his or her competence in many areas, including a general feeling of happiness and satisfaction. A student may feel incompetent in areas valued by adults and yet be buffered against low self-esteem if he or she is competent in other areas valued by peers. Because a student can have quite high self-esteem while performing poorly academically and suffering from depression, self-esteem is clearly not the best intervention point.

- *Self-concept* – Students' perceptions of their competence in the academic, social, athletic, and other realms are often influenced by the people whose opinions they care about. "Students do not have to experience success in every possible domain to develop adequate or high self-concept," says Manning. "They simply must experience success in a few domains that they value." Teachers and family members tend to care about academics and behavior, while peers focus on social competence (being "down"), athletic ability (this is more often the case among boys), and physical appearance (as compared to media figures). Schools can help by offering as many avenues to a strong self-concept as possible.

Schools can also tip the scales by influencing the degree to which students accept certain judgments (for example, by teaching them to be skeptical of the unrealistic standards of "beauty" in the media) and by helping them take charge and alter the way others see them by means of exercise programs, counseling, and nutrition and social skills programs. What is the impact on self-concept when a student is placed in special education? Studies show it can work both ways: a restrictive setting and an inclusive setting can be good or bad, depending on the student's needs.

- *Academic achievement and behavior* – Students aren't stupid; they know that grades, report cards, and honor rolls are the coin of the realm. Classroom interventions can have a major impact on self-concept and self-esteem, and several things are key: accurate diagnosis of learning problems, skillful differentiated teaching, and honest, positive feedback. "Praise, recognition, and encouragement are strong determinants of positive self-perceptions," writes Manning. So are close relationships with teachers, a sense of community in the classroom, promoting pro-social values, prevention of bullying, and reaching out to parents to help them give more positive reinforcement for good work and behavior. Teachers can also help by refraining from comparing students to each other; they should focus instead on each student's improvement compared to past performance vis-à-vis standards.

Setting this chain of events in motion is more difficult in middle school than it is in elementary, says Manning. There is often a decline in students' self-concept as they enter adolescence; this is because elementary students tend to have an inflated self-concept, only to be brought down to earth in middle school as they become more mature and are able to evaluate themselves more objectively. As they enter high school, most students' self-esteem improves again: "Increasing freedom," Manning explains, "allows adolescents greater

opportunities to participate in activities in which they are competent, and increased perspective-taking abilities enable them to garner more support from others by behaving in more socially acceptable ways.”

“Self-Concept and Self-Esteem in Adolescents” by Maureen Manning in *Principal Leadership*, February 2007 (Vol. 7, #6, p. 11-15), no e-link available

4. Can a Single Lunch Period Work in A Large High School?

In this *Principal Leadership* article, Maryland principal Carole Goodman describes how her high school of nearly 2,000 students made the transition from 30-minute lunch periods to a single 50-minute eating-and-activity time. She believes this change has had an exceptionally positive impact on the school over the last six years.

The idea of a single lunch period came from other high schools with “open lunch” policies, but at Goodman’s school, allowing students to leave campus for lunch was not an option – there were no eateries nearby. Still, the idea of one period for lunch got positive reviews from staff members who had worked in open-lunch schools and Goodman floated the idea to the staff. The immediate reaction was negative: wouldn’t there be overcrowding, fighting, and pandemonium in the cafeteria? How could the cafeteria staff possibly serve that many students at once? Wouldn’t there be trash all over the building, increasing the workload?

Goodman persisted, sending teachers and cafeteria and custodial staff to visit nearby schools with extended lunch periods. Most of the scouts reported back on the advantages:

- A less hectic lunch break for teachers;
- Fewer interruptions during the middle part of the day;
- Elimination of a class-cutting opportunity, resulting in improved attendance;
- Additional time to work informally with students;
- Time for student activities to improve school climate;
- Cafeteria staff realized that they could reduce congestion by setting up satellite food distribution areas and training students to show up for lunch at different times during the 50-minute period.
- Cafeteria and custodial staff saw that cleaning up after one lunch would be more efficient than cleaning up the same amount of trash after two lunches;
- Students who observed single lunch periods in other schools loved the idea – although they worried about how younger students would handle the freedom.

