

Marshall Memo 1117

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 15, 2025

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Quotes of the Week

“Be nice to nerds. Chances are you’ll end up working for them.”
Charlie Sykes, quoted in *The Knowledge*

“The college search lacks context, translation, and alignment with the factors that genuinely shape students’ experience: effective teaching, strong advising, a sense of belonging, a clear pathway into the job market.”

Jeffrey Selingo in [“The College Search Is Broken”](#) in *The Chronicle of Higher Education*, December 12, 2025 (Vol. 72, #8, pp. 17-21)

“Mondays carry a different kind of weight in schools. Many students walk in emotionally drained or mentally scattered, still transitioning out of whatever their weekend held. Some return from chaotic environments... the arguments they overheard, the responsibilities they managed alone, the exhaustion that didn’t fade. For many, school is the one place that offers predictability and safety.”

Clementina Jose (see item #5)

“Some critical thinking skills will become more valuable because they cannot (yet) be outsourced to AI. The proliferation of ‘cheap intelligence’ (more code, text, and images than ever before) means that the skills of discernment, evaluation, judgment, thoughtful planning, and reflection are even more crucial now than before.”

Karen Thornber in [“Is AI Dulling Our Minds?”](#) in *The Harvard Gazette*, Nov. 13, 2025

“The contrast for me is between doing things better and doing better things... One of the traps of GenAI, even when you’re doing it well, is that if you’re using it just to do the same old stuff better and quicker, you have a faster way of doing the wrong thing.”

Christopher Dede in *ibid.*

“The classroom is a gymnasium, and I am your personal trainer.”

Catherine Hartmann, quoted in [“Professors Are Turning to This Old-School Method to Stop AI Use on Exams”](#) by Joanna Slater in *The Washington Post*, December 12, 2025

“I would literally take an oral exam any day over a regular pen-and-paper exam. You’re there all by yourself, face to face with your professor, using your knowledge.”

Carley King, a college student, quoted in *ibid.*

“Success isn’t enough to generate motivation. How students attribute the *cause* of that success matters too. Motivation grows fastest when students accurately attribute their success to things in their control: their strategies, effort, and approach.”

Peps Mccrea in [“Accurate Attribution”](#) in *Evidence Snacks*, December 11, 2025

“Differences in intelligence arise from processes that involve genes, brains, and environments in complex ways that we can’t untangle in individual people. Is that 10-year-old algebra whiz a prodigy because of her genes, her teachers, her nutritional regimen, her tiger mom, or some combination? Neither scientists, teachers, nor parents have any idea.”

Eric Turkheimer and Daniel Willingham in [“Ask the Cognitive Scientist: What Do IQ Scores Mean?”](#) in *American Educator*, Winter 2025-26 (Vol. 49, #4, pp. 1-15)

“Can teachers increase a child’s IQ? The way we’ve conceptualized IQ, this question amounts to asking, ‘Can teachers succeed in making children better thinkers and learners?’ Once you ask it that way, two answers are obvious: (1) Of course we can, and (2) It ain’t easy.”

Eric Turkheimer and Daniel Willingham (*ibid.*)

1. This Year’s Most Important Educational Research Findings

In this *Edutopia* article, Youki Terada and Stephen Merrill summarize the ten K-12 studies they believe were the most significant in 2025:

- *Cellphones in classrooms* – A study on 10 college campuses in India tracked the results of having students put their cellphones in wooden boxes during instruction. Classes without cellphones produced better academic results than those with cellphones, especially with new and struggling students. There were fewer instances of disruptive behavior and teacher-student relationships improved. A study in Florida high schools showed similar results, and also found fewer unexcused student absences.

- *Math word problems* – Multi-step problems – for example, calculating the gas, food, and lodging costs of a family road trip – flummox many students. That’s because of the demands they put on working memory, overloading kids’ cognitive bandwidth. The standard approach – having students highlight key words – is only marginally helpful. A 2025 study

found a better approach: students sketch diagrams on a notepad, categorize key information, and annotate the problem with arrows or labels. This offloads information, breaks the problem down, and focuses students on a smaller set of factors so they can translate the story into solvable math.

