

Marshall Memo 478

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

March 25, 2013

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Quotes of the Week

"One of the greatest things about the Internet is that I can bother anyone. One of the worst things about the Internet is that anyone can bother me."

Joel Stein in "My 15 Dollars of Fame" in *Time*, Mar. 25, 2013 (p. 62)

"There are two things people want more than sex and money: recognition and praise."

Mary Kay Ash (quoted in item # 9)

"Learned helplessness has become embedded in the field of educational leadership."

Frederick Hess and Whitney Downs (see item #4)

"Thirty minutes of intervention can't make up for poor classroom instruction during the other five to six hours of the school day."

Brandi Noll (see item #5)

"Schools should provide on-site professional development so teachers can have assistance with implementing literacy concepts in their own rooms, with their own students, and using their own materials."

Brandi Noll (*ibid.*)

"The easy availability of razzle-dazzle technology isn't enough to transform classrooms. Without rethinking schools and instruction, technology is just a gimmick."

Richard Lee Colvin in "Going Where Every Man Has Gone Before" in *Phi Delta Kappan*, March 2013 (Vol. 94, #6, p. 64-65), www.kappanmagazine.org; Colvin can be reached at rlcolvin@gmail.com.

1. A Teacher Who Loves Seventh Graders

“It took me about 11 minutes to fall utterly, completely in love with 7th graders,” says 2012 National Teacher of the Year Rebecca Mieliwocki in this article in *Go Teach*. “I’ve finally found my place, the place where a teacher’s personality and energy is wonderfully matched to her audience.” This affair of the heart was an accident. When Mieliwocki returned from maternity leave, her high-school English classroom was unavailable and she was forced to travel to the “hostile, alien planet known as middle school.”

Why did she take so passionately to seventh graders? “Middle schoolers are vibrant, throbbing masses of insecurity, hyperactivity, creativity, indecision, certitude, compassion, and silliness,” she says. “Or, they try to render themselves into faceless, apathetic puddles of ‘Don’t look at me, don’t talk to me, go away, leave me alone, you don’t understand, what do you know?’ All of them scream, ‘Come closer, understand me, find my potential, see me, love me.’ For the teacher who takes the time to make that journey to meet them, sometimes a bit past halfway, there is treasure.”

“I’m a 12-year-old dork who can still marvel at the wonder of our world, question the possibilities before us, and embark on crazy adventures with my 150 sidekicks,” Mieliwocki continues. “To survive as a middle-school teacher, you have to believe that wonderful potential lies within these not-quite-kids, not-quite-adults. They tune out, they act up, they crackle with energy and creativity, they break down, they lash out. They try on a new personality every day, and they want you to approve of all of them. You have to work harder than other teachers to swat aside their attempts to alienate you, to test you, to see how far they can go before you blow... Teaching middle school is the ride of a lifetime.”

“Focus: Teaching Middle-School English” by Rebecca Mieliwocki in *Go Teach*, March/April 2013 (Vol. 2, #4, p. 12),

<http://www.futureeducators.org/goteach/2013/03/15/focus-teaching-middle-school-english/>

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2. Should Shame Be Used to Curb Teen Pregnancy?

In this *New York Times* op-ed article, Richard Reeves wonders if New York City’s recent campaign against teen pregnancy is appropriate and effective (one subway advertisement shows a teary-eyed toddler saying, “I’m twice as likely not to graduate high school because you had me as a teen”). Haydee Morales of Planned Parenthood thinks not: “Hurting and shaming communities is not what’s going to bring teen pregnancy rates down,” she says. But Reeves is not so sure liberals should remove disapproval from their arsenal.

“Shame is an essential ingredient of a healthy society, particularly a liberal one,” he says. “It acts as a form of moral regulation, or social ‘nudge,’ encouraging good behavior while guarding individual freedom.”

