Marshall Memo 723

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 12, 2018

In This Issue:

Quotes of the Week

"Before we consider measuring student engagement, we should ensure that what we teach is engaging."

Carol Ann Tomlinson (see item #1)

"Once a kid has had an idea, built a team, and changed her world, she's a changemaker. She has the power. She'll go on to organize more teams. She will always be needed."

David Brooks (see item #2)

"Regrettably, most schools and districts still have systems for 'sorting' students, which are often rooted in tracking legacies associated with race, income, ethnicity, gender, and language status."

Robin Avelar La Salle and Ruth Johnson (see item #6)

"In my own observations of high-school English classes that feature 'academic discussion,' I often see more of a focus on being academic than on having an actual discussion."

Jeremy Glazer (see item #5)

"Ending a case that electrified punctuation pedants, grammar goons, and comma connoisseurs, Oakland Dairy settled an overtime dispute with its drivers that hinged entirely on the lack of an Oxford comma in state law."

Daniel Victor (see item #9)

1. Carol Ann Tomlinson on Measuring What Matters Most

(Originally titled "Measuring Doesn't Come First")

In this *Educational Leadership* article, differentiation guru Carol Ann Tomlinson (University of Virginia) says that what we measure in schools is often trivial. What does matter? Here's her list:

- Students engaged deeply with ideas;
- Appreciating the power of the human mind;
- Valuing the humanity of all people with whom they share this planet;
- Articulating a dream and nurturing it wisely;
- Seeing responsibility as a means of improving the world around them;
- Seeking and appreciating beauty;
- Listening to understand and learn;
- Practicing caring, empathy, kindness, and generosity;
- Knowing the difference between a right and what's right;
- Developing a growing sense of self-efficacy and a healthy dose of humility;
- Seeing knowledge as the story of all the people who came before them;
- Finding knowledge in their own story;
- Coming to see themselves as innovators and problem solvers, able to contribute to solving the challenges that surround them;
- Becoming their best selves.

Getting to those outcomes, says Tomlinson, depends on a much broader definition of curriculum and major improvements in the affective world of schools – all of which precedes assessment. "Before we consider measuring student engagement," she says, "we should ensure that what we teach is engaging… Before we even consider measuring attributes like respect, empathy, and regard for the contributions of other people to our own development, we have to work with our students to create multifaceted learning scenarios that are complex enough to require those sorts of traits for success."

"Measuring Doesn't Come First" by Carol Ann Tomlinson in *Educational Leadership*, February 2018 (Vol. 75, #5, p. 90-91), http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Measuring-Doesn't-Come-First.aspx; Tomlinson can be reached at cat3y@virginia.edu.

Back to page one

2. David Brooks on "Changemakers"

In this *New York Times* column, David Brooks says that low-level, repetitive work is rapidly being taken over by machines. In the emerging economy, he believes, rule-followers who plod through mechanical work will find themselves out of work, and the advantage will go to *changemakers* – "people who can see the patterns around them, identify the problems in any situation, figure out ways to solve the problem, organize fluid teams, lead collective action and then continually adapt as situations change… It doesn't matter if you are working in the cafeteria or the inspection line of a plant, companies will now only hire people who can see problems and organize responses."

How can we develop this capacity in children? Imagine a 12-year-old girl telling a parent about an interpersonal problem at school. "This is a big moment," says Brooks. "You pause what you are doing and ask her if there's anything she thinks she can do to solve the problem, not just for this situation but for the next time it happens, too. Very few kids take action to solve the first problem they see, but eventually they come back having conceived and owning an idea. They organize their friends and do something. The adult job now is to get out of the way. Put the kids in charge. Once a kid has had an idea, built a team, and changed her world, she's a changemaker. She has the power. She'll go on to organize more teams. She will always be needed."

One of the key qualities of changemakers is cognitive empathy – the ability to perceive how people are feeling in evolving circumstances. Another quality is agency – the belief that you can and must make a difference. "Today," says Brooks, "schools have to develop the curriculums and assessments to make the changemaking mentality universal. They have to understand this is their criterion for success… Millions of people don't feel that they can take control of their own lives. If we could give everyone the chance to experience an agency moment, to express love and respect in action, the ramifications really could change the world."