- *Microbreaks* – New research in the U.K. reinforces previous findings that short brain breaks dramatically improve student attention and performance. Everyone’s mind wanders when attempting to master challenging material – that’s an immutable fact of life. The best way to maintain focus over time is to chunk learning and take short, informal breaks every 10-15 minutes. During breaks, students might close their eyes, chat quietly with a classmate, stretch, or take a drink of water.

- *Paper writing versus typing* – A study of 5-year-olds found that writing by hand helped build cognitive frameworks as students learned their letters and decoded and learned to recognize words. Compared to students who typed answers to questions, the hand-writers did significantly better at alphabetic and orthographic skills. A 2020 study of older students’ brains showed telltale evidence of deeper learning when kids wrote words instead of typing them. Handwriting is an “important tool for learning and memory retention,” said the researchers.

- *Helping students* – A tricky decision for teachers and other adults is how much frustration – productive struggle – is right for children as they learn. A new study shows that intervening too early can inadvertently tell students that success is beyond their ability and dampen confidence and willingness to take intellectual risks next time. As early as kindergarten, the researchers found, kids become less motivated to persist with difficult tasks after an adult steps in to “help.” The key is restraining that urge, perhaps giving hints and pointing kids in the right direction – and sometimes smiling and walking away.

- *AI and special education paperwork* – A 2025 study showed that experienced special education teachers who used artificial intelligence to help write IEPs saved time without sacrificing quality. External evaluators who compared IEPs generated “by hand” and using GenAI (drawing on the same information on each student) found no significant differences. Teachers agreed – and were grateful for the time saved to work directly with students.

- *Recess* – A study compared 130 fourth-graders who received either 30 or 45 minutes of daily recess. A chemical analysis of their hair provided data on stress levels: students who had more recess had significantly less cortisol stored in hair strands, showing less stress. This reinforces decades of research showing that frequent, unstructured outdoor recess produces happier, more socially competent children.

- *Relationships* – Two new studies confirm that the combination of high expectations and trusting teacher-student relationships is an engine for improved classroom performance – academic and behavioral. The first study found this was equally true for girls and boys and was most pronounced in middle and high school. The second study reinforced the importance of comprehensive SEL programs in grades 1-12, with a clear impact on academic achievement. “Students who feel a sense of belonging within the school community are more successful academically,” said the authors.

- *Preparing for teaching* – Researchers compared traditional teacher preparation programs that emphasized study and discussion with practice-based programs using observation of expert teachers and role-playing realistic scenarios with immediate feedback. The study found a clear advantage for the latter in terms of preparing new teachers for classroom realities.

- *Working with GenAI* – A study of 1,000 ninth, tenth, and eleventh graders found that when given free rein to use ChatGPT to solve grade-level math problems, students performed well in practice sessions but quickly forgot what they’d “learned” and did poorly on a closed-book test on the material. A 2025 MIT study measured college students’ brain activity with EEG machines as they wrote essays and found a similar pattern. Stunningly, a few minutes after writing their essays, only 17 percent of students could remember a single sentence they’d written. A control group of students who used search engines or wrote essays without AI did much better, recalling sentences at an 83 and 89 percent level, respectively.

Terada and Merrill note that some studies found value in chatbots that ask probing questions, withhold answers, act as tutors, and help revise students’ original essays.

[“The 10 Most Significant Education Studies of 2025”](#) by Youki Terada and Stephen Merrill in *Edutopia*, December 4, 2025

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2. Seven Ways Memory Can Play Tricks on Us

In his book *The Seven Sins of Memory*, Harvard psychologist Daniel Schacter describes glitches in human memory – *transience, absent-mindedness, blocking, misattribution, suggestibility, bias, and persistence*. Here is Schacter’s analysis of each of the seven “sins” and the research behind them:

- *Transience* – the weakening or loss of a memory over time – for example, forgetting a movie we saw last week, or a gift we received last year. In the late 1800s, pioneering psychologists studied the loss of retention over time and proposed the “forgetting curve,” showing how most new information is lost unless it’s repeatedly retrieved and reinforced. Schacter explores various ways of countering transience and ponders whether we are harming our powers of memory by relying on Google, Instagram, and GPS to get the information, archive our experiences, and drive from one place to another.