Shame has been a powerful tool in three areas. With drunk driving, applying moral pressure has helped reinforce existing legal sanctions and save lives. With smoking, Reeves believes stigmatizing tobacco use has had a major impact: “Smokers have become virtual pariahs, constantly reminded that they are bad parents with bad skin and bad breath,” he says. And with prejudice against homosexuality, “We have learned to direct our condemnation not at the gay man but at the homophobe, who is free to say what he wants but should not be allowed to feel good about it,” says Reeves. “Such well-directed shame has done much to change overall attitudes toward sexuality over the last generation.”

But what about teen pregnancy? Clearly this is a bad choice for children, parents, and society, so shouldn’t it qualify for social disapprobation? It could be argued that better sex education and availability of contraception are a more-effective strategy. “But unless the social norm attached to teen pregnancy is a negative one,” says Reeves, “no amount of classes or contraception will work... People are free to make bad choices; otherwise they are not really free at all. But bad choices they remain – and they ought to feel bad about them.”

The problem is what happens when a child is born to teen parents despite all these efforts. Shame, once deployed, “cannot be turned off like a tap,” says Reeves, and the result can be destructive. “Once prevention, including moral pressure, has failed, and a child is born to a teenager, the overriding priority must be to provide as much help as possible.”

“Shame Is Not a Four-Letter Word” by Richard Reeves in *The New York Times*, Mar. 16, 2013 (p. A19), http://www.nytimes.com/2013/03/16/opinion/a-case-for-shaming-teenage-pregnancy.html?_r=0

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3. Why Aren’t Women’s Academic Successes Paying Off in the Workplace?

In this article in *The Atlantic*, Garance Franke-Ruta comments on *Lean In*, the new book by Sheryl Sandberg that exhorts women to take more risks, speak up, negotiate better working conditions, and propel themselves higher. The mystery, says Franke-Ruta, is why women’s success in universities, where for years they have outnumbered men in undergraduate and graduate programs and earned better grades, hasn’t translated into more success in the workplace (only 4.2 percent of Fortune 500 CEOs are women).

The reason, she says, is that in the real world, a number of forces operate to women’s disadvantage:

- *Sexism* – Studies show women are offered lower starting salaries, are judged more negatively, and get more criticism and less praise than men with the same credentials.
- *Reticence* – Many women shy away from self-promotion: 57 percent of men negotiate their first salary versus 7 percent of women. Women also set less-ambitious goals for themselves than men with the same skills and qualifications.
- *Built-in barriers* – To prove discrimination, women must initiate a grievance against their bosses, which is inherently difficult.

• *The “tiara syndrome”* – Many women believe that studying and careful preparation will be recognized and result in a figurative tiara being placed on their heads. But in most jobs, personality and networking count more than formal qualifications and hard work.

• *Passivity* – Many women absorb this from the high school and college dating scene. “Men learn early that to woo women, they must risk rejection and be persistent,” says Franke-Ruta. “Straight women, for their part, learn from their earliest years that they must wait to be courted. The professional world does not reward the second approach.”

• *A defensive posture* – “To be female in our culture is to be trained from puberty in the art of rebuffing,” says Franke-Ruta, “– rebuffing gazes, comments, touches, propositions, and proposals.” No wonder those who are looking for discussion panel members or op-ed articles say it’s harder to get women to say yes than men.

• *Naiveté about academic credentials* – “I’ve come to think of this as intellectual priming,” says Franke-Ruta, “the frequently futile hope that one more degree will finally win notice, and with it, the perfect job or raise.”

So what will level the playing field? Assertiveness. Not being shy about skills and accomplishments. Networking. Risk-taking. Leaning in.