These positive reviews were enough to begin planning for implementation, and Goodman talked to union representatives to address a contractual issue. Under the contract, teachers had five teaching periods, a 30-minute duty-free lunch, a planning period, and a period for “instructionally related activity.” Goodman was able to negotiate an understanding that teachers would work with students for some portion of the longer lunch period as their instructionally related activity. In addition, departments planned weekly working lunches together and rotated the schedule, so students knew that on Monday (for example), the math

team would not be available for student contact, on Tuesday the English department would not be available, and so on.

The school also decided that the single lunch period should always be at the same time, despite daily variations in the hybrid block schedule. Consistency was important for part-time teachers and for students with medical needs, internships, or partial schedules.

After much discussion, the school decided to launch a single 50-minute lunch period at the beginning of the 2000-01 year. Goodman got student leaders on board with the idea and contacted parents with details and reassurances. But lunch on the first day of school in September was chaotic. There were long lines in the cafeteria throughout the lunch period and many parents complained. One even called the fire marshal.

After several days of problem-solving and communication with students, these problems were gradually resolved and the lunch period started to do what it was supposed to do. Students staggered their arrival in the cafeteria, realizing that there would still be food for them if they arrived later on; they also took advantage of vending machines (with healthy foods) around the building. Students spread out and found places to eat and socialize – in the cafeteria, classrooms, stairways, and corridors all over the building. The security team knew that the extended, free-form lunchtime was a prime opportunity for students to get into mischief, and they blanketed the building and kept in touch by walkie-talkie, nipping problems in the bud.

The school has now used the single-period lunch plan for six years and reports overwhelmingly positive feedback from students, staff, parents, and numerous visitors from other high schools. Goodman says the lunch program has empowered students and staff and played a major part in significantly higher student achievement, dramatic improvements in school climate, a reduction in the suspension rate from 19.5% before it was implemented to 5.4% last year, and significant improvements in staff collegiality and planning. Here are some of the ways the lunch time is used during the year:

- Before and after they eat, students check their lockers, use the bathroom, and take care of other business.
- Students drop in on teachers for follow-up help on concepts they didn't understand in class and for informal chats.
- Coaches use lunchtime for team meetings and to check student grade sheets.
- Physical education teachers open the gym and weight room.
- The art, music, theater, and TV studio classrooms are open and heavily used.
- More than 300 students spend time in the media center working on research, doing homework, or reading.
- Some teachers schedule voluntary review sessions and have better attendance than when such classes were held after school.
- One teacher trades in a teaching period to staff a study center in which National Honor Society students tutor peers who need help.
- Some students serve their detentions during lunch, which acts as a deterrent since they cannot socialize with their peers.

- Peer mediation meetings are held during this block, which eliminates students missing classes.
- Guidance counselors schedule group meetings at lunchtime.
- Visiting speakers often use this time to meet with students.
- Clubs schedule meetings during lunch, including the school newspaper and yearbook, and attendance is much better than it was after school.
- Music groups frequently put on impromptu concerts.
- Student birthdays are often celebrated during the lunch period.
- For administrators, says Goodman, the lunch period is “the best and most productive time of the day.” They use the time to walk around, take the pulse of the school, notice which classrooms are being used in which ways, talk with students and staff, and build relationships and trust. In this informal climate, students and staff often share concerns, observations, and information that would never come out in more formal settings. Administrators also take note of students who are socially isolated during lunch, and follow up accordingly.
- Clean-up is handled in one sweep of the whole building, and Goodman reports that within 20 minutes of the end of lunch, there is virtually no evidence of school-wide eating.

Goodman offers the following tips to schools that are considering a single-lunch program:

- Proceed cautiously and get all stakeholders on board.
- Make it clear to students that having a single lunch is a privilege.
- Make sure there are “numerous, varied, and well-advertised activities” during the lunch period.
- Encourage staff members to welcome students into their classrooms during lunch.
- Make sure the security team patrols all areas, especially back stairways and rest rooms.
- Foster student responsibility and reward students who head off issues and help resolve conflicts.
- Develop clear procedures for dealing with problems and concerns.
- Provide perks for activities that draw large numbers of students.
- At staff meetings, share best practices on lunchtime activities.
- Work with the student council on a clean-up campaign.
- Invite skeptics from the community to tour the school during lunch time.