- *Absent-mindedness* – a breakdown of the connection between attention and memory. A dramatic example is Yo-Yo Ma leaving his \$2.5 million cello in the trunk of a taxi (fortunately the police were able to track down and recover the instrument). “We spend a great deal of our lives on autopilot,” says Schacter, “which helps us to perform routine tasks efficiently, but also renders us vulnerable to absent-minded errors.” In classrooms, students’ wandering minds and forgetfulness are a source of constant frustration to teachers; the most effective teachers have devised ways of having students systematically retrieve information until it’s embedded in long-term memory.

- *Blocking* – this is when the name of a person we know well, or a well-remembered fact, is on the tip of our tongue; we can describe it and even remember the first letter but we

can't retrieve it. During a 2011 presidential debate, Texas governor Rick Perry was unable to remember a very important piece of information – the third department he would eliminate if elected – which pretty much ended his political ambitions.

- *Misattribution* – assigning a memory to the wrong source – for example, recalling aspects of an event but attributing them to the wrong source, also faulty déjà vu and unintentional plagiarism. This is far more common than most people realize and can have profound implications with mistaken eyewitness identification in criminal cases. Schacter explores whether it's possible to use neuroimaging to tell real from false memories.

- *Suggestibility* – “Our memories are sometimes permeable to outside influences,” he says. “Leading questions or feedback from other people can result in suggested false memories of events that never happened.” People can claim with great confidence that traumatic events happened that didn't; like misattributions, this can be pivotal in accusations of past misdeeds. Young children can be especially susceptible, and with adults, it's surprisingly easy to get people to confess to misdeeds they didn't commit.

“We tend to think of memories as snapshots from family albums that, if stored properly, can be retrieved in precisely the same condition in which they were put away,” says Schacter. “But we now know that we do not record our experiences the way a camera records them.” As we retrieve memories, we recreate or reconstruct them, adding feelings, beliefs, or even knowledge we picked up afterward, distorting our memories in interesting ways.

- *Bias* – “We often edit or entirely rewrite our previous experiences,” says Schacter, “unknowingly and unconsciously – in light of what we now know or believe. The result can be a skewed rendering of a specific incident, or even of an extended period of our lives, which says more about how we feel *now* than about what happened *then*.” We might edit a memory to be consistent with what we believe now – for example, romantic partners recalling liking or loving each other at different points in the past.

There's also egocentric bias, in which people remember the past in a self-enhancing manner; stereotype bias, in which impressions of a group distort how members are viewed and treated; and implicit bias in which people harbor unconscious beliefs that lead to hurtful comments and actions around race, class, and ethnicity. Schacter also explores how repeated exposure to fake news can skew how people view actual events.

- *Persistence* – this can be the most debilitating of the seven sins: not being able to get disturbing information or events out of our heads. “Persistence thrives in an emotional climate of depression and rumination and can have profound consequences for psychological health,” says Schacter. “The force of persistence is greatest after traumatic experiences, wars, natural disasters, serious accidents, childhood abuse.” Paradoxically, it's possible that retrieving, talking through, and re-storing disturbing memories may help to resolve the problem of persistence.

Are these seven memory problems design flaws in the way our brains have evolved? Not so, says Schacter. “To the contrary, I contend that each of the seven sins is a by-product of otherwise desirable and adaptive features of the human mind.” For example, *persistence* (not

being able to get an unpleasant event out of our head) is an example of memory working *too* well.

“Rather than portraying them as inherent weaknesses or flaws in system design,” Schacter concludes, “I suggest that they provide a window on the adaptive strengths of memory. The seven sins allow us to appreciate why memory works as well as it does most of the time, and why it evolved the design that it has... I try to show why memory is a mainly reliable guide to our pasts and futures, though it sometimes lets us down in annoying but revealing ways.”