“Miss Education: Why Women’s Success in Higher Education Hasn’t Led to More Female Leaders” by Garance Franke-Ruta in *The Atlantic*, April 2013 (Vol. 311, #3, p. 28-29), no e-link available

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4. Seven Ways RTI Can Fail

In this *Kappan* article, Brandi Noll (Ashland University, OH), who is a fan of Response to Intervention (RTI), discusses the ways it can wind up in the dustbin of reform efforts:

• *Mandating a core reading program* – “Requiring strict fidelity to a core reading program has failed to raise student achievement in reading,” says Noll. What’s especially distressing is that basals seldom boost the skills of at-risk students. Before purchasing materials, educators should consult one or more of these unbiased sources of consumer information:

- Florida Center for Reading Research: www.fcrr.org
- Best Evidence Encyclopedia (BEE): www.bestevidence.org
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc>

More effective than relying on materials, though, is supporting teachers in implementing effective strategies and using assessment data (rather than a strict scope and sequence) to plan and sequence instruction. “Instead of assuming that materials are perfect or that materials teach students,” says Noll, “educators should focus on teacher skills because those skills can be used consistently over time regardless of the materials.”

• *Not focusing on high-quality Tier I instruction* – Far too many districts spend heavily on Tier II and Tier III remediation, ignoring “the unbridled power of high-quality instruction,” says Noll. “Thirty minutes of intervention can’t make up for poor classroom instruction during the other five to six hours of the school day... Consistent, high-quality classroom instruction

all day, every day, should be a number one priority for keeping students from initially entering or re-entering Tiers II and III.” And Tier I is not all whole-class instruction; it should match student needs through differentiation and small-group instruction.

- *Not providing effective PD* – “Schools should provide on-site professional development so teachers can have assistance with implementing literacy concepts in their own rooms, with their own students, and using their own materials,” says Noll. Teachers develop and grow when they get close-in, personalized, differentiated support and constantly look at how their students are doing. Schoolwide PD sessions should flow from data and insights from classrooms.

- *Not looking at results* – Noll says she has sat through numerous conference presentations on RTI in which nobody in the audience asked the most important question: *Do you have evidence that what you’re doing works?* Some districts have solid results and methods we can learn from, she says, but they tend not to be out presenting at conferences because they’re “busy making sure that they get it right.” Noll lists the following research-based characteristics of successful Tier II and III interventions:

- Early identification of students (in kindergarten or first grade) is crucial.
- Interventions are most effective when they occur regularly, i.e., 4-5 days a week.
- Effective programs focus on phonological awareness, decoding and word study, guided and independent reading of progressively more difficult texts, and comprehension strategies while reading real text.
- Certified teachers are the front-line troops; paraprofessionals can be effective if the intervention is fairly structured and provided one-on-one.
- Group sizes up to three can have a positive effect, but one-on-one instruction is most effective.

- *Relying on commercial intervention programs* – Boxed intervention programs are the reflexive prescription for Tier II and III, says Noll, but they have not proved to be effective beyond teaching simple decoding. “Rather than spending valuable resources buying commercial programs,” she says, “educators should examine research about highly effective, teacher-designed intervention practices.”

- *Failing to use good assessments* – Throughout the year, teachers need detailed information on how students are doing with reading and writing, says Noll: “If we want struggling readers to become strategic, like their successful counterparts, we must know how they problem-solve as they encounter decoding or word knowledge issues as they read.” This means one-on-one, informal reading inventories and running records, not timed reading of grade-level passages in which teachers tell students the words they can’t figure out after waiting for three seconds.

- *Not supporting teachers as they analyze assessment results* – A common problem, says Noll, is too many assessments and not enough time and training to make meaning of the data and think through instructional changes. “I have sat side-by-side with many primary grade teachers who have stacks of data on their desks, but little knowledge of how to turn that data into instructional changes,” she says.

“Seven Ways to Kill RTI” by Brandi Noll in *Phi Delta Kappan*, March 2013 (Vol. 94, #6, p. 55-59), www.kappanmagazine.org; Noll can be reached at bnoll@ashland.edu.

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5. Raising the Bar for Hispanic Students

In this article in *Education Next*, Nonie Lesaux (Harvard Graduate School of Education) says it is urgent that our schools do better with Hispanic students. Although most families enroll their children in U.S. schools with positive expectations and a sense of hope for the future, only 18 percent of Hispanic students are reading at or above proficiency by middle school, most attend schools that are economically and racially segregated, and too many are at risk of dropping out. “Classrooms in these schools provide them with fewer opportunities to learn than their peers from higher-income backgrounds enjoy,” says Lesaux.

What we need to do, she believes, is redesign the way literacy is taught. We used to think that teaching students how to put letters and sounds together to learn words would produce comprehension – but recent research has raised serious doubts. “The flaws in this approach have proven particularly problematic for academically vulnerable populations, including many of our Hispanic students,” says Lesaux. We need to focus on the *academic language of print* – the vocabulary and conceptual knowledge it takes to read textbooks, trade books, magazines, and newspapers. “Beyond the language of the middle-school or high-school texts, academic language is the language of the SAT, the college classroom, and the skilled labor force,” says Lesaux. “It is a powerful tool for personal and professional success.”

Step one is teacher training and support: “Professional development should outline strategies for integrating sophisticated, abstract vocabulary and language instruction into formal daily lessons, but also present ways to build language during informal interactions and thereby elevate overall language use in the classroom. In the end, unless a school, from the earliest grades to the latest, organizes around strengthening language and literacy for Hispanic students and all their classmates, we simply are never going to catch all of the students who may be struggling.”

Step two is rethinking the specialist model for at-risk students who have been in U.S. schools since kindergarten. “It is neither feasible nor effective to rely solely on a model that services only those learners who qualify because they have the lowest levels of English proficiency and who receive supports often only for a brief period of time, either in a classroom designed expressly for them or in a small group setting at particular times during the week,” says Lesaux. She believes we should focus on the academic growth of the entire population in strong and supportive language- and content-rich classrooms day after day and year after year. The key ingredients in such classrooms are:

- Content-rich texts that challenge students;
- Lots of oral and written language production and discussion;
- Extended research projects or essays;
- Collaborative experiences such as labs, demonstrations, debates, and projects;

- Accommodating differences while maintaining relentless attention to quality.

“Focus on Higher-Order Literacy Skills” by Nonie Lesaux in *Education Next*, Spring 2013 (Vol. 13, #2, p. 51, 52, 54, 56), <http://educationnext.org/focus-on-higher-order-literacy-skills/>
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6. A Teacher Learns the Ropes “Flipping” Instruction

In this article in *School Administrator*, veteran Missouri teacher April Lynn Burton shares the mistakes she made when she first tried to “flip” her high-school French classes, and what she learned:

- *Mistake #1: No rationale* – Burton launched the idea of having students watch video explanations of new concepts at home without telling students why she was making the change. Students were used to one kind of school routine and were not enthusiastic. When she explained the thinking behind the idea – fewer distractions and more flexibility listening to her lessons at home and much more interaction and teacher attention in class – there was less resistance and more buy-in.

- *Mistake #2: No skill-building* – To Burton’s surprise, many students needed explicit training in how to watch a video lesson at home – for example, taking notes, pausing and replaying segments, and explaining what they watched to someone else. Once she modeled and students practiced these skills, video viewing became more productive.

- *Mistake #3: Using stock videotapes* – At first, Burton used the “cute animated videos” that came with the textbook, but students complained, “You never teach us anymore.” So Burton started filming her own 6-7-minute explanations and posting them on her website. “Because my students knew I was working hard to create these videos,” she says, “they were more willing to put forth the effort to watch the videos at home.”

- *Mistake #4: Assuming students who don’t have Internet access will speak up* – It turned out many of these students were loath to admit it. Now Burton offers several options: watching her videos online; taking them home on a jump drive or DVD; watching them on the school library computers before or after school; or reading the explanations in the textbook.

