

Marshall Memo 921

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 31, 2022

In This Issue:

1. [Effective practices in beat-the-odds schools](#)
2. [Making social studies content accessible to struggling readers](#)
3. [Podcasting as a way to liven up the high-school](#) essay
4. [Using word sorting in math classes](#)
5. [Building students' media and news literacy](#)
6. [Michael Petrilli on rethinking our college-prep emphasis](#)
7. [Recommended books on the experiences of African-American girls](#)
8. [A novel for teaching about social justice](#)
9. Short item: [Helping someone having a panic attack](#)

Quotes of the Week

“There’s nothing wrong with not knowing. What’s wrong is if you don’t find out and learn.”
Pam Matthews (quoted in item #1)

“Be critical, not cynical.”
Kelly Mendoza’s advice to students on media and news literacy (see item #5)

“High-school students with reading difficulties face incredible challenges navigating content learning.”
Jeanne Wanzek (see item #2)

“Almost everyone now admits that college, as traditionally defined, is not going to be for everyone, and that career and technical programs and trade schools can provide sturdy on-ramps to the middle class... If we really believe that Americans without college degrees are just as valuable to our society, democracy, and economy; just as worthy of dignity; and just as worthy of respect as us over-credentialed professionals, then we should stop telling our young people that college is the only goal worth shooting for.”
Michael Petrilli (see item #6)

“Standardized, dispassionate writing begot standardized, dispassionate teaching.”
Kathryn Hackett-Hill (see item #3)

“Before your students will trade in the joys of goofing off for the rigors of responsibility, you must answer one simple question: ‘Why should I?’”
Fred Jones, 2000

1. Effective Practices in Beat-the-Odds School Districts

In this interview in *Principal Magazine*, Karin Chenoweth (The Education Trust) discusses some of the characteristics she's identified in five districts that have been highly successful educating disadvantaged students:

- Educators know their students can achieve.
- District leaders train and support principals to be instructional leaders, focused on improving teaching and learning and building a respectful, trusting culture that attracts and retains expert teachers.
 - Principals build master schedules so teachers and students have uninterrupted blocks of teaching/learning time and teacher teams have dedicated time to collaborate.
 - Schools focus intently on early reading as the gateway to advancing their students' knowledge and opportunities.
 - Leaders bring "an empirical pragmatism to each problem schools face," says Chenoweth, "identifying the problem through data, fashioning and implementing a solution, gathering evidence about its effectiveness, and finally, extending the solution if it works or trying something new if it doesn't."
 - Teams sit together to look at evidence of student learning – assessment results or student work – and have honest discussions about effective and ineffective teaching practices. This requires shared curriculum goals, common assessments, time to meet, and a high level of professional trust. As Oklahoma superintendent Pam Matthews put it, "There's nothing wrong with not knowing. What's wrong is if you don't find out and learn."
 - Teachers, principals, and superintendents look closely at student data to identify successful and unsuccessful teaching and organizational practices.
 - Leaders encourage risk-taking – for example, Kansas principal Deb Gustafson told her staff they wouldn't suffer repercussions for any mistakes except speaking disrespectfully to students or colleagues.
 - District leaders refrain from morale-busting policies like cutting teachers in the fall when a school's enrollment doesn't meet projections. In 2021, the Chicago Public Schools began holding schools harmless during the first year of under-enrollment, which made a big difference to school esprit and principal retention.
 - Principals delegate responsibility for operational tasks so they can focus on teaching and learning. They don't, as Chenoweth puts it, "major in the minors," trying to solve every problem in their building. In addition, when effective managerial practices are identified, they are systematized across the district so everyone benefits and time is used more productively.

Chenoweth says these practices provide detailed guidance on how to break the correlation between poverty and low student achievement. “The problem,” she says, “is that too much of the education world has not acted on that information.”

[“Equity Against Adversity: An Interview with Karin Chenoweth”](#) in *Principal*, January/February 2022 (Vol. 101, #3, pp. 22-25); Chenoweth is at kchenoweth@edtrust.org; her new book is *Districts That Succeed: Breaking the Correlation Between Race, Poverty, and Achievement* (Harvard Education Press).

