

Marshall Memo 442

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

June 25, 2012

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Quotes of the Week

“Ingenuity is often misunderstood. It is not a matter of superior intelligence but of character. It demands more than anything a willingness to recognize failure, to not paper over the cracks, and to change. It arises from deliberate, even obsessive, reflection on failure and a constant searching for new solutions. These are difficult traits to foster – but they are far from impossible ones.”

Atul Gawande (see item #1)

“I talked too much.”

Larry Ferlazzo critiquing a segment of a videotaped lesson (see item #3)

“Remember that the person doing the work is the one growing the dendrites.”

A poster in Larry Ferlazzo’s California classroom (*ibid.*)

“In most cases, commanders should tell subordinates what to do, not how to do it.”

Lieutenant Colonel Lawrence Shattuck (see item #2)

“Given the number of words children can acquire, we contend that limiting vocabulary instruction to teaching a few words each week fails to capitalize on human language potential and may deprive all children of opportunities to develop more robust vocabularies.”

Edna Brabham, Connie Buskist, Shannon Coman Henderson, Timon Paleologos, and Nikki Baugh (see item #4)

“The great thing about collecting words is that they’re free; you can borrow them, trade them in, or toss them out. Words are lightweight, portable, and they’re EVERYWHERE!”

Susan Woolridge (quoted in *ibid.*)

1. Atul Gawande on How to Get Better

In his second book, *Better: A Surgeon's Notes on Performance* (which I highly recommend), Atul Gawande presents the three core challenges in medicine – which can be applied, with slight modifications, to education:

- *Diligence* – This means, he says, “giving sufficient attention to detail to avoid error and prevail against obstacles. Diligence seems an easy and minor virtue. (You just pay attention, right?) But it is neither. Diligence is both central to performance and fiendishly hard...”

- *Doing right* – “Medicine is a fundamentally human profession,” says Gawande. “It is therefore forever troubled by human failings, failings like avarice, arrogance, insecurity, misunderstanding.”

- *Ingenuity* – This is about “thinking anew,” he believes. “Ingenuity is often misunderstood. It is not a matter of superior intelligence but of character. It demands more than anything a willingness to recognize failure, to not paper over the cracks, and to change. It arises from deliberate, even obsessive, reflection on failure and a constant searching for new solutions. These are difficult traits to foster – but they are far from impossible ones.”

Better: A Surgeon's Notes on Performance by Atul Gawande (Henry Holt & Company, 2007)

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2. “Commander’s Intent” in the U.S. Army (an Oldie but Goodie article)

In this intriguing 2000 article in *Military Review*, West Point professor Lieutenant Colonel Lawrence Shattuck takes a critical look at the U.S. Army’s long-standing policy of communicating the “Commander’s Intent” to soldiers when they go into battle. The idea is for front-line troops to be clear about the overall objective so that if things go wrong and there isn’t time to check in with superiors (battle is always marked by confusion and ambiguity), soldiers can quickly adapt and keep pursuing the objective in unscripted ways. The philosophy underlying Commander’s Intent is that front-line people need to be empowered and trusted to use their judgment and creativity in the face of unexpected events. Subordinates also need to be able to trust that if they deviate from the original plan in service of the overall objective, their superiors will support them. [As you read, you might ask yourself how and when this applies to K-12 schools.]

Shattuck believes the original idea of Commander's Intent has been diluted in the Army in two important ways. The overall goal of every mission is supposed to be communicated clearly and concisely down through the ranks, but some Commander's Intent statements are 484 words long! These long-winded officers can't resist dictating the *how-to* as well as the *what*, thereby micromanaging their troops and putting them at a disadvantage because they have no flexibility to adapt when the enemy does something tricky. At the other extreme, some commanders give *too much* flexibility to their troops and don't articulate and coordinate an overall strategy. The happy medium is a good overall strategy, clear goals for each unit, and flexibility when things go wrong.