What difference did flipping make? Burton says grades improved, students were more actively engaged during class time, and misbehavior stopped. “It isn’t a quiet classroom,” she says, “but it is a class where students are sharing opinions, learning to work with peers and participating in higher-level activities.”

“My Mistaken Thinking in a Flipped Classroom” by April Lynn Burton in *School Administrator*, March 2013 (Vol. 70, #3, p. 29), <http://www.aasa.org/content.aspx?id=27516>; Burton can be reached at April.Burton@fhdschools.org.

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7. Are Contracts and Regulations Really a Barrier to Change?

In this article in *Education Next*, Frederick Hess (American Enterprise Institute) and Whitney Downs (a student at George Washington University Law School) contend that school

leaders “have more freedom to transform, reimagine, and invigorate teaching, learning and schooling than is widely believed.” Too many believe that statutes, rules, regulations, and contracts tie principals’ hands and make change impossible – a “culture of can’t.”

For example, it’s widely believed that dismissing a teacher for classroom incompetence is virtually impossible. But Perry Zirkel of Lehigh University disagrees; he’s found that districts have prevailed in a surprising number of cases. And Hank Levin of Columbia Teachers College says that when California districts were allowed to apply for waivers from state and federal regulations they considered burdensome, fewer than 100 waivers were submitted and most proved to be unnecessary.

“Collective bargaining agreements and intrusive policies can present real headaches,” say Hess and Downs, “but these are made far worse by the self-defeating mentality adopted by so many superintendents, school boards, and principals. Learned helplessness has become embedded in the field of educational leadership.” Too many leaders use these as an excuse for not making necessary changes.

Hess and Downs have three suggestions for breaking out of this self-defeating mindset and getting things done:

- *Read contracts carefully.* For example, when Newark, NJ superintendent Cami Anderson was an area superintendent in the New York City schools, she found that the contract had few restrictions on the supervision of guidance counselors and social workers. “We had more latitude, not less, when it came to these individuals,” she says. “This piece was key when you’re working with kids in jail and kids who’ve dropped out. Outcomes like attendance and retention started going up.”

- *Change the mindset of district lawyers.* They often have a play-it-safe, risk-avoidance, compliance mentality. “All it takes is a different viewpoint,” say Hess and Downs. “The goal is not to make sure there is no legal risk, which is impossible in a district undertaking serious reform. The goal is to increase student achievement.” It can also be a good idea to pull in outside legal talent on a pro bono basis.

- *Engage outside partners.* Business and civic leaders can be helpful in providing resources and energy. “Philanthropy can also build local enthusiasm, inspire other funders, and garner national interest, attracting additional talent and support, and getting the flywheel spinning,” say Hess and Downs.

The key, they conclude, is not recruiting an army of new school leaders but unshackling current leaders from a defeatist mindset. “Until and unless would-be reformers get serious on this count, they’ll keep battling to change laws that don’t need to be changed – or fighting for changes that will go unexploited.”

“Combating the ‘Culture of Can’t’: School Leaders Have More Power Than They Think” by Federick Hess and Whitney Downs in *Education Next*, Spring 2013 (Vol. 13, #2, p. 30-35), <http://educationnext.org/combating-the-culture-of-cant/>

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8. The Death of “Whom”

According to Megan Garber in this *Atlantic* article, *whom*, America’s least favorite pronoun, is inexorably falling into disuse. It’s used less and less frequently in books, magazines, and newspapers in recent decades – and, she notes, the slogan in *Ghostbusters* didn’t read, “Whom you gonna call?”

Why is this word dying? Has it outlived its ability to clarify and specify? Is the subject/object distinction that it makes confusing? Or is the cost of using *whom* correctly greater than the benefit? “Correctness is significantly less appealing,” says Garber, “when its price is the appearance of being – as an editor at *The Guardian* wrote – a ‘pompous twerp.’” This might be why language guru William Safire advised, “Whenever *whom* is required, recast the sentence.”

The gradual demise of *whom* is also part of a broader trend toward written communication adopting a casual, conversational tone. “In a culture that values collegiality above so much else,” says Garber, “the ability to communicate casually and convivially and non-twerpily is its own kind of capital.” E-mails salutations are “Hi...” or “Hey...” Infinitives are split. Sentences end in prepositions. “We break the old rules, then, because new rules are, effectively, replacing them,” she concludes. “We type with our telephones and we chat with our keyboards and we write, increasingly, as we talk. And – to whom it may concern – our words rise, and fall, accordingly.”

“For Whom the Bell Tolls: The Inexorable Decline of America’s Least Favorite Pronoun” by Megan Garber in *The Atlantic*, April 2013 (Vol. 311, #3, p. 18),

<http://www.theatlantic.com/magazine/archive/2013/04/for-whom-the-bell-tolls/309266/>

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9. Two Important Words

“There are two things people want more than sex and money,” says cosmetics entrepreneur Mary Kay Ash in this *Harvard Business Review* article by former Mattel CEO Robert Eckert: “recognition and praise.” Here are Eckert’s tips:

- Set aside time every week to acknowledge people’s good work.
- Give deserving people handwritten thank-you notes. “The personal touch matters in the digital age,” he says.
- Punish in private, praise in public, and make the praise timely and specific.
- Remember to cc people’s supervisors. As the saying goes, “Don’t tell me. Tell my boss.”
- Foster a culture of gratitude. “It’s a game changer for sustainably better performance,” says Eckert.

“The Two Most Important Words: Thank You” by Robert Eckert in *Harvard Business Review*, April 2013 (Vol. 91, #4, p. 38), no e-link available

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10. Science Websites

In this *Knowledge Quest* article, Allison Scripa and Heather Moorefield-Lang (librarians at Virginia Tech) recommend these websites and apps to further science education and enhance libraries' impact:

- Zooniverse – Citizen science programs: www.zooniverse.org
- SciStarter – Science ideas, activities, projects: www.scistarter.com
- Project BudBurst – Data on plants across the country: <http://neoninc.org/budburst>
- Leafsnap – An electronic field guide: <http://leafsnap.com>
- eBird – A bird-watching checklist: <http://ebird.org/content/ebird>
- World Water Monitoring – www.worldwatermonitoringday.org
- Museum of the Earth – Examine a bag of sediment that is 9,000 years old and record findings: www.museumoftheearth.org/research.php?page=Mastodon_Research/Mast_Matrix

“Putting the Citizen in Science” by Allison Scripa and Heather Moorefield-Lang in *Knowledge Quest*, March/April 2013 (Vol. 41, #4, p. 54-59); the authors can be reached at ajscripa@vt.edu and hmland@vt.edu.

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11. Short Items:

a. Graphs of American immigration – These charts and graphs from the Census Bureau are highly informative: https://www.census.gov/how/infographics/foreign_born.html

“America’s Foreign Born in the Last 50 Years” from the U.S. Census Bureau, 2013

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b. Intellectual freedom in school libraries – In this article in *Knowledge Quest*, Mansfield University instructor (and former school librarian) Helen Adams recommends the “What If?” website at the Cooperative Children’s Book Center School of Education, University of Wisconsin-Madison. The site answers questions on intellectual freedom in school libraries: <http://www.education.wisc.edu/ccbc/freedom/whatif/default.asp>

“Passing the Torch: Mentoring to Support Intellectual Freedom in School Libraries” by Helen Adams in *Knowledge Quest*, March/April 2013 (Vol. 41, #4, p. 28-33); Adams can be reached at hadams@mansfield.edu.

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c. Using Dropbox for student work and grading – These services in Dropbox make it possible to collect and grade student work digitally:

- www.dropitto.me lets students upload their work through a secure URL. Once the teacher’s account is linked to the website, files automatically appear in