[Back to page one](#)

2. Making Social Studies Content Accessible to Struggling Readers

“High-school students with reading difficulties face incredible challenges navigating content learning,” says Jeanne Wanzek (Vanderbilt University) in this article in *American Educator*. “These students face significant barriers in preparing for college, for careers with livable wages, and for civic engagement.” Secondary social studies teachers have a wide range of reading proficiency in their classes, with many students struggling to comprehend grade-level texts due to gaps in background knowledge, vocabulary, and strategies for monitoring comprehension.

“How can a teacher address the needs of students who are not proficient readers,” asks Wanzek, “at the same time they are trying to teach a mountain of content?” She suggests five research-based strategies for helping all students successfully engage with on-level texts:

- *Start with a “comprehension canopy.”* To kick off a unit, the teacher spends 5-7 fast-paced minutes hooking students’ interest and scaffolding comprehension by: (a) showing a brief, engaging video and leading a discussion on it; (b) giving a mini-lesson on essential background knowledge; and (c) posing an overarching question that lends itself to research, is a problem to solve, and will be answered by the end of the unit – for example, *During the Gilded Age, how did the economic, political, and social landscape change for American workers?*

- *Teach essential content-specific vocabulary and concepts.* The teacher introduces 4-5 words and concepts that are central to the unit, accompanied by student-friendly definitions, a visual representation, examples and non-examples, and a quick discussion so students get practice applying the words (three examples: *revenue, urbanization, immigration*). These ideas are revisited throughout the unit in warm-up activities, readings, and applications to real-life situations.

- *Provide support for critical content readings.* The teacher scaffolds students’ comprehension of reading passages by (a) pre-teaching a few essential words; (b) reading key passages with the whole class, in small groups, in pairs, or individually; (c) stopping at strategic points to discuss and get students taking notes; and (d) throughout the unit, making connections to the overarching question, key terms, and previously learned content.

- *Use student teams to monitor content understanding.* The teacher forms heterogeneous groups of 3-5 students that work together throughout the year discussing and applying content. At several points in each unit, all students individually take a short multiple-

choice quiz on the content and vocabulary covered so far (a sample question: *Which of the following is not a cause of rapid urbanization during the Gilded Age?*). The teacher collects the quizzes and checks to see how individual students are doing. Then teams are given the same questions and work together to answer the questions correctly. They can use what each student remembers, their notes, and the texts they've been reading. "Because the questions have been carefully crafted to draw on multiple aspects of the content," says Wanzek, "they are likely to elicit discussion of the content during the team work. In addition, because each student has already taken the quiz, each is prepared to contribute to the discussion." Teams might use scratch-off cards or another method for getting immediate feedback on whether their answers are correct. The teacher circulates, listening to groups' discussions and noting misconceptions and questions that caused the most difficulty, and uses insights gained to plan individual, small-group, or whole-class follow-ups and address knowledge gaps.

- *Have teams apply content knowledge in a summative activity.* At the end of the unit, students work in their teams to tackle a problem-solving or perspective-taking challenge – for example, *Imagine you serve on an advisory committee to a U.S. president during the Gilded Age. As a team, make a recommendation on whether the United States should limit immigration. Provide at least two economic, two political, and two social reasons in support of your recommendation.* Students can use notes, readings, and other class resources to discuss and formulate their responses; the teacher might provide a graphic organizer and step-by-step directions. In a whole-class discussion, teams report on their claims, conclusions, and rationale. The teacher highlights high-quality use of text to support ideas, pushes teams to supply evidence where it's missing, and facilitates questions and discussions. The teacher wraps up by making connections to the overarching questions of the unit, and has teams self-assess on how well they used text-based information, listened to each other, engaged in critical thinking, and worked together.

["Unlocking Social Studies Text"](#) by Jeanne Wanzek in *American Educator*, Spring 2021 (Vol. 45, #1, pp. 10-15); Wanzek can be reached at jeanne.wanzek@vanderbilt.edu.

[Back to page one](#)

3. Podcasting as a Way to Liven Up the High-School Essay

In this article in *English Journal*, Kathryn Hackett-Hill (University of Arkansas) remembers how her fifth-grade teacher told students they were going to learn how to write "real" essays. "What you learned before," said the teacher, "well, that was just for fun. You aren't in fourth grade anymore." As they tackled the five-paragraph academic essay, students were forbidden to use contractions or the pronoun *I*. Students highlighted each paragraph in a different color and practiced outlines and thesis statements. Hackett-Hill complied, churning out teacher-pleasing essays in "stiff, dusty language and academic voice."

In subsequent grades, college courses, and training to be an English teacher, she had better experiences. "The ideas in my writer's notebooks grew wings," she says. "I was moved to transcend the comfort of five paragraphs." In her first year with her own ELA classroom, full of naïve energy and idealism, she was determined to not be like her fifth-grade teacher.

But students, jaded by years of formulaic writing instruction, “stared back at me with wooden, incredulous eyes,” and colleagues said raising standardized test scores was the name of the game. “Slowly,” says Hackett-Hill, “I retreated to the fill-in-the-blank thesis statements and five-part outlines... Standardized, dispassionate writing begot standardized, dispassionate teaching.” Every day she supplied a new prompt and students practiced writing on-demand essays “of the cardboard variety: flimsy, identical, and boring to read. I used to have to bribe myself with vanilla lattes to grade a stack of them.”

Then Hackett-Hill had an epiphany. In a summer PD course, she composed and recorded a podcast on how poetry benefits teachers. Although it was a challenging exercise, she realized that having students create podcasts might “capture and amplify the voices, passions, and curiosities of my student-writers, while also strengthening their fundamental essay-writing skills.” An upcoming unit on informational writing seemed like a good time to try the idea. Students groaned at first, having been subjected to all too many dreary experiences with the genre. Here’s how the unit came alive in a series of “laps” over several days:

- *Responding as readers* – First, Hackett-Hill asked students to read a variety of short, lively informational texts (news articles, infographics, podcast scripts), think about the intended audience, write brief summaries, determine the importance of the ideas, and notice the authors’ “craft moves.” In this segment, she says, students were “beginning to rediscover the ‘I’ in their expository writing, reanimating as more curious, questioning, and observant critical thinkers about information and how information is presented.”

- *Thinking as writers* – Next, students chose a topic they knew something about, or were passionate about, and composed a list of “Six Things You Should Know About...” (modeled after ESPN’s *The Magazine*). “Freed from having to make choices about formatting or genre,” says Hackett-Hill, “students could focus on other key skills of informational writing: audience awareness and selection of purposeful evidence and examples... Instead of looking to me for guidance on somewhat banal issues such as word requirements and thesis formatting, students were repositioned as the decision-makers in this lap, challenged by, yet capable of grappling with, the choices that real writers make.”

- *Creating a podcast for an authentic audience* – Hackett-Hill then had students brainstorm topics that interested them and were important to the school during Covid-19 – cafeteria food, the school’s dress code, profiles of favorite teachers, the school’s history, the impact of the pandemic on the mental health of student athletes. As students composed their podcast scripts, she had them keep these questions in mind:

- Who are my intended listeners? What do they already know about the topic?
- What information do I need to include, and what can I leave out?
- Are there misconceptions I should address?
- How should I format and organize the information so it’s easy to grasp?
- How can I make the information interesting and relevant to the listener?
- What sounds should I include to reinforce the important ideas?
- What reactions and attitudes do I want my listeners to have?
- Is my tone lighthearted or serious, academic or colloquial?

Each class in this segment began with a mini-lesson on a specific podcasting skill, and students studied sample podcasts from *The New York Times* student podcast content, *This American Life*, and *The Daily*.

Over several days, students learned how to conduct an interview, choose an appropriate format, compose an enticing lead and a powerful conclusion, and do a storyboard. The classroom buzzed with energy as students did online research, conducted interviews, collaborated on scripts, planned their podcasts, edited scripts, and recorded their podcasts. In contrast to the dreary way informational writing classes had unfolded before, says Hackett-Hill, “students were set free to follow their curiosities, lean into moments of doubt and risk-taking, and embrace change in the midst of discovery.” The unit covered the state ELA standards and more – and many students successfully applied the skills in standardized tests. And Hackett-Hill says the grading was so much more interesting that she drank fewer vanilla lattes.

While there were some stumbles pioneering podcast units, she believes this approach “gives students permission – no, an expectation – to recast the essay as a tool for exploring problems.” Hackett-Hill aspires to teach writing in a way “that values slowness, mindfulness, earnestness, and openness in a world designed for speed, automation, efficiency, and guaranteed outcomes... in a way that builds connection and dialogue: between ideas, places, and people. Because what if the essay – not the product-over-process kind that I was taught – is a way to overcome the magnetic appeal of absolutes and simplistic answers? What if the essay bestows us with the capacity to experience and even embrace complexity, critical thinking, and the humanity in ourselves and others? What if the essay could be a ‘spot of time’ for all of us, a space for healing, creativity, and nourishment as we think through problems together?”

[“Back to ‘I’: Recasting Students and Teachers as Problem-Explorers Through Podcasting”](#) by Kathryn Hackett-Hill in *English Journal*, January 2022 (Vol. 111, #3, pp. 27-33); Hackett-Hill can be reached at kmh007@uark.edu.

[Back to page one](#)

4. Using Word Sorting in Math Classes

“Mathematical vocabulary can be dense, technical, and symbolic in nature,” say Miranda Sigmon and Kavin Ming (Winthrop University) and Daniel Herring (a principal in Salisbury, North Carolina) in this article in *Mathematics Teacher*. The authors recommend word sorts – “a simple yet powerful strategy” – to help students learn the academic language of math. A word sort asks students (working individually or in groups) to identify the shared features of words, grouping them into categories based on important features and patterns. Some examples:

- At the beginning of a fourth-grade unit on measurement, students are asked to sort the following terms into groups and justify their choices (each term is accompanied by a kid-friendly definition, and might be printed on cards that students sort on their desks): *Gram, Minute, Kilometer, Pound, Centimeter, Hour, Kilogram, Meter, Second, Ounce*. The teacher might make the activity easier by providing the categories (distances,

- intervals of time, liquid volumes, masses of objects, not sure) or more difficult by asking students to give a name to each category once the terms have been sorted.
- Primary-grade students sort a set of numbers – 3, 6, 8, 11, 19, 28, 36... – into those that are odd and even.
 - Upper-elementary students sort improper fractions – $4/8$, $2/6$, $4/12$, $2/8$, $3/6$, $3/12$, $3/9$... into the equivalent simplified fraction – $1/4$, $1/3$, $1/2$.
 - Seventh graders sort rational numbers into integers, fractions, and decimals and provide a definition for each category, followed by a whole-class discussion of equivalencies among the categories (for example, $3/4$ and 0.75).
 - High-school algebra students sort linear ($y = mx + b$) and non-linear ($y = x^2$) functions.
 - In a class on probability, students sort various outcomes by *certain*, *likely*, *even chance*, *unlikely*, and *impossible*.

In each case, individual or small-group work is followed by a whole-class discussion in which students discuss answers and justify their reasoning.

Another approach is having students sort by association – for example, creating a graphic organizer to show the hierarchy of two-dimensional shapes: quadrilaterals including parallelogram, trapezoid, rectangle, rhombus, square; triangles including isosceles, equilateral, scalene, obtuse, right, acute... Or a high-school teacher might ask students to sort out and explain the relationship among *equation*, *expression*, *terms*, *coefficient*, *variable*, and *constant*. One more example: describing functions as increasing, decreasing, linear, and nonlinear.

Sigmon, Ming, and Herring believe that when students do word sorts in groups, they get valuable practice talking about mathematical terms, debating with their peers, and taking risks with opinions that might not be correct. All this helps them “think, speak, read, and write like mathematicians.” Teachers might provide sentence stems before group discussions to raise the quality of students’ comments – for example, *I think --- goes under this category because...* or *I think --- means ---, so it most likely belongs in the --- category.*

[“Word Sorts to Encourage Mathematics Discussions”](#) by Miranda Sigmon, Kavin Ming, and Daniel Herring in *Mathematics Teacher: Learning & Teaching PK-12*, January 2022 (Vol. 115, #1, pp. 6-15); the authors are at sigmonm@winthrop.edu, mingk@winthrop.edu, and herringda@rss.k12.nc.us.

[Back to page one](#)

5. Building Students’ Media and News Literacy

In this *Cult of Pedagogy* article, Jennifer Gonzales remembers her own school days making covers for textbooks with brown paper shopping bags so the books would survive the school year undamaged. This was when textbooks contained “a narrow body of information,” she says, “and *that was what you learned*... Educators had almost complete control over the content students consumed.”

Not true anymore. Today’s students have vast amounts of information at their fingertips and are able to learn about the world well beyond the school curriculum and follow their fancies in any direction. That’s great, says Gonzalez, until it isn’t. Kids will come across

information that hasn't been fact-checked or vetted by experts, not to mention intentionally misleading, confusing, disturbing, and harmful material. In addition, students can create and post their own content, which is "an incredible opportunity and a potential minefield of problems."

These new realities aren't going away, says Gonzalez, "so our job now, instead of trying to control what stuff reaches our students or restrict their ability to contribute to that growing body of stuff, is to teach them how to participate in the system effectively: arm them with finely tuned critical thinking skills and a clear understanding of the ethics of content creation." Gonzalez especially likes Common Sense Education's free online [digital citizenship curriculum](#) and interviewed Common Sense vice president Kelly Mendoza. The curriculum has three basic principles:

- As a digital citizen, you have both rights and responsibilities. Students' behaviors and decisions have a ripple effect on others – for example, when students "like" or share misinformation or disinformation or use someone's work without their permission.

- Be critical, not cynical. "There are experts," says Mendoza, "there's validation through journalistic processes... We don't want students to think *everything's a lie and I can't believe anything*." Students need to ask, *Who's the author? What's their intent? What's the message? What are the implications?*

- Don't just debunk mis- and disinformation; examine the value systems behind it. Students need to get outside their self-confirming bubbles and learn how to see the world from other perspectives.

Mendoza reviews three lessons from the Common Sense curriculum: copyright and intellectual property (no, everything online is not mine); finding credible news (virtually all kids are getting their news exclusively through social media); and challenging confirmation bias (algorithms send us information that validates what we already believe).

["Lessons That Build Students' Media and News Literacy"](#) by Jennifer Gonzalez and Kelly Mendoza in *Cult of Pedagogy*, January 30, 2022

[Back to page one](#)

6. Michael Petrilli on Rethinking Our College-Prep Emphasis

"Almost everyone now admits that college, as traditionally defined, is not going to be for everyone," says Michael Petrilli in this *Education Gadfly* article, "and that career and technical programs and trade schools can provide sturdy on-ramps to the middle class." Yet three factors give students the clear message that virtually all of them are expected to go off to a four-year university:

- *High-school course requirements* – In most schools, students have to take four years of English, three years of math, social studies, and science, and various other courses. "How are students supposed to take career and technical programs, do on-the-job training, or tackle apprenticeships," asks Petrilli, "when their schedules are already full of mandatory academic courses?"

- *High-school course taking* – From 1980 to 2009, there were big increases in the average number of Carnegie units taken by U.S. high-school students: English (from 3.9 to 4.4), math (2.7 to 3.9), social studies (3.2 to 4.2), science (2.2 to 3.5), world language (1.0 to 2.2), and art (1.5 to 2.1), with the total rising from 14.5 to 20.3. Meanwhile, the number of career and technical education credits earned by the average public high-school graduate declined from 2.9 to 2.5. “That says to me that virtually all students are in fact in a college-prep program,” says Petrilli, “maybe with a little CTE on the side.”

- *High-school testing and accountability* – About 22 states use a college entrance exam (ACT, SAT, or PSAT) as their high-school accountability measure. “State accountability metrics,” says Petrilli, “tend to focus heavily on high-school graduation rates – themselves tied to those academically oriented course requirements – as well as college-and-career-ready indicators that strongly emphasize student success in various forms of post-secondary education rather than the labor market.”

All this reflects a continuing discomfort with having separate high-school tracks for students with different goals. “Thus,” says Petrilli, “we promote college *and* career instead of college *or* career. We do so for understandable reasons. We remember the old vo-tech system, which was rightly criticized as racist, classist, and sexist... We want college prep to be the default, lest academically promising students from the wrong side of the tracks fail to enroll in the right classes and fulfill their potential.” We don’t want to give up on kids.

But all this reflects the college bias that seems to be hard-wired into K-12 educators who themselves graduated from four-year institutions – and the belief that college is better than preparing for the trades and “lesser” forms of employment. “If we really believe that Americans without college degrees [two-thirds of the population] are just as valuable to our society, democracy, and economy,” says Petrilli, “just as worthy of dignity; and just as worthy of respect as us over-credentialed professionals, then we should stop telling our young people that college is the only goal worth shooting for.” Looking at current college-readiness and college-graduation rates, it’s clear that college is great for about 40 percent of high-school graduates. This matters, because people benefit from the much-touted “college wage premium” *only if they actually complete college*, which is unlikely for those who graduate from high school without college-ready skills in reading, writing, and math.

Petrilli believes we should follow the lead of Germany, Switzerland, and Austria, where lots of 16-17-year-olds spend most, if not all of their time in apprenticeships and at workplaces while finishing school courses closely connected to technical skills. This points to more U.S. students choosing to finish their core academic courses by the end of sophomore year and spending the last two years of high school getting ready for solid, well-paying employment.

[“We All Agree That College Isn’t for Everyone. We Should Start Acting Like It”](#) by Michael Petrilli in *Education Gadfly*, January 27, 2022

[Back to page one](#)

7. Recommended Books on the Experiences of African-American Girls

In this article in *English Journal*, Christian Hines and Doricka Menefee (former ELA teachers, now at Ohio State University) say the stories and vitality of African-American girls are “constantly overlooked and erased within educational spaces, particularly through the lack of more-contemporary stories that place black girls outside the historical periods of slavery and the Civil Rights Movement.” They acknowledge the importance of books like *Roll of Thunder, Hear my Cry*, *Their Eyes Were Watching God*, and *The Color Purple*, but say books like those “are not the totality of the black girl experience.”

As a counterpoint, Hines and Menefee recommend middle-grade and young adult books that capture the everyday lives and vitality of African-American girls. (The full article, linked below, has cover images and brief descriptions of the first four books and more information on the others.)

- *From the Desk of Zoe Washington* by Janae Marks
- *A Good Kind of Trouble* by Lisa Moore Ramée
- *Pet* by Akwaeke Emezi
- *Piecing Me Together* by Renée Watson
- *Genesis Begins Again* by Alicia Williams
- *Hurricane Child* by Kacen Callender
- *The Only Black Girls in Town* by Brandy Colbert
- *Twins* by Varian Johnson and Shannon Wright (graphic novel)
- *A Song Below Water* by Bethany Morrow
- *Every Body Looking* by Candice Iloh (verse novel)
- *Ironheart: Meant to Fly* by Eve Ewing (graphic novel)
- *Legendborn* by Tracy Deonn
- *With the Fire on High* by Elizabeth Acevedo
- *You Should See Me in a Crown* by Leah Johnson

[“#BlackGirlLiteratureMatters: Exploring the Multiplicities of Black Girlhood”](#) by Christian Hines and Doricka Menefee in *English Journal*, January 2022 (Vol. 111, #3, pp. 67-74); the authors are at Hines.350@osu.edu and Menefee.18@osu.edu.

[Back to page one](#)

8. A Novel for Teaching About Social Justice

In this article in *American Educator*, Ashley Boyd (Washington State University) and Janine Darragh (University of Idaho) recommend the 2015 young adult novel *All-American Boys* by Jason Reynolds and Brendan Kiely as a vehicle for classroom discussions of racism and police misconduct. The book describes the brutal beating of an African-American boy by a white police officer who wrongly assumes the boy is stealing from a local convenience store. A white classmate of the victim stumbles on the scene and is horrified as he watches the beating from the shadows. He’s especially disturbed because he had previously looked up to the policeman. The novel delves into the family and peer dynamics both boys face as they decide

what to do next. Boyd and Darragh have detailed suggestions on how to use this book in high-school classes.

[“Teaching for Social Justice”](#) by Ashley Boyd and Janine Darragh in *American Educator*, Spring 2021 (Vol. 45, #1, pp. 38-43); the authors can be reached at ashley.boyd@wsu.edu and janined@uidaho.edu.

[Back to page one](#)

9. Short Item:

Helping Someone Having a Panic Attack – This [free resource](#) from Solara Health provides a five-step process for “grounding” someone who is having a panic attack.

“How to Ground Someone Having a Panic Attack” from Solara Health, 2021

[Back to page one](#)

© Copyright 2022 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 52 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 150 articles each week, and selects 8-10 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.

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
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a running count of articles)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (bio, writings, consulting)
- A free sample issue

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

- The current issue (in Word and PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 18+ 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 Express
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
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
Phi Delta Kappan
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