“A Single 50-Minute Lunch Hour Fits Everyone” by Carole Goodman in *Principal Leadership* (High School Edition), December 2006 (Vol. 7, #4, p. 31-35), no e-link available. Goodman is principal of James Hubert Blake High School in Silver Spring, Maryland.

5. The Principal As Technology Leader

In this *Principal Leadership* article, education professors Doreen Gosmire and Marilyn Grady give principals ten pieces of advice on running effective technology programs:

- *Trends worth knowing about* – The authors cite three: (a) Virtual learning opportunities for all grades, including dramatic increases in online courses and video-based distance learning; (b) Assisted technology for students with disabilities, including brain implants that allow a student to control a computer by simply thinking; and (c) Data management systems that can crunch assessment data and keep parents informed of their children’s progress. Should principals try to ban all PDAs, music players, and cell phones? Don’t go there, advise Gosmire and Grady; it has too much potential for damaging relationships. “The current generation of students is not willing to leave their virtual lives at the school door,” they write.

- *Research on schools and technology* – “This is a field of emerging research,” say the authors, “and the verdict is still out on all fronts.” Studies so far have not shown a link between the use of computers and better student achievement, although there are indications that students have a more positive attitude toward learning when they use computers. The digital divide is still very much with us: access to home computers, broadband Internet access, sophisticated software, and teachers who effectively integrate technology are less available to low-income neighborhoods and schools.

- *Key activities for school leaders* – Gosmire and Grady believe there are three areas in which principals can most effectively lead their schools in technology: (a) Serving as role models, that is, showing the way by making good use of e-mail, databases, the Internet, word processing, and spreadsheets; (b) Serving as instructional leaders by knowing enough about hardware and software to be able to help teachers integrate technology into their classrooms; and (c) Establishing a vision for how technology can be used to enhance learning, empower teachers, and help students become more technologically literate.

- *Best practices* – Having a technology committee, creating a technology plan, and conducting periodic audits are all important. In addition, the National Educational Technology Standards for School Administrators are organized under six headings: leadership and vision; learning and teaching; productivity and professional practice; support, management, and operations; assessment and education; and social, legal, and ethical issues. These are available at <http://cnets.iste.org/tssa/>.

- *Creating a cyber-safe environment* – The following are essential: (a) Regular external audits of security policies, privacy policies, handling of confidential data, security controls, infrastructure, security, authentication systems, Internet vulnerability, policies on wireless, and unauthorized access points; (b) A thoughtful acceptable-use policy that makes it clear that computers are to be used for educational purposes only; that staff and students will use educationally appropriate speech and expressions; that copyright laws will not be violated; that privacy rights will be respected; and that disruption of teaching and learning will not be tolerated; and (c) Expectations and training for users to be good cyber citizens, which includes proper use of IDs and passwords, changing passwords, logging in and out of a network, and following established standards for devices that can be connected to the network.

- *Staying on top of things* – The authors urge principals to step up to the plate to make sure key policies are really being implemented. At the very least, this means serving on the

technology committee, empowering the committee to provide leadership in the school, and monitoring what's happening in classrooms. "Allowing students or teachers to just get by is like handing the keys to your new car to someone you don't know," they write.

- *Promoting technology integration in classrooms* – The authors believe that for policies to affect students, principals need to understand different learning styles and support technology-rich teaching.

- *Paying for technology* – The authors suggest that principals keep their eyes peeled for state and federal grants and other funding opportunities, develop a strong technology plan that can serve as a long-term road map to put dollars to work when they become available, and forming a grant-writing team (or hiring consultants). It's important to have a long-range plan and not expect funding to be one-time.

- *Working with technology experts* – "The principal's role is to ask the right questions and communicate effectively," write Gosmire and Grady, "not to know everything that everyone else knows." The principal is the generalist, asking questions like:

- What will success look like?
- How will this affect teaching and learning?
- What if that isn't true? (challenging every assumption)
- What is the role of students and teachers?

If principals have a technology coordinator, supervision and evaluation of that person will be crucial. The skill-set for tech coordinators has been defined by the Consortium for School Networking (<http://www.cosn.org>): systems management skills, information management skills, business leadership skills, training skills, skills related to ethics and policies, and communication skills.

- *Measuring success* – The principal is ideally situated to gather and analyze the right data – both formative and summative – on whether the goals and objectives of the technology plan are being met.

"A Bumpy Road: Principal As Technology Leader" by Doreen Gosmire and Marilyn Grady in *Principal Leadership*, February 2007 (Vol. 7, #6, p. 16-21), no e-link available

6. Time Management Tips from England

This (London) *Times Educational Supplement Magazine* article makes it clear that educators on the other side of the pond are suffering from the same burnout issues as American teachers. It offers the following advice, with a special focus on teachers:

- *Work with colleagues.* Working in isolation is a sure-fire way to lose perspective, not do your best work, and burn out. Socializing with colleagues also helps; say YES to social invitations!

- *Lengthen your planning time horizon.* Planning by the marking period, the month, the week, and the day reduces stress and helps us get ahead of events and meet deadlines.

- *Don't do all the work yourself!* Get students involved in self-assessment, goal-setting, and tracking their progress. Also, leave time at the end of lessons for students to clean up.

- *Work smart; eliminate duplication of effort.* Once a meeting protocol or unit plan or lesson plan is done, save it for future tweaking and re-use.

- *Do your most creative work when your brain is freshest.* This might be early in the morning, leaving evenings free for relaxation.

- *Put in extra time at school.* When you do so depends on your personal clock – going in early or staying after dismissal. In any case, tidy up and bring closure before going home each day.

- *Plan when to tackle difficult tasks.* There’s a tendency to spend time on the things we find easiest, which leaves less time for the things we find hard – which might be what matters most to student achievement. John Pritchard, a former teacher and principal who is now a consultant on personal development, suggests keeping a diary to pinpoint areas where will power has to be brought to bear.

- *Photocopy in bulk and store future material.* It’s also important to develop a good filing system that allows you to put your hands on material when you want it.

- *Establish a cut-off time* each day and weekend when work for school stops and other things take over.

- *Know when to let it go.* Being a perfectionist can lead you to work past the point of diminishing returns. It’s important to get enough sleep!

- *Find mental variety.* This can be through quiet times for relaxation, stimulating conversations, and pastimes such as quizzes and puzzles.

- *Drink two or three liters of water a day.* Don’t overeat and eat nutritious foods frequently during the day.

Here’s the bottom line, says Elizabeth Holmes, author of a new book: “Teaching needs to be done by happy and healthy teachers, not ones who are collapsing and having to take six months off.”

“So You Want to Teach and Have a Life?” by Hilary Wilce in *Times Educational Supplement Magazine*, January 5, 2007 (p. 14-18), no e-link available

7. Short Item:

Wireless “clickers” – A “Tech Showcase” item in the current *Principal Leadership* describes the SmartTRAX student response system that allows a teacher to monitor student responses to questions, quizzes, and polls via wireless keypads. Studentknts’ responses are transmitted directly to the teacher’s computer, where they can be reviewed privately or displayed for the class to see. The instant scoring gives teachers instant feedback on whether what’s being taught is being learned – and which students are struggling with which concepts. For more information, check out <http://www.learnstar.com>. [The Marshall Memo doesn’t endorse products, but since this is one of a few companies that is exploring the high-tech dipstick/formative frontier, it seems important to pass the information along. Caveat emptor!]

“Tech Showcase: Electronic Student Responses for Instant Feedback” in *Principal Leadership*, February 2007 (Vol. 7, #6, p. 65)

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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.marshall8@verizon.net

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

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there are about 50 issues a year).

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Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Daily EdNews
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
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Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
TESOL Quarterly
Theory Into Practice
Times Educational Supplement, Magazine