"Everyone a Changemaker" by David Brooks in *The New York Times*, February 9, 2018, https://www.nytimes.com/2018/02/08/opinion/changemaker-social-entrepreneur.html

Back to page one

3. A Critique of How Slavery Is Taught

In this article in *Education Week*, Stephen Sawchuk reports on a paper just released by the Southern Poverty Law Center asserting that few U.S. students are being taught about slavery in a systematic and historically accurate way. Rather, students get fragments of the story, without context, often sanitized and sentimentalized, focusing on enslaved people's resistance and escape rather than the institution and its aftermath.

"They learn about Harriet Tubman, Sojourner Truth, or Frederick Douglass very early on as heroes who oppose slavery," says Maureen Costello, director of Teaching Tolerance. "And they are not taught what slavery is, until 4th or 5th grade, and often in surprising ways." Jackie Katz, a Massachusetts history teacher, adds, "Students who are struggling to understand

Black Lives Matter… can't fully understand it or invest in it without learning about slavery. Students have a lot invested in modern narratives about the American Dream."

The SPLC report is based on surveys of teachers and students, content standards from a sampling of 15 states, and a review of a dozen widely used high-school history textbooks. Among the findings of the survey of about 1,000 nationally representative high-school seniors:

- Less than 8 percent knew why Southern states seceded from the Union.
- Only 12 percent knew about the economic importance of slavery to the North.
- Only 18 percent could name an important result of Nat Turner's 1831 revolt.

The survey of teachers revealed a number of gaps in knowledge and coverage, including:

- Many felt deeply uncertain about the topic, wanting to spare children the brutality and avoid racial flash-points.
- Many worried about terrifying black students and inducing guilt or defensiveness in whites.
- Less than half said they used original documents in their teaching.
- Only a little over half taught about the continued legacy of slavery.

(How's your knowledge of slavery in the United States? Take this SPLC quiz to find out: https://www.splcenter.org/data-projects/how-much-do-you-know-about-american-slavery)

The Southern Poverty Law Center study said an underlying problem is that the textbooks and standards used in high-school history classes are not up to date on the academic scholarship about slavery produced over the last 20 years. Two state-specific textbooks were particularly remiss: the Texas and Louisiana secondary history books covered just 7 percent of the most important concepts. State standards in Washington, New Mexico, Kansas, Louisiana, Virginia, and New Jersey were missing 9 to 10 of the key concepts.

What do high-school students need to know about slavery? As a benchmark for its study, the Southern Poverty Law Center used ten concepts developed by historian Ira Berlin of the University of Maryland:

• Slavery, which predated European settlement, was important to all the colonial powers and existed in all of the European colonies in North America.

• Slavery and the slave trade were central to the development and growth of the economy across British North America and later, the United States.

• Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, the U.S. Supreme Court, and the U.S. Senate from 1787 through 1860.

• Slavery was an institution of power, designed to create profit for the slaveholder and break the will of the enslaved, and was a relentless quest for profit abetted by racism.

• Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.

• The experience of slavery varied, depending on time, location, crop, labor performed, size of slaveholding, and gender.

• Slavery was the central cause of the U.S. Civil War.

• Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product of, and legacy of, slavery.

• Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic, and folk traditions that continue to influence the nation.

• Knowing how to read and interpret the sources that tell the story of American slavery produces insights into some of what the enslaving and enslaved Americans created, thought, aspired to, and desired.

"States Are Teaching Flawed Lessons on Slavery, Says Study" by Stephen Sawchuk in *Education Week*, February 7, 2018 (Vol. 37, #19, p. 10); the full SPLC Report, "Teaching Hard History," is available at https://www.splcenter.org/20180131/teaching-hard-history.