The second dilution of Commander's Intent, Shattuck believes, is that higher-ups haven't understood the importance of the human element between commanders and subordinates. This requires an understanding of social norms, expectations, trust, and close-in knowledge of colleagues in arms. "To incorporate these elements," he says, "a commander must impart his presence to his subordinate commanders." This doesn't mean just getting on the smartphone or radio or computer; it means explaining the thinking behind the Commander's Intent and getting to know subordinates well enough so they can get inside the commander's head and will respond the same way in a similar situation.

Shattuck says five factors are crucial to a superior officer "imparting presence" to subordinates:

- *Start early.* From Day One, commanders should get to know subordinates, help them understand what the boss values and why, and establish a healthy professional climate.

- *Establish acceptable operating limits.* "In most cases," says Shattuck, "commanders should tell subordinates what to do, not how to do it. At the same time... subordinates usually are not free to accomplish the task in any manner they choose... By establishing the operational boundaries, commanders provide subordinates the freedom to act and the knowledge of what is acceptable and what is not."

- *Explain your rationale.* It's not enough to tell subordinates what to do and why to do it, says Shattuck. Commanders should explain how they reached the decision. "Explaining the rationale helps subordinates understand and develop similar patterns of thought. Frequent interaction – formal and informal, professional and social – will provide subordinates additional opportunities to learn how their commanders think."

- *Get feedback often.* "The potential for misunderstandings is great when the commanders and subordinates do not agree – and are not aware that they do not agree – on the meaning of doctrinal terms," says Shattuck. Commanders need to constantly check for understanding.

- *Recognize individual differences.* Commanders need to know who can be trusted with more latitude and who needs more detailed instructions.

"Communicating Intent and Imparting Presence" by Lieutenant Colonel Lawrence Shattuck in *Military Review*, March/April 2000, <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA522123>

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3. A Teacher Learns from His Students' Analysis of a Classroom Videotape

In this important article in *Teacher*, California high-school teacher Larry Ferlazzo tells how he and his colleagues view videotapes of their classes with an instructional coach (this is not part of teachers' evaluations). "The chance to closely examine my teaching 'at a distance' has been one of the most significant professional-development experiences I've had," says Ferlazzo. "In concept, it's far different from the massive Gates Foundation-funded effort to videotape teacher lessons and have them evaluated (using checklists) by people who have never visited the school nor developed any kind of relationship with the teacher..."

Ferlazzo describes how he began to involve students in the process. One day in December, he prepared a group of ninth-graders to watch video clips from a lesson he'd taught them a few weeks earlier. "Today is an opportunity for you to challenge and push me to become a better teacher," he said, "and a time for you to challenge and push yourselves to be better learners." Students were asked to keep the school's teaching goals in mind as they watched the video:

- *Leaning in* – When we are engaged, we are leaning forward, not slouching back.
- *Who's doing the work?* – Students are working and learning, not sitting back listening to the teacher.
- *Everybody has a job* – All students are working all the time, listening and taking notes or annotating, asking questions, reading, etc.
- *Tools of the scholar* – Almost all the time, students have a writing tool in hand – pen, pencil, highlighter.
- *Multiple touches on text* – We read the same text multiple times in different ways to deepen our understanding.
- *Changing trajectories* – Teachers work hard so students can accomplish their dreams.

Students then watched a five-minute clip in which Ferlazzo introduced an activity. They jotted down their reactions, shared them with a partner, and then reported out to the whole class.

At first, students were uniformly positive about how Ferlazzo had handled the segment and how well students had followed the school's norms. But one boy said something under his breath. Ferlazzo asked him if he would be willing to share it with the class, and after a moment of hesitation, he did: "Mr. Ferlazzo talked too long."

"A line had been crossed," said Ferlazzo, "and students were clearly wondering what would happen next." He surprised them by sharing his own analysis of the videotape from an earlier viewing: "I talked too much." Students began to open up. They said he sometimes spent too much time giving instructions and that was boring because he was doing all the work and they were sitting passively for far too long without a job. Analyzing the breakdown of class time, there were 35 minutes on Ferlazzo's introduction, 30 minutes of active student work in groups, and 35 minutes of teacher closure. The school's ideal was 15:70:15.

Students then viewed another clip in which they were working in groups. This time the criticisms came more quickly: "We were leaning back when the person was reading," said one student. "Sally was making noise with her pen instead of listening," said another. "Most of us didn't have a pencil in our hand," said a third. After viewing yet another clip, students had a

mix of comments: “We were all doing our work.” “Mr. Ferlazzo didn’t talk as much, but he did talk when we were trying to write.” “We were all writing and following directions.”

“There was a sense of an ‘aha’ moment among my class,” says Ferlazzo. “Students hadn’t been lectured to about how they needed to act and be serious learners. In the period of a few minutes, they had actually seen video showing themselves when they were serious learners and when they were not.”

At the end of the class, students were asked what could change to ensure that everyone was learning at the highest level. “Mr. Ferlazzo has to stop over-explaining and talking so much,” said one student. “I have to work harder and not get distracted,” said another.

Ferlazzo hung a new poster in his classroom with the school’s instructional criteria and began to make a point of checking in with students every day on how he’s doing at being more succinct and how they’re doing at being active learners. Under the poster is a new slogan: *Remember that the person doing the work is the one growing the dendrites.*

“Videotaping Teachers the Right Way (Not the Gates Way)” by Larry Ferlazzo in *Teacher*, Jan. 18, 2011, <http://bit.ly/eYzY00>

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4. Building Vocabulary in Primary-Grade Classrooms

In this helpful article in *The Reading Teacher*, Edna Brabham (Auburn University), Connie Buskist (Auburn University Montgomery), Shannon Coman Henderson (University of Alabama/Tuscaloosa), Timon Paleologos (Troy University), and Nikki Baugh (Columbus, GA 1st-grade teacher) present ways to fill elementary classrooms with words and boost the vocabularies and reading proficiency of all students. “Systematically flooding classrooms with dozens of novel vocabulary words each day has the potential to expand word learning for students with rich vocabularies and accelerate vocabulary acquisition for students with less-developed vocabularies,” say the authors. “Understanding the protean nature of vocabulary, our goals include not only creating great swells of vocabulary words for teaching, but also fostering readers’ fascination for learning more about the breadth and depth of words and language on their own.”

This contrasts with the traditional approach of teaching only 10-12 words a week (used by most basal reading programs). Average children learn 3,000 or more words a year, mostly haphazardly on their own, which means they’re soaking up 50-70 words a week. This shows what children are capable of, but a lot of those words don’t contribute to language proficiency. “Given the number of words children can acquire,” say Brabham, Buskist, Henderson, Paleologos, and Baugh, “we contend that limiting vocabulary instruction to teaching a few words each week fails to capitalize on human language potential and may deprive all children of opportunities to develop more robust vocabularies.”

The authors cite several recent studies showing that teaching lots more words produces robust gains in children’s vocabulary – especially with students who enter school with smaller vocabularies. But they caution that simply flooding students with a lot of new words isn’t

enough: “Teachers also need techniques for organizing and teaching an abundance of words in ways that help children absorb and learn copious amounts of vocabulary instead of drowning in the deluge... Children cannot be expected to learn new words unless they have an established concept or schema to which those words can be attached and assimilated.”

Brabham, Buskist, Henderson, Paleologos, and Baugh embrace three research-based steps to effective vocabulary instruction:

- Integration – Organizing words into semantically related clusters of new and already-known words (for example, *bad people, eating, speaking*);
- Repetition – Giving students lots of hands-on, minds-on encounters with these clusters in charts, wall displays, and elsewhere in the classroom;
- Meaningful use – “Having students verbally, visually, and physically explore degrees of word meaning, multiple meanings, and connections among words and the concepts they represent in their own reading and writing,” they say.