The Seven Sins of Memory: How the Mind Forgets and Remembers by Daniel Schacter (Mariner Books, 2021); Schacter can be reached at dls@wjh.harvard.edu.

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3. Thinking Differently About Rigor in Classrooms

“In education, rigor refers to the level of cognitive challenge and academic demand placed on students in their learning experience,” say James Marshall, Douglas Fisher, and Nancy Frey (San Diego State University) in this article in *Journal of School Administration Research and Development*. “It involves teaching, learning, and assessment processes that encourage students to understand deeply, think critically, and apply knowledge in complex, novel, and meaningful ways.”

Marshall, Fisher, and Frey push back on five common misconceptions about rigor in K-12 schools:

- *Rigor means more homework and harder tests*. True rigor, they argue, is about the quality, not the quantity, of the work students do.
- *Rigor is only for “gifted” students*. On the contrary, it’s about appropriately challenging all students.
- *Rigor is just about academic content*. In fact, it’s about work across the curriculum, including the arts and humanities.
- *Rigor means traditional, teacher centered pedagogy*. “This view neglects the effectiveness of interactive and student-centered teaching methods in promoting deep learning,” say the authors.
- *Rigor precludes creativity and enjoyment*. Actually, they say, “true rigor should engage students’ interests and passions, integrating creativity and enjoyment with challenging content to motivate and enhance learning experiences.”

Marshall, Fisher, and Frey then present the RIGOR Walk – a tool (and acronym) for designing, observing, and enhancing effective classroom instruction. Here are the components:

- *Relationships* – Positive interactions between teachers and students, and among students, are essential to good learning, say the authors. “Such relationships foster a supportive and trusting atmosphere where students feel safe to engage, inquire, and learn from their errors.”

- *Instruction* – Effective classrooms transcend the traditional teacher-centered, lecture-based model, selecting from a wide repertoire of evidence-based strategies that serve to foster and scaffold effective learning. A key component is checking for understanding and constantly fine-tuning instruction.

- *Goals* – Aligned to grade-level expectations, these provide clear direction for a wide range of activities, a roadmap for teachers, a detailed description of learning outcomes, and a way for students to assess their progress, seek feedback, and ultimately succeed.

- *Organization* – “A well-organized classroom environment provides students with predictable structures and routines,” say Marshall, Fisher, and Frey, “which can significantly enhance their learning experience by reducing distractions and confusion.” Part of this is access to learning materials, flexible grouping, and accommodations. The classroom environment can be seen as a “third teacher,” alongside the instructor and classmates.

- *Relevance* – This “extends beyond merely informing students about the future utility of their education,” say the authors. “It encompasses the creation of learning experiences that are responsive to students’ backgrounds and lived experiences, making the learning process personally significant. Tasks within the educational setting must therefore be meaningful, integrating real-life contexts that resonate with the students’ own experiences. Relevance includes students’ lived experience and cultural background and is best manifested when students can articulate what the curriculum means to their lives and futures.

Marshall, Fisher, and Frey have begun the process of validating the RIGOR framework through classroom visits and further research. So far, they say it has good face validity and is helpful in rehabilitating the idea of rigor among teachers and leaders.

[“RIGOR Walks: Development and Initial Validation of a Framework to Support Rigorous Learning Environments”](#) by James Marshall, Douglas Fisher, and Nancy Frey in *Journal of School Administration Research and Development*, Spring 2025 (Vol. 10, #1, pp. 13-20); the authors can be reached at marshall@sdsu.edu, dfisher@mail.sdsu.edu, and nfrey@mail.sdsu.edu.

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4. Black Girls’ Sense of Belonging in Advanced Middle-School Math Classes

In this article in *Urban Education*, Brooke Harris-Thomas (University of Michigan/Dearborn) and Cary Roseth (Michigan State University/East Lansing) report on their study of key factors in African-American girls’ sense of belonging in seventh-grade math classes. The study took place in a junior high school in a small midwestern U.S. city in which black students were about 15 percent of the student population. The ten girls in the study were in advanced math classes based on state test scores and specific requests.

Harris-Thomas and Roseth had the girls write a “math autobiography” (*What is your earliest memory of doing math? Who was your favorite math teacher and why?*), observed classes, and conducted semi-structured interviews. Here’s what students said:

- *Belonging means you can be yourself.* The students said they didn’t feel they needed to “wear a mask” in math classrooms. They seemed unaffected by stereotypes about how they would act. One girl said, “You don’t feel like you have to hide anything.” Another said, “You

don't have to act like somebody else.”

- *Belonging means fitting in.* “Like you're supposed to be there,” is how one participant put it; their presence was not only welcomed but expected.

- *Belonging means you want to be there.* This had a lot to do with students' sense of competence – that they had earned their spots in advanced classes through their interest, desire, and willingness to do challenging math.

- *Belonging depends on how easy the math feels.* When students were doing well, they felt good about being in the class, but when they struggled with new concepts, their sense of belonging was undermined. In other words, a sense of competence, which fluctuated from day to day, felt like a prerequisite of belonging.

- *Teachers are a key factor.* “Every participant in this study referenced at least one teacher as either supporting or thwarting their sense of belonging within the math classroom,” say the researchers. “Positive teacher-student relationships, characterized by respect, kindness, and connection, can increase students' sense of belonging,” say the authors. But “when the participants sensed inequity, favoritism, or unfairness, it created an unwelcoming environment in which cognitive resources had to be diverted from learning and refocused on identity-related safety.”

- *Peer social connections are also important.* The fact that the same student groups travelled together to all their core subjects helped form good connections and a sense of belonging. Connecting with friends was helpful, even if it was just saying hi in the hallways between classes.

- *Academic support makes a big difference.* “Whether from the teacher or a trusted peer, the participants needed to feel they had support when it came to their mathematics learning,” say Harris-Thomas and Roseth. One girl who did not feel that kind of support at one point said, “Oh my gosh, I don't belong here. It's too hard.” A key factor in successful classes was a teacher-created culture in which making mistakes was okay, an expected part of getting better.

Harris-Thomas and Roseth conclude with these recommendations for middle-school math teachers:

- Prioritize establishing positive, caring relationships with all students.
- Provide support during and outside class time – and not just by asking the class who needs help, which makes some students reluctant to raise their hands for fear of appearing incompetent.
- Orchestrate small-group work time.
- Reinforce success and nurture a sense of competence and mastery.
- Use the language of mastery versus student-to-student competition.

[“Determining Whether I Want to Belong: Seventh-Grade Black Girls' Conceptualization and Identification of Sources of Belonging Within the Math Classroom”](#) by Brooke Harris-Thomas and Cary Roseth in *Urban Education*, January 2026 (Vol. 61, #1, pp. 102-139); the authors can be reached at harristhomasbrooke@gmail.com and croseth@msu.edu.

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5. Easing Into a New School Week

“Mondays carry a different kind of weight in schools,” says Clementina Jose in this article in *Edutopia*. “Many students walk in emotionally drained or mentally scattered, still transitioning out of whatever their weekend held. Some return from chaotic environments... the arguments they overheard, the responsibilities they managed alone, the exhaustion that didn’t fade. For many, school is the one place that offers predictability and safety.” Jose has these suggestions for cushioning a new week:

- Low-key transition activities – A quiet journaling prompt, a reflective question tied to a photo or quote, a quick preview of the week’s activities, or a few minutes for students to organize their materials – all of these are helpful. “How students feel at the start of the day tends to shape how they show up for the rest of it,” says Jose.

- Checking in without putting students on the spot – Asking the class, “How’s everyone doing today?” usually gets a glib and in some cases less-than-honest response – “I’m good.” Better to have a non-verbal way of indicating overall state of mind and then the teacher checking in individually with students who seem out of sorts.

- Returning to what seems familiar – “Even a two-day break can disrupt the rhythm that students depend on,” says Jose. “Routines that felt natural on Friday may feel distant on Monday.” That’s why it’s a good idea to revisit key procedures and values – for example, “This week we lead with kindness.”

- The power of adult tone and presence – At the beginning of the week, says Jose, “Students need charm more than charisma.” They need steadiness, not overbearing heartiness – something like, “Take a minute to settle in. I’m glad you’re here.” It can set a negative tone if students are immediately scolded for behavior the minute they walk in.

- Don’t forget the adults – “Mondays can feel heavy for educators as well,” says Jose. “Schools function best when staff feel steady enough to offer steadiness. Adult emotional safety is a student-support strategy.” People need a protective buffer before students arrive, not a lot of new demands.

[“Strategies to Help Students Transition Into the Week”](#) by Clementine Jose in *Edutopia*, December 11, 2025

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6. Why Is Spelling Not Part of Most Universal Dyslexia Screeners?

In this article in *The Reading Teacher*, Taylor Seymour (Texas A&M University/ College Station) and five colleagues say that given the integral role of spelling in children’s literacy development, spelling should be included in universal dyslexia screening assessments. But a thorough study found that only nine of the 20 most commonly used K-3 screeners have a spelling measure that provides data on that area:

- Acadience Reading
- aimswebPlus

- Amira
- EarlyBird
- Istation's Indicators of Progress
- iSTEEP
- mCLASS DIBELS 8th Edition
- NWEA MAP Growth
- STAR Early Literacy

In some of these assessments, the spelling component is optional, and only one has progress monitoring forms for spelling.

Why is spelling not included in so many literacy screeners? The researchers believe it's because:

- Spelling is viewed as similar to reading and redundant with other measures.
- Spelling is too advanced for young children, especially kindergarteners.
- Spelling assessments are time-consuming to score.

It's not just dyslexia screeners that skimp on spelling, say Seymour et al. In many primary-grade reading classes, spelling is insufficiently assessed.

"These findings are quite concerning," they say, "due to the extensive research that indicates that there are numerous reasons why spelling is important and should be included in early literacy assessments." Specifically:

- Children's spelling is their language written down, providing direct evidence of their knowledge of phonology, orthography, and morphology.
- Research has repeatedly shown that children's spelling ability predicts later literacy achievement.
- Spelling instruction in the primary grades has been shown to improve students' spelling, reading, and writing.
- Many definitions of dyslexia explicitly mention spelling as a primary difficulty.
- Spelling assessments can be used to identify students at risk for reading difficulties and inform effective interventions to prevent future literacy problems.

The researchers conclude with these recommendations:

- All assessment creators should include spelling in their dyslexia screeners.
- If they're not already doing so, educators should choose dyslexia screeners with a spelling component and put the spelling data to work in classrooms.
- Researchers should address this research-to-practice gap going forward.

["Universal Screeners for Dyslexia: Where Is the Spelling?"](#) by Taylor Seymour, Ramona Pittman, Emily Binks-Cantrell, Morgan Rooze, Pamela Moura, and Malatesha Joshi in *The Reading Teacher*, January/February 2026 (Vol. 79, #4, pp. 1-34); Seymour can be reached at tseymour@tamu.edu.

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7. Beware of Superficial Indicators of Student Engagement

In this *Education Week* article, Rebecca Huggins says administrators visiting classrooms may believe learning is taking place if they see:

- Students actively working in small groups, “learning by doing”;
- A class having a lively discussion;
- Students engaged in creative activities they initiated.

Unfortunately, says Huggins, these are “surface-level indicators of learning and they can be misleading. Activity doesn’t always mean understanding.”

What are better indicators? “Explicit modeling, deliberate practice, and timely, targeted feedback,” she says. “Durable learning depends on *effortful*, spaced, and varied practice. Sometimes students learn most in quiet moments of concentration...”

[“The Three Big Misconceptions About Student Engagement”](#) by Rebecca Huggins in *Education Week*, December 5, 2025

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If you have feedback or suggestions, please e-mail kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers early Tuesday (there are 50 issues a year). Every week there's a podcast and HTML version. Artificial intelligence is not used.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Cult of Pedagogy
District Management Journal
Ed Magazine
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Exceptional Children
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Kappan (Phi Delta Kappan)
Knowledge Quest
Language Arts
Language Magazine
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
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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