Back to page one

4. An Innovative Approach to Discussing Race in a Michigan High School

In this article in *Phi Delta Kappan*, Donna Rich Kaplowitz and Jasmine Lee (Michigan State University/East Lansing) and Sheri Seyka (East Lansing High School) list the reasons that many teachers in a 1,100-student Michigan high school are reluctant to talk about race:

- Fear of being called a racist (the staff is overwhelmingly white, 40 percent of the students are nonwhite);
- Belief that not talking about race will ease racial tensions;
- Concern that talking about race is outside the scope of their content area;
- A belief that they're not adequately trained to conduct such conversations;
- Fear that parents will respond with anger and criticism.

"When teachers avoid conversations about race, however, negative consequences tend to follow," say Kaplowitz, Lee, and Seyka. Students talk about race constantly, and do so in ways that cause problems, including racial jokes and slurs. "Moreover," the authors continue, "when teachers and staff do nothing to intervene, they miss opportunities to model how one might challenge prejudice and discrimination when it occurs, and they signal a tacit acceptance of racial inequalities in and outside the school."

To address this situation, Michigan State University trained a group of undergraduates to conduct a series of lessons in the high school's classes. Over two years, a pair of university instructors co-taught two civic engagement classes of about 20 undergraduates each on race, racism, and facilitation skills. The college students began sitting in on high-school English classes, assisting the teachers and getting to know the high-schoolers. Once they were acclimated, the undergraduates were trained and coached to facilitate eight 55-minute lesson plans that included YouTube videos, short films, Jeopardy-style games, and other group activities and discussion prompts designed to get high-school students defining their own identities, building relationships across groups, and learning ways to intervene in intergroup conflicts. The sessions culminated in an open house in which the high-school students shared their experience with others in the school community.

How did this rather daring experiment go? Pre- and post-assessments and a mid-term survey showed significant gains on 14 of the 25 items assessed, including increased understanding of racial identities, the ability to think critically about racial issues, listen to

others with different perspectives, and intervene in racially tense situations. Asked to respond to having near-peer facilitators doing this work, 88 percent of high-school students were positive and only 11 percent negative, with the closeness in age being a major positive factor.

"Overall," conclude the authors, "the responses indicate that students believe they could access the difficult subject matter more comfortably having facilitators who were nearer to their age than a typical teacher." Before- and after- surveys of the college student facilitators showed equally positive responses, with some saying the experience was one of the best in their college careers. "This is the first class," said one student, "…where I feel like I was given tools to make a difference in the world."

"Looking to Near Peers to Guide Student Discussions About Race" by Donna Rich Kaplowitz, Jasmine Lee, and Sheri Seyka in *Phi Delta Kappan*, February 2018 (Vol. 99, #5, p. 51-55), www.kappanmagazine.org; the authors are at donnak@msu.edu, leejasm@msu.edu, and sheri.seyka@elps.us.

Back to page one

5. Classroom Discussions That Come Alive

"In my own observations of high-school English classes that feature 'academic discussion,'" says Jeremy Glazer (Stanford University) in this *Kappan* article, "I often see more of a focus on being academic than on having an actual discussion. Teachers put so much emphasis on the format and style of academic talk that students never actually get a chance to engage in a genuine exchange of ideas." Glazer is thinking of scripted phrases like "To summarize what's been said so far…" and "To build on what Elvia said…" – in other words, process goals like taking turns and paraphrasing each other's comments or listening actively, have become more important than substance.

Students certainly need instruction and guidance to avoid an anarchic free-for-all. But Glazer thinks structuring discussions has gone too far in many classrooms. He's interested in how teachers can orchestrate discussions that are less stilted and more authentic – "that teem with energy, where students wrestle with ideas that truly mean something to them."

One way is to listen for moments when students say, "Hmmm…" because an unexpected idea made them pause, reconsider assumptions, and look at things in a new way. Such a moment occurred as Glazer was observing a competent but lifeless discussion about the character Daisy in *The Great Gatsby*. A student suddenly blurted out, "Why are all these guys even fighting over her anyway? What makes her so desirable?" Glazer perked up: "Suddenly the discussion began to have some life. Other students had theories and hypotheses… They were genuinely interested in their classmate's question. They were engaged. They wanted to offer ideas about Daisy, about desire, about Gatsby, and about Tom. They were saying things I had not heard before in a conversation about *The Great Gatsby*, saying things that would not be in any outline summary. They were breaking apart ideas and building new ones. In short, they had reached a moment of exploratory talk, which, I would argue, is one of the fundamental goals of academic discussion."