Here are some of the different ways the authors have seen these dimensions applied in classrooms:

- *Teaching new words for known concepts by starting with known words* – Following the lead of Nikki Baugh, the first-grade teacher on the team, the authors organized books into meaning clusters for read-alouds and follow-up classroom activities: Sizes, feelings, night/day, noises, speeds, and actions. Two examples:

- Noises: *No Jumping on the Bed!* by T. Arnold (Puffin 1987)
No More Water in the Tub by T. Arnold (Puffin 1995)
Koala Lou by M. Fox (Harcourt 1988)
Walk with a Wolf by J. Howker (Candlewick 1997)
The Leaf Men and the Brave Good Bugs by W. Joyce (HarperCollins 1996)
- Feelings: *The Way I Feel* by J. Cain (Scholastic 2000)
The Story of Ruby Bridges by R. Coles (Scholastic 1995)
Look Out, Bird! by M. Janovitz (North-South 1994)
The Day the Goose Got Loose by R. Lindbergh (Penguin 1990)
Nicholas, Where Have You Been? by L. Lionni (Alfred A. Knopf 1987)
The Kissing Hand by A. Penn (Tanglewood 1993)
If a Bus Could Talk: The Story of Rosa Parks by F. Ringgold (Aladdin 1999)
Sylvester and the Magic Pebble by W. Steig (Aladdin 1969)

During interactive read-alouds and discussions of each set of books, teachers had students collect clusters of words and write them in ovals (the students dubbed these “concept eggs”). Here’s what was in a concept egg for *big* words: *bigger, biggest, huge, tremendous, astronomical, massive, towering, immense, fantastic, gigantic, jumbo, monstrous, vast, galactical, titanic, broad, maximum, fabulous, giant, colossal, monumental, tall, hulking, stupendous, plump, mighty, magnificent, incredible, fat, mammoth, great, enormous*. In their writing, students playfully talked and wrote about towering turnips, colossal cucumbers and cauliflowers, enormous eggplants, and astronomical artichokes. They also developed a features analysis grid, with the *big* words on the vertical axis and degrees of bigness on the horizontal.

- *Teaching known and new words to build new concepts* – Concept eggs were also used to teach students abstract categories (hypernyms) – for example, *furniture* – that unite concrete words. “Unexplained links among common words such as *couch* or *sofa* or *cabinet* and unfamiliar terms such as *divan* and *cupboard* abound in children’s literature and serve as obstacles to comprehension for our students,” say the authors. One teacher had her upper-elementary students create a concept egg for *furniture* from read-alouds, independent reading, and homework (*chair, recliner, loveseat, davenport, sofa, couch, bookcase, armoire, chiffonade, sideboard, table, dresser, bench, credenza, highboy, wardrobe, stool, bookcase, chest, buffet, cradle, hutch, bed, chest*) and then create a grid with the pieces of furniture on the vertical axis and specific characteristics on the horizontal axis (*legs, cushions, shelves, drawers, surface to put things on, surface for sitting, low, high*). Students then marked the characteristics of each piece of furniture.

- *Teaching new meanings for known words* – Another way of building students’ breadth and depth of vocabulary is to learn multiple meanings of words. This is key for students who have limited vocabularies (especially English learners), who tend to be unaware that many words change meaning when they move into different contexts; those “familiar words with new and confusing meanings present serious obstacles to reading comprehension,” say the authors. “Wide reading coupled with explicit instruction and assistance as students encounter the same words in a variety of texts allows them to explore multiple meanings and compare the unfamiliar meaning in a text with definitions and examples from dictionaries or glossaries to derive a best fit meaning for that context.” Teachers did this by creating word chains with meanings stapled and looped together as tails attached to kites, and also grids stringing out different possibilities – for example, for the word *light*, listing adjectives with the same meaning (*not heavy, moderate, slight, easy, pale*), verbs (*illuminate, stop flying, moving, ignite*), and nouns (*chandelier, rays from the sun, moon beams, candle flame*). “The amount of classroom wall and ceiling space may be the only limit to imaginative techniques for teaching new meanings for known words,” say the authors.

- *Clarifying and enriching meanings of known words* – During interactive read-alouds of books, teachers had students think about and act out the gradients of meaning among a list of related words – for example, having them write a word describing *speed* (*ran, slipped, settled, sledged*), wear it around their necks with a string, and then line up in order from slower to faster. An upper-elementary class created a grid with *mad* words on the vertical axis (*angry, peeved, furious, piqued, perturbed, agitated, enraged, provoked, irritated, virulent, irate, ireful, livid, tiffed, chafed, incensed, vexed, infuriated*) and looked at how far along the horizontal axis the characters in a story were (*just a little, somewhat, definitely, very, extremely, violently*).

The authors close with a quote from Susan Woolridge (1997): “The great thing about collecting words is that they’re free; you can borrow them, trade them in, or toss them out. Words are lightweight, portable, and they’re EVERYWHERE!”

“Flooding Vocabulary Gaps to Accelerate Word Learning” by Edna Brabham, Connie Buskist, Shannon Coman Henderson, Timon Paleologos, and Nikki Baugh in *The Reading Teacher*,

5. The Impact of Daily Interactive Writing on First-Grade Achievement

In this *Journal of Early Childhood Literacy* article, Kate Roth (Harvard Graduate School of Education) and Kathleen Guinee (Northeastern University) report on their study of Interactive Writing in six urban first-grade classrooms for a full school year. Interactive Writing is widely used in primary classrooms but hadn't been researched systematically before Roth and Guinee's study.

Interactive Writing is a daily, unscripted approach to teaching writing skills. First, the teacher and students come up with a short, meaningful text – for example, “In the summer we have vacation. We go to camp and to the beach, the pool, and amusement parks.” The class might also decide to write a short letter, record the results of a science experiment, summarize or extend a story, or label a mural. Next, the teacher shares the marker with students as they write the text onto an easel letter by letter, space by space, and word by word, continuously re-reading the text as it's written and discussing the writing skills being used. For example, the teacher might ask the student who came up to write the first two words, “Why did you write a capital I?” Roth and Guinee explain the Interactive Writing dynamic: “Children are viewed as apprentices who work alongside a teacher who is the expert writer. In addition to guiding children in the act of writing, the teacher might ‘think aloud’ to model for the children processes related to writing, such as how to spell a word, how to form a letter, or how to revise.”

Interactive Writing took the teachers in this study 7-14 minutes a day and was used to complement and strengthen the Writers Workshop segment of the literacy block. “During Interactive Writing,” say Roth and Guinee, “children are more supported by an adult in their writing development, and the actual instruction is more multifaceted than during a Writing Workshop mini-lesson, which is designed to address a single particular topic related to writing, often specific to writing craft (e.g., how to write a good lead sentence or using descriptive words to make writing more interesting)... During Interactive Writing, children have a balance of explicit instruction and authentic participation in meaningful writing activities.”

What did Roth's and Guinee's study find? Students whose teachers used Interactive Writing started lower than the control group in independent writing proficiency and surpassed them by the end of the study. Interactive Writing students made greater gains in nine out of ten writing subcomponents: Ideas, organization, word choice, sentence fluency, spelling of high-frequency words, spelling of other words, capitalization, punctuation, and handwriting (both groups did equally well on spacing skills). These gains came from an average of only 10½ minutes a day.

What accounts for such impressive results from so little instructional time? Roth and Guinee believe it's because Interactive Writing is systematic and explicit in addressing language conventions, concepts about print, types of writing, and writing traits; “instructionally

dense” (each lesson includes multiple goals); differentiated (the teacher is strategic about which students are called up to write letters and words); and involves meaningful text and an authentic context. “These teaching moments evolve from the teacher’s understanding of the students’ needs as opposed to following a set sequence,” say the authors, “and thereby allow all children to participate in a conversation about the details of print and how written language works. Further, the students are engaged throughout the lesson as members of a community of writers as they write over the course of the year on many topics and in many genres that are relevant to what they are studying across the curriculum.”

“Ten Minutes a Day: The Impact of Interactive Writing Instruction on First Graders’ Independent Writing” by Kate Roth and Kathleen Guinee in *Journal of Early Childhood Literacy*, September 2011 (Vol. 11, #3, p. 331-361), <http://ecl.sagepub.com/content/11/3.toc>

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6. Summer Reading Ideas for Secondary-School Students

“What summer reading needs to be is purposeful,” says New York City middle-school teacher Claire Needell Hollander in this *New York Times* article. “But how do we ensure purposeful independent reading given the low accountability of summer assignments? ...Reading literature should be intentional. The problem with much summer reading is that the intention is unclear.”

Younger students don’t need a lot of direction, she believes, since pretty much anything they read over the summer, including comics, will build their vocabularies and knowledge of the world. But middle- and high-school students need more structure if they are going to return in the fall with bigger vocabularies and more curiosity about the world around them. Hollander suggests sending older students off with a carefully-chosen list and not requiring book reports and sticky notes. She believes that accessible non-fiction and historical non-fiction books are more helpful than fiction – for example, reading *The Red Badge of Courage* adds more value than the *Hunger Games* series.

“Reading serious nonfiction in the summer is an immersion in the world of necessary ideas,” she says. “Students who have immersed themselves in real-world problems become excited by current events and history as well as literature. They can make connections between academic areas that are ordinarily divided. They will understand Dickens better for having read *Iqbal*, which tells the story of a boy who is sold into slavery at a carpet factory.”

For middle school students, Hollander suggests:

- *Facing the Lion* by Joseph Lemasolai Lekuton with Herman Viola;
- *A Long Way Gone* by Ishmael Beah;
- *Iqbal* by Francesco D’Adamo and Ann Leonori (a novel about a real person).

For upper-middle-school and high-school students:

- *Hiroshima* by John Hersey;
- *Night* by Elie Wiesel;
- *Fast Food Nation* by Eric Schlosser;
- *The Omnivore’s Dilemma* by Michael Pollan;

- *Girls Like Us* by Rachel Lloyd;
- *Behind the Beautiful Forevers* by Katherine Boo.

“These nonfiction books provoke students to desire an expanded world knowledge, to consider the flawed moral decision-making of the past and the imperiled morality of the future,” concludes Hollander. “They all contain high-level vocabulary, but not so much that a typical student might fail to grasp major points.”

“Some Books Are More Equal Than Others” by Claire Needell Hollander in *The New York Times*, June 24, 2012, <http://nyti.ms/L5XuiU>

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7. Transitional Chapter Books Featuring African-American Girls

In this article in *The Reading Teacher*, Jonda McNair (Clemson University) and Wanda Brooks (Temple University) bemoan the fact that there aren’t many transitional chapter books whose main characters are African-American girls. They sought out nine high-quality books with these specific characteristics:

- Written for children 8-11 years old;
- Written for children who read fairly independently but need to sharpen and extend their reading comprehension and critical-thinking skills as they transition from picture books to chapter books;
- Come in a series with a continuing cast of characters;
- Are under 100 pages, with illustrations throughout;
- Have short chapters and short paragraphs and are set in large type with generous spacing and large margins;
- Are written by female African-American authors;
- The main characters are 8-10-year-old African-American girls who are dealing with solidifying friendships, developing morality, fitting in, and valuing learning.

Here are the books that McNair and Brooks recommend for all upper-elementary classrooms:

- *Make Way for Dyanonde Daniel* by Nikki Grimes
- *Rich: A Dyanonde Daniel Book* by Nikki Grimes
- *Almost Zero: A Dyanonde Daniel Book* by Nikki Grimes
- *Nikki and Deja* by Karen English
- *Nikki and Deja: Birthday Blues* by Karen English
- *Nikki and Deja: The Newsy News Newsletter* by Karen English
- *Willimena Rules! How to Lose your Class Pet* by Valerie Wilson Wesley
- *Willimena Rules! How to Fish for Trouble* by Valerie Wilson Wesley
- *Willimena Rules! How to Lose Your Cookie Money* by Valerie Wilson Wesley.

“Transitional Chapter Books: Representations of African-American Girlhood” by Jonda McNair and Wanda Brooks in *The Reading Teacher*, May 2012 (Vol. 65, #8, p. 567-577), <http://onlinelibrary.wiley.com/doi/10.1002/TRTR.01084/abstract>; the authors can be reached at jmcnair@clemson.edu and wbrooks@temple.edu.

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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.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 43 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

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Publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Better Evidence-Based Education
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Kappa Delta Pi Record
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
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Teachers College Record
Teaching Children Mathematics
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice