

# *Marshall Memo 90*

A Weekly Round-up of Important Ideas and Research in K-12 Education  
June 6, 2005

## **In This Issue:**

1. Hitting the ground *learning*: how to enter a new job wisely
2. Rethinking teacher supervision and evaluation
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## **Quotes of the Week**

"To avoid bad beginnings, we believe that new administrators must hit the ground *learning*, rather than running."

Barry Jentz and Jerome Murphy (see item #1)

"[O]ne of the most liberating truths of leadership is that confusion is not quicksand from which to escape, but the potter's clay of leadership – the very stuff with which leaders work to achieve success in a complex and rapidly changing environment."

Jentz and Murphy (*ibid.*)

"[P]rincipals have little choice but to focus on teaching performances versus learning results, on chalkboard razzle-dazzle versus deep understanding, on beautiful bulletin boards versus demonstrated proficiency."

Kim Marshall (see item #2)

"It's not enough for schools to exhort students to fight for justice if they don't equip them with the tools they need to critically analyze their daily newspaper, presidential speeches, and school board decisions or figure out mortgage loans."

Linda Christensen, Portland, Oregon educator (see item #3)

"Too often as teachers we operate on the 'good English, bad English' model, instead of investigating why students make 'errors.'"

Linda Christensen (*ibid.*)

"Try to remember the children in your classroom haven't been on the planet that long. Don't lose sight that they are acting like children because they are children."

Leslie Maple, California elementary teacher (see item #4)

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## 1. Hitting the Ground *Learning*: How to Enter a New Job Wisely

Starting a new job as a principal or superintendent is an exciting time, rich with promise and possibility, say Barry Jentz and Jerome Murphy in this *Kappan* cover article. But six months later, all too many leaders are mired in complaints and conflict and feel that their “brilliant vision is in the trash bin.” The problem is that when leaders enter a new job, they are caught up in their own job-interview confidence that they know the issues and feel under tremendous pressure to *do something* – to start fixing things immediately – with little more than a cursory inventory of what’s really going on. They tend to engage in what Jentz and Murphy call “jump reflex” problem solving. “Feeling whipsawed, yet wanting to please, they reflexively hide their confusion and try to appear decisive by acting quickly. In so doing, they often sour their honeymoon.”

Jentz and Murphy have a different approach for new leaders – EntryPlan: “To avoid bad beginnings, we believe that new administrators must hit the ground *learning*, rather than running. Entry requires that they build *relationships* with stakeholders and develop a *process for learning*, rather than reflexively focusing on tasks.” An important part of this is “embracing confusion” – rather than feeling ashamed about being baffled by the complexity of a difficult job, leaders should see confusion as a resource and work with colleagues to think their way out of it (see Marshall Memo 70 for an earlier Jentz/Murphy article on this process). “[O]ne of the most liberating truths of leadership,” they write, “is that confusion is not quicksand from which to escape, but the potter’s clay of leadership – the very stuff with which leaders work to achieve success in a complex and rapidly changing environment.”

In the main part of the article, we follow “Mr. Smith,” a hypothetical superintendent poised to start a challenging new job. Jentz and Murphy outline an ideal set of entry steps, all aimed at slowing the process down and building in reflection, outreach, and quality.

- *Step 1: Designing an EntryPlan* – Two months before he officially begins, Smith begins to sketch out his plan. He lists the stakeholders he wants to interview, in what order, and what he wants to ask them, and makes plans to visit every school in the district. Included in the EntryPlan is Smith’s intention to ask for a moratorium on making changes, signaling to everyone that he will really listen before he swings into action. He then drafts a cover letter describing the process and emphasizing the overall goal (which came through clearly in the superintendent hiring process): improving student performance.

- *Step 2: Seeking feedback* – Smith circulates the draft EntryPlan to the chair of the school board, his cabinet, several respected principals, and other selected stakeholders for reactions. They tell him bluntly that his distribution list is missing several important people, that his school visits are poorly timed, and that they are confused about the *point* of doing an EntryPlan. Smith makes revisions, patiently explains the process again, and after several more drafts finalizes the plan.

- *Step 3: Getting the word out* – Smith polishes his cover letter and sends the EntryPlan out to all stakeholders a week before he begins the job. He also releases it to the press.

- *Step 4: Interviews and site visits* – Smith systematically does his interviews and school visits, being careful that the process is not perceived as “meet and greet” superficial. He knows that he must not only listen but *be seen to listen*. He asks “what” questions (how organizational output aligns with what people think the district should be doing); “how” questions (how the school district really works; “people” questions (what employees care about); and “leadership” questions (how past leaders were perceived and what people expect of him and his leadership team). Smith learns a lot in his interviews and school visits, but he is struck by a number of conflicting explanations for disappointing student performance and several incompatible suggestions for fixing the problem. In short, he’s confused!

- *Step 5: Convening sense-making meetings* – Smith holds two feedback sessions, one with his cabinet, the other with the school board. In each gathering, he carefully structures the discussion and limits the meeting to two hours. Smith lays out what he has learned from his interviews and site visits and says frankly that he is confused by the contradictory evidence and proposed solutions. Amidst robust debate, Smith keeps bringing people back to this question: What do we know that will allow us to decide which of these explanations makes the most sense? Participants gradually concede that the data are “thin” – that good evidence for supporting one explanation

over another does not exist. "It's a shame how little we really know," says an assistant superintendent. "So what's the answer?" Smith says:

I wish I did have an answer. I'd love to rescue all of us from this mess. But I don't know the answer, really. I'm confused, as I think many of you are. At the same time, I know that confusion does not have to incapacitate me – or you. We can figure this out together. Actually, we have to figure it out together because it's not a problem that has an easy answer. Answering it will require that we think together in new ways and come up with new solutions.

The cabinet urges Smith to make his presentation not only to the school board but also to the teacher union executive board and to the principals so they can discover "our true state of ignorance." From the ensuing exchange, a Student Performance Group is appointed, made up of cabinet members, principals, and union leaders. The group is charged with defining the data needed to make judgments about the competing theories and action items; planning how to gather the data; scheduling additional meetings to look at the new data and the competing hypotheses and recommend next steps; and present recommendations to a combined meeting of the board, the cabinet, principals, and the executive board of the union.

Would the EntryPlan process work in every situation? Jentz and Murphy concede that there are some schools and school districts where it would be risky, but based on their experience working with hundreds of new principals and superintendents, they assert that in most cases it's the best approach because:

- It allows a leader to experience the confusion that naturally accompanies the start of a new job and "use that healthy confusion as a resource for personal and organizational learning."
- It can spark organizational self-examination – something all organizations need from time to time – at a leadership transition when it's logically appropriate.
- It can help a new leader gain knowledge, trust, and credibility by joining others in an open quest for information and answers.
- It launches an approach that is both top-down and bottom-up, one that is ideally suited to make progress in settings marked by high levels of confusion.

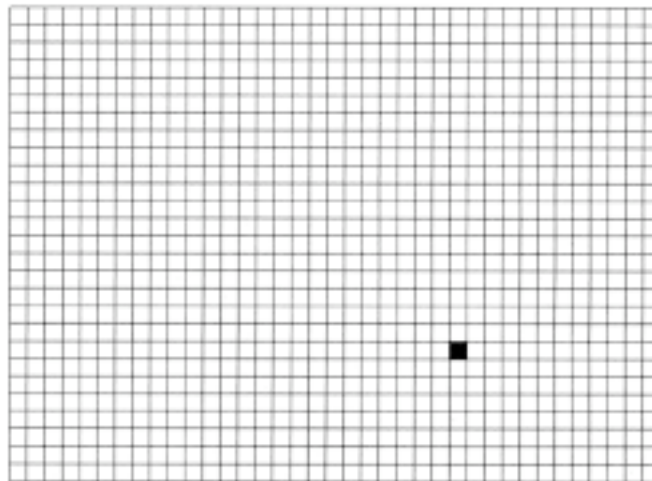
"Starting Confused: How Leaders Start When They Don't Know Where to Start" by Barry Jentz and Jerome Murphy in *Phi Delta Kappan*, June 2005 (Vol. 86, #10, p. 736-744), no e-link available yet

## 2. Rethinking Teacher Supervision and Evaluation

The process by which most teachers are supervised and evaluated, argues Kim Marshall in this *Kappan* article, is inefficient, ineffective, and a poor use of principals' time. It's based on a flawed theory of action: that supervision and evaluation will improve teachers' effectiveness and therefore boost student achievement. Marshall makes the case for drastically streamlining the process and linking it to a more effective strategy for improving teaching and learning.

What's wrong with the way we are supervising and evaluating teachers? Marshall lists ten ways in which it fails to add value:

- *Principals evaluate only a tiny amount of teaching.* Actual in-classroom evaluation time amounts to about 0.1% of an average teacher's instruction, meaning that teachers are on their own with students for 99.9% of the school year. Here's what that looks like graphically:



"Principals who spend this little evaluative time in classrooms," says Marshall, "are basically bluffing, hoping that teachers will think they know more than they really do."

- *Microevaluations of individual lessons don't carry much weight.* Districts try to compensate for how little time principals spend in classrooms by requiring them to script detailed descriptions of what they see in formal evaluation visits. But most teachers know how little the principal sees and tend to discount these write-ups.

- *The lessons that principals evaluate are often atypical.* With advance warning of an administrator's visit, many teachers put on a "glamorized" lesson that is not representative of what students experience on a daily basis. Principals know this, but are usually so overwhelmed and stressed that they play along. "When this happens," says Marshall, "teachers get an unfortunate message: it's okay to do 'special' teaching when the principal visits and 'ordinary' teaching for students the rest of the time."

- *Isolated lessons give an incomplete picture of instruction.* To grasp the bigger picture, the principal needs to know more: What are the “big ideas” of the curriculum unit? How does the unit align with state standards? How will students be assessed? But principals rarely see unit plans, glimpsing instruction almost entirely through the narrow window of the individual lesson.

- *Evaluation almost never focuses on student learning.* Most principals look only at the *process* of teaching, not whether students *learned* what was taught. It’s very hard to guess how much a whole class has learned during a lesson observation; principals need to see unit assessments to know that. Besides, most union contracts forbid principals to use student learning in teacher evaluations. “So,” Marshall concludes, “principals have little choice but to focus on teaching performances versus learning results, on chalkboard razzle-dazzle versus deep understanding, on beautiful bulletin boards versus demonstrated proficiency.”

- *High-stakes evaluation tends to shut down adult learning.* “Even though many teachers don’t respect the evaluation process,” says Marshall, “it still makes them nervous.” The nature of the process means that it’s rarely a good forum for teachers to open up, reflect on their teaching, and learn. The principal’s real goal – “to activate (or amplify) a supervisory voice inside teachers’ heads that will guide them in their work with students,” is rarely accomplished.

- *Supervision and evaluation reinforce teacher isolation.* Because evaluations are done privately, the feedback doesn’t help teacher teams work together. In addition, the evaluation process is an ineffective tool for countering the “educator’s egocentric fallacy” – the tendency to assume that if we’ve taught something, students have learned it.

- *Evaluation instruments often get in the way.* Negotiations between teacher unions (who want a “principal-proof” tool) and school districts (who want to be able to dismiss incompetent teachers) often produce evaluation tools that are not conducive to fostering an open, honest, and pedagogically sophisticated dialogue between teachers and principals.

- *Evaluations often fail to give teachers “judgmental” feedback.* Many evaluation instruments allow principals to fudge teachers’ general status with an overall “satisfactory” rating; despite all the verbiage of lesson write-ups, teachers often don’t know the answer to their most pressing question: “How am I doing?”

- *Most principals are too busy to do a good job on supervision and evaluation.* Stressed out and overworked, principals tend to put off teacher evaluations until the

last minute, and when crunch-time arrives, they fall into three categories: “saints” who go by the book, sometimes spending as much as eight hours on each teacher’s evaluation; “cynics” who bang out their evaluations as quickly as possible with little belief that they will make a difference; and “sinners” who skip the whole process and are rarely caught.

Wrapping up this segment of the article, Marshall asks a provocative question: are the saints more effective at improving teaching and learning in their schools than the cynics and the sinners? “Shocking as it may seem,” he says, “the answer in many cases is no. This is because the conventional supervision and evaluation process is not the best way to truly change what happens in classrooms.”

What’s a better way? Marshall proposes an alternative theory of action: *The “engine” that can produce high achievement for all students is teacher teams working collaboratively toward common curriculum expectations and using interim assessments to continuously improve teaching and attend to students who are not successful.* The problem is that this kind of teamwork is countercultural in most American schools. For this process to get revved up in a school, Marshall argues, a school needs to change the way teachers are supervised and evaluated: “If it doesn’t, the principal won’t have the time, energy, and insight to get the engine started and monitor it during each school year.”

The principal’s challenge, then, is to get into classrooms on a regular basis, fulfill contractual and district requirements for teacher evaluation, dismiss teachers when necessary – and somehow foster a truly collaborative dynamic within teacher teams. Marshall proposes a twelve-step process for recovering from ineffective practices and linking supervision and evaluation to real classroom improvement:

1. *Make sure the basics are in place.* This includes scheduling weekly times for teams to meet; crystal-clear end-of-year learning expectations; common assessments for the end of the year and interim assessments to diagnose problems during the year; and common rubrics for assessing student writing and open-ended work.

2. *Decide on the irreducible elements of good teaching.* Most lists of evaluation criteria are way too long to remember, says Marshall, making it difficult for a school staff to have a shared understanding of what every classroom should contain. He proposes the acronym SOTEL:

- Safety – Students feel physically and psychologically protected;
- Objectives – The goals of the curriculum unit are evident;
- Teaching – Learning experiences are skillfully orchestrated;

- Engagement – Students are leaning forward, involved in the learning process;
- Learning – There is evidence, either during the lesson or on follow-up assessments, that students have learned what was taught.

3. *Systematically visit all classrooms on a regular basis.* Marshall believes that “mini-observations” are the most efficient way for a principal to stay in touch with what is happening in classrooms and be able to have meaningful conversations with teachers about instruction. He recommends aiming to do a specific number of five- to fifteen-minute mini-observations every day (as a principal, his daily target was five). At this rate, a principal in a medium-size school could do mini-observations of the entire faculty every two weeks and see every teacher about 12 times in the course of the year.

4. *Give teachers prompt, face-to-face feedback after every classroom visit.* It’s vital for a principal to let each teacher know his or her impressions, but written notes and e-mails have the disadvantage of being formal and unidirectional. Marshall thinks informal face-to-face conversations are best, preferably within 24 hours, with an appropriate mix of appreciation, questioning, or criticism. These chats should always include a probe about student learning: “What Fountas-Pinnell levels have your lowest reading groups reached?” “How did the algebra test go?”

5. *Require teacher teams to develop common unit plans and assessments.* Before they dive into instruction, teacher teams should use a backwards-design process to think through their “big ideas,” “essential questions,” and assessment strategy, and should have a thoughtful game plan for rolling out the unit over 3-6 weeks. Principals should review and comment on unit plans before they are implemented; this is far more manageable – and productive – than looking at lesson plans.

6. *Require teams to give common interim assessments.* Without shared assessments, teachers have very little to talk about. It’s vital for teams to meet after every assessment to answer three basic questions: (a) What percentage of students scored at the advanced, proficient, basic, and below-basic level? (b) In which areas did students do best, and where were they confused and unsuccessful? and (c) What’s our strategy for addressing the weakest areas and helping students who are struggling? Interim assessments are a powerful way to track progress on team SMART goals (Specific, Measurable, Attainable, Results-oriented, and Time-bound) as the year progresses and make the adjustments necessary to hit the targets by summer.

7. *Have teams report on student learning after each unit or quarter.* These reports should be brief and informal (preferably in person) and address the three key questions above.

8. *Arrange for teachers to get high-quality feedback on whole lessons.* Principals who have made the shift to mini-observations will rarely see lessons unfold from beginning to end. It's useful for teachers to get feedback on full lessons, so principals should arrange for someone to do this type of observation, perhaps a peer videotaping a lesson and looking at the tape with the teacher as a "critical friend."

9. *Create a professional learning culture in the school.* This includes study groups, professional reading, etc. with the principal modeling openness to ideas and data.

10. *Use aggregated short observation visits to write teachers' final evaluations.* This might involve getting a waiver from standard contractual procedures, but a well-explained mini-observation system should win union acceptance.

11. *Include student learning gain in teacher evaluations.* This might be trickier in some districts, but most teachers would agree that it's fair to include documented September-May student learning gains as one element in an overall evaluation.

12. *Use a rubric to evaluate teachers.* Some school districts have begun to use rubrics for teacher evaluation, giving teachers feedback on where they stand with respect to a detailed description of teaching on a 4-3-2-1 scale of proficiency. This would definitely need to be negotiated.

"Principals," concludes Marshall, "are ideally situated to start this team-driven 'engine of improvement' and keep it humming month after month." Some maverick school leaders are already doing much of what is described in this article. But others, says Marshall, "need permission from their superiors before they take the leap of faith, let go of the current model of supervision and evaluation, and launch a more powerful learning dynamic... [L]iberating principals to do the right kind of work is one of the most important steps a school district can take if it wants to close the achievement gap and get all students achieving at high levels."

"It's Time to Rethink Teacher Supervision and Evaluation" by Kim Marshall in *Phi Delta Kappan*, June 2005 (Vol. 86, #10, p. 727-735), no e-link available yet

### **3. Taking Full Advantage of Being a Small School**

In this article, Linda Christensen, language arts coordinator in the Portland, Oregon public schools, warns that creating small schools won't necessarily change what's happening in classrooms. "My frustration with most of the small school reform

I've seen so far," she writes, "is that too often it has focused on changing school structure without giving teachers adequate time or resources to change their classroom practice... For small school reform to move from rhetoric to reality, teachers must rethink and restructure what is taken for granted and assumed normal in our classroom practice."

To illustrate this point, Christensen describes a pivotal moment in her own teaching career. In 1985, she and a colleague at Portland's Jefferson High School were given permission to teach a two-period, interdisciplinary course on Literature in U.S. History. As Christensen and Bill Bigelow, her co-teacher, reviewed the list of books they would use, he challenged some of her choices. "What do you want students to learn from *Red Badge of Courage*?" he asked. She muttered something about "the brutality of war" but realized that she had assigned this book in the past because it was part of the literary canon, "acknowledged classics taught or supplied by folks who I figured knew a lot more than I did. After all, I was just a teacher." Shaken up by this realization, Christensen learned a new set of skills: "Instead of leaping from book to book, I have learned from my years of team teaching to construct a curriculum around big ideas that matter, that connect students to their community and world. I learned to pull books, stories, poems, essays that help students critically examine the world rather than consume it one classic at a time."

Collaboration with a colleague brought other benefits: "We looked at student work – from papers to classroom discussions – and sorted out what students learned and what they still needed to study. We also struggled over what we graded and how we graded. We analyzed our teaching after class: What worked? Why did it work? Instead of blaming students, we questioned ourselves when we didn't get them as far as we wanted them to go."

Christensen believes that small schools have the potential to nurture this kind of partnership and deep thinking about teaching, but it won't happen automatically: "This kind of collaboration becomes easier in a small school structure, but it takes the intentional efforts of teachers, administrators, and perhaps district support personnel to make it happen... Ultimately, if small schools are to live up to their promise, they will have to build consciously on this potential to change classroom practice and curriculum. And that means that the character of collaboration among staff and the nature of the curriculum that results from that collaboration are critical." The key, she says, is embedding collaborative planning time in the school day and keeping it *sacred*. The danger, she warns, is that collaborative meeting time will be lost to "schedule

constraints, usurped by administrative agendas, or frittered away by streams of outside agencies who all want a piece of the community time.”

Christensen goes on to make the case for developing certain conventional skills in service of a progressive mission: “It’s not enough for schools to exhort students to fight for justice if they don’t equip them with the tools they need to critically analyze their daily newspaper, presidential speeches, and school board decisions or figure out mortgage loans.” She believes that students need access to “the language of power” – standard English. One way to accomplish this is by examining each student’s recurring punctuation, spelling, and grammar errors in light of the student’s home language (errors in English are often “logical” in their first language). Christensen suggests that teaching teams use common planning time to decide which error each student should work on (for example, confusion about apostrophes or capitalization), and then have teachers across content areas help students correct these errors in their writing. “I’ve found this activity opens conversations with teachers about language and culture,” she says, “and how and when to ‘correct’ student work in a way that appreciates students’ home languages while giving them access to academic language... Too often as teachers we operate on the ‘good English, bad English’ model, instead of investigating why students make ‘errors’... Students need to explicitly learn the differences between their home language and standard English.”

“Rhetoric or Reality: Do Small Schools Change Teaching Practice?” by Linda Christensen in *Rethinking Schools*, Summer 2005 (Vol. 19, #4, p. 43-46), e-link should be available within a week at <http://www.rethinkingschools.org/>

#### **4. A Veteran’s Advice to First-Year Teachers**

Leslie Maple, an experienced California elementary teacher, has these words of wisdom for new teachers who feel a tad overwhelmed:

- *Acknowledge your own limitations and accept being new.* If a parent complains that there isn’t enough homework, a good response might be to humbly explain that this is your first year of teaching, you’re still figuring things out, and you’d appreciate any helpful comments. “It takes a lot of courage to admit you don’t know it all,” writes Maple, “but it’s what the wisest people do.”

- *Choose one subject area in which to focus.* It’s a good strategy to devote your prime energy and professional development to one subject (perhaps English language arts) and teach the other subjects more from the curriculum guide. If you try to focus on all subjects, you’ll be overwhelmed.

- *Observe the culture and climate of the school and listen.* “Teachers can gain considerable insight by being quiet and listening to others.”

- *Set routines in classroom and homework.* An established schedule for subject teaching and homework (for example, language arts Monday and Tuesday, social studies and science Wednesday and Thursday) helps everyone’s sanity.

- *Stay open and be reflective.* “How do I know the students really learned?” is a key question. Maple recommends going beyond end-of-unit tests and taking the time to observe students and keep anecdotal records on students’ development. She also recommends listening to parents’ comments even when they seem uninformed.

- *Stay positive. Take your career seriously – not yourself.* Maple recommends keeping up with professional reading: “Surprising as it may sound, not many teachers keep up professionally, and I think it builds insecurity into their craft. The more you study the research, the more you will find information to help support your teaching practices.” She also stresses the importance of keeping a sense of humor: “So much joy lies in the hard work of teaching. Try to remember the children in your classroom haven’t been on the planet that long. Don’t lose sight that they are acting like children because they are children.”

Spotted in *PEN Weekly NewsBlast*, June 2, 2005; <http://snipurl.com/TeachingVerve>

## 5. A Brooklyn School Knits Its Curriculum Together

In this interview in *Rethinking Schools*, Héctor Caldeon, principal of El Puente Academy for Peace and Justice, describes how this small New York City high school was created by a community organization and developed its mission of educating students to make a difference in the embattled Williamsburg section of Brooklyn. One example is a curriculum unit the school developed around sugar in the late 1990s integrating language arts, history, government, visual arts, dance, and music.

Domino Sugar has a factory within a few blocks of El Puente in Brooklyn, and many of the students’ family members had worked there. The staff created a unit that included:

- The chemical composition of sugar;
- The history of slavery in the sugar plantations in the Caribbean and the South;
- The effects of sugar on the body, including the link to obesity and diabetes;
- The economics of the labor that goes into producing sugar;
- The wages and conditions of the workers in the Domino factory;

- Oral history projects with former Domino workers.

“When Small Is Beautiful: An Interview with Héctor Calderon” by Catherine Capellaro in *Rethinking Schools*, Summer 2005 (Vol. 19, #4, p. 35-37), e-link should be available within a week at <http://www.rethinkingschools.org/>

## 6. Short Items:

*a. College readiness begins in middle school* – According to a recent study by ACT, students need more help than they’re currently getting from beleaguered counselors to be on track for college. The report recommends that schools work with all students and their parents starting in middle school, stressing the importance of a challenging curriculum and the impact of college on career and income options. The ACT report is available at <http://www.act.org/news/releases/2005/5-26-05.html>

Spotted in *PEN Weekly NewsBlast*, June 2, 2005

*b. After-school program strategies* – Several article in this issue of *The School Administrator* suggest strategies for after-school programs:  
[http://www.aasa.org/publications/sa/2005\\_05/contents.htm](http://www.aasa.org/publications/sa/2005_05/contents.htm)

Spotted in *PEN Weekly NewsBlast* June 2, 2005

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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](mailto: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 best practices in K-12 education. Kim Marshall, drawing on 35 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 39 carefully-chosen publications (see list to the right), sifts through scores of 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, provide e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2003-04).

## ***Subscriptions:***

Individual subscriptions are \$50 for the school year (\$25 for a half-year, beginning late January). Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

## ***Website:***

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

- How to subscribe or renew
- Why the Marshall Memo?
- Focus topics
- Headlines for issues 1-68
- What readers say
- About Kim Marshall
- A free sample issue

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- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, article headline, source, article title, author, and level
- How to change access e-mail or password

## ***Publications covered:***

(those read this week are underlined)

American Educational Research Journal  
American Educator  
American School Board Journal  
ASCD SmartBrief  
Atlantic Monthly  
Bay State Banner  
Boston Globe  
CommonWealth Magazine  
District Administration  
Ed. Magazine (Harvard School of Education)  
Education Digest  
Education Gadfly  
Education Next  
Education Update (ASCD)  
Education Week  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
Harper's  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
Journal of Staff Development  
Middle School Journal  
NASSP Bulletin  
New York Times  
New Yorker  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal Magazine  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teachers College Record  
Teacher Magazine

E-links will be provided whenever possible.