"Often," Glazer continues, "the most provocative ideas come in the form of tentative, half-formed comments, offered by students who feel moved to speak up even though they're not sure what words to use." When students hear that telltale *Hmmm…* or a pause in the rhythm of the discussion, that's "authentic feedback, showing them that their words and ideas matter, that they can have a powerful effect. They learn that the whole point of a discussion, whether academic or informal, is to share new and compelling ideas."

Yes, it's important for students to make sure everyone participates, that no person or group dominates a discussion, and that people are using proper forms and structures. But it's of paramount importance, Glazer concludes, "to remind ourselves that nothing is more important than looking through the lens of student engagement if we want students to feel the power of words and appreciate the privilege and value of participating in meaningful conversation, both in school and in the rest of their lives… We should aspire to teach students to create conversational spaces where minds work together to test and break apart old ideas and to influence and shape new ones."

"The Power of Hmmm…" by Jeremy Glazer in *Phi Delta Kappan*, February 2018 (Vol. 99, #5, p. 56-60), www.kappanmagazine.org; Glazer can be reached at jglazer@stanford.edu.

Back to page one

6. Questions to Ask About Classroom Rigor

"Regrettably, most schools and districts still have systems for 'sorting' students, which are often rooted in tracking legacies associated with race, income, ethnicity, gender, and language status," say consultants Robin Avelar La Salle and Ruth Johnson (Principal's Exchange) in this article in *Education Week*. They cite a recent finding that there are 98 different pathways to a high-school diploma across nine states – only 47 of which would lead to truly college-and-career-ready diplomas. "A disproportionate share of the less-rigorous diplomas were earned by students of color and low-income groups," say La Salle and Johnson.

"Transforming systems for all students to meet higher standards is hard," they continue, "but it is necessary and noble work. Many educators who are equity warriors are already engaged in meeting the challenge." Here are the types of questions they are asking themselves:

• *How are student subgroups performing?* "High-achieving schools and districts may have pockets of underachieving students whose performance is masked by aggregate data," say La Salle and Johnson. Multiple indicators and root-cause analysis are key.

• *What are the underlying reasons for disparate results?* "We all may have a lot of hunches about the underlying causes of academic disparities," say the authors, "but everything is just a hunch until we analyze pertinent data. To bring authentic issues to light, school and district leaders must combine data from academic, discipline, and other indicators, examined from every possible angle."

• *Are we using labels that influence adult and student expectations?* La Salle and Johnson worry about terms like "Title I kids," "long-term English-learners," and "at-risk students," which can limit long-term possibilities: "Leaders must analyze evidence concerning

proficiency and ensure an exit strategy so that students can be eventually moved out of these groups and not be defined by what should be temporary challenges."

• *What is the value of watered-down courses?* Offerings like Life Science (in place of Biology), Readiness for Algebra (in place of Algebra), and Senior English (in place of English Literature) are well-intentioned efforts to give struggling students a greater chance to succeed. But such courses often have a higher failure rate than standard courses with mixed student groupings. Underachieving students stand the greatest chance of success, say La Salle and Johnson, "when they are in classes that have academic rigor, higher expectations, and higher-achieving students."

• *Why are some teachers getting much better results than others?* Teacher supervision must drill down to the underlying causes of big disparities in passing rates for the same course taught by different instructors. The key variables: curriculum rigor, content coverage, teaching practices, textbooks and other materials, teacher expectations, the quality of assessments, student readiness, and grading practices. Where there are disparities, difficult conversations may be needed.

"Are Your Students on Track for Success?" by Robin Avelar La Salle and Ruth Johnson in *Education Week*, February 7, 2018 (Vol. 37, #19, p. 24-25), www.edweek.org; La Salle can be reached at robin@principals-exchange.org.

Back to page one

7. A Teacher Shifts to Standards-Based Grading

(Originally Titled "Rethinking Grading")

In this article in *Educational Leadership*, teacher/author/consultant Catlin Tucker says that a few years ago, she realized that her approach to grading had students caring more about points than learning. As she logged more than 100 items into her online grade book each semester (including completing work and bringing materials), she noticed that some students who got *As* weren't proficient while others with *Cs* really knew their stuff. "This was a problem," says Tucker, and she shifted to standards-based grading. Some insights:

• *Students need different amounts of practice for mastery*. "Practice should be customized with the goal of supporting individual students in their journeys toward mastery," says Tucker. Her students log into Khan Academy, Vocabulary.com, and NoRedInk and get the right amount of practice.

• *Averaging grades doesn't capture improvement and mastery*. That's why Tucker's grades now reflect a student's *current* achievement. "As a result of this grading model," she says, "I see myself more as a coach… Students are more likely to seek help and support as they work on developing specific skills."

• *Compliance isn't enough*. Some students who had done well under the old system were shocked to receive *Bs*; even though they were checking all the boxes, they weren't demonstrating mastery. This led to a healthy shift, says Tucker, because they realized that it was the assessments that counted – and they had the opportunity to improve their work.

When students are unhappy with their initial semester grade, Tucker allows them three

minutes in a "grade interview" to make the case for a higher grade. "I enjoy these conversations," she says, "because they encourage students to articulate their growth as learners and highlight the work they've done to develop specific skills… I'm no longer using points as the carrot to get students to do work." Now learning is the reward.

"Rethinking Grading" by Catlin Tucker in *Educational Leadership*, February 2018 (Vol. 75, 35, p. 84-85), http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Rethinking-Grading.aspx

Back to page one

8. A Study of Teacher Turnover in Texas Schools

In this article in *Educational Researcher*, Jennifer Jellison Holme, Huriya Jabbar, Emily Germain, and John Dinning (University of Texas/Austin) report on their study of teacher turnover in Texas schools over a 10-year period. Teacher attrition can sometimes be healthy (e.g., the departure of teachers who disagree with the school's mission or are chronically ineffective), but turnover can also have negative effects, including:

- The loss of experienced and effective teachers;
- The loss of essential institutional knowledge;
- Disrupting teacher-teacher and teacher-student social ties and support networks;
- Impeding leaders' efforts to build a coherent and collective vision and mission;
- Creating a vicious cycle that leads to further teacher exits;
- Negative effects on student achievement;
- The time taken to search for, hire, and train replacements for teachers who leave.

Previous research on year-to-year attrition has found that teacher turnover averages about 20 percent a year and is somewhat higher in schools with higher poverty levels, greater proportions of students of color, and lower accountability ratings.

Holme, Jabbar, Germain, and Dinning took a more detailed look at teacher turnover and found that beneath the commonly used year-to-year attrition figures are some very different patterns. Consider, for example, that a school that loses 20 percent of its teachers a year could, after five years, still have 80 percent of its original staff (if the churn was confined to the same narrow group) or could have lost 100 percent of the teachers it started with. Here are the distinctions the researchers made:

• *Chronic instability* – This is a measure of teacher attrition over a number of years, using 30 percent as a benchmark. The researchers found much sharper differences on this index between high-poverty/high-minority/underperforming schools and low-poverty/low-minority/successful schools than when the standard metric is used. For example, 23.8 percent of low-rated schools had chronic instability, compared with only 1.9 percent of schools with exemplary ratings.

• *Cumulative instability* – This is a measure of a school losing a significant proportion of staff over time by looking at how many "original" teachers are still at the school after a period of years. The researchers found that cumulative attrition was quite similar in urban, suburban, and rural Texas schools – and distressingly high, with many schools losing 72

percent of "original" teachers over an eight-year period. As with chronic instability, there were sizeable differences between schools at opposite ends of the SES and accountability scale.

• *Instability entry* – This is a measure of schools that have a spike of attrition after experiencing a typical pattern. Again, it tends to be high-poverty/high-minority/low-performing schools that have these sudden peaks of attrition, indicating that they are, over time, more at risk of instability.

• *Instability exit* – This measure pinpoints schools that had high turnover and then returned to a more stable pattern. The researchers found that of schools that were unstable, a little over half returned to a more stable pattern the following year. Again, this was less common for the highest-risk schools.

• *Turnover spell* – This captures the number of consecutive years a school was in high-turnover mode. Between 20 and 25 percent of schools were in this category, with the same pattern between high-risk and low-risk schools. A few schools never left high-turnover mode.

• *Episodes of instability* – This describes schools that are constantly struggling with bouts of instability, with some periods of normalcy. The majority of schools – 65-74 percent – never experienced a period of instability. Between 14 and 20 percent of schools experienced multiple episodes of instability, with the usual demographic and performance differences.

• *Schools with severe instability* – These were schools with three risk factors: high rates of ups and downs, high cumulative turnover, and chronic instability. About 7.3 percent of schools were in this very high-risk category, representing about 500 schools across Texas – all with a high likelihood of concentrated poverty, children of color, and low accountability ratings.

The researchers conclude that this more-nuanced analysis of teacher attrition suggests a more targeted use of resources, focusing on the schools that have the most problematic profile. The authors also call for more research on the underlying causes of high and low attrition, especially the impact of school leaders on teacher attrition and retention.

"Rethinking Teacher Turnover: Longitudinal Measures of Instability in Schools" by Jennifer Jellison Holme, Huriya Jabbar, Emily Germain, and John Dinning in *Educational Researcher*, January/February 2018 (Vol. 47, #1, p. 62-75), http://bit.ly/2EiJnIR; the authors can be reached at jholme@austin.utexas.edu, jabbar@austin.utexas.edu, ekgermain@austin.utexas.edu, and johnbdinning@gmail.com.

Back to page one

9. The Absence of a Single Comma Decides a $5 Million Lawsuit

"Ending a case that electrified punctuation pedants, grammar goons, and comma connoisseurs," reports Daniel Victor in this *New York Times* article, "Oakland Dairy settled an overtime dispute with its drivers that hinged entirely on the lack of an Oxford comma in state law." The case originated in 2014 when three truck drivers sued the dairy for four years' overtime pay they said they'd been unfairly denied. Everything hinged on a missing comma – the much-disputed (some would argue unnecessary) final comma in a series (for example A, B, and C), traditionally used by the Oxford University Press.

The Maine law in question required time-and-a-half pay for each hour worked after 40 hours, with exemptions for "the canning, processing, preserving, freezing, drying, marketing, storing, packing for shipment or distribution of: (1) Agricultural produce; (2) Meat and fish products; and (3) Perishable foods." The court ruled that it wasn't clear whether the law exempted the distribution of the three categories that followed, or if it exempted *packing for* the shipment or distribution of them. Had there been a comma after "shipment," the meaning would have been clear and the drivers would have lost their case for overtime pay. As it was, the truck drivers won their case and the company settled for $5 million.

To head off future disputes, the Maine Legislature changed the wording of the law by inserting semicolons at every step.

[Note that the Marshall Memo uses the Oxford comma, but the *New York Times* does not. Here's the best illustration of why the *Times* should change its policy: An apocryphal Nobel Prize winner said in the acceptance speech, "I'd like to thank my parents, the Pope and Mother Teresa." K.M.]

"Oxford Comma Dispute Is Settled as Maine Drivers get $5 Million" by Daniel Victor in *The New York Times*, February 9, 2018, https://www.nytimes.com/2018/02/09/us/oxford-comma-maine.html

Back to page one

10. Short Item:

A plagiarism poster – This detailed graphic, created by Curtis Newbold (Westminster College, Salt Lake City) can be used as a wall chart to help secondary-school students understand the different dimensions of plagiarism:
https://sites.google.com/a/concordian.ac.th/cis-ee/_/rsrc/1426666553411/research/referencing/Infographic_Did-I-Plagiarize.jpg

"Did I Plagiarize? The Types and Severity of Plagiarism Violations" by Curtis Newbold, 2014, http://thevisualcommunicationguy.com

Back to page one

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 48 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 every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTMI version as well.

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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
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
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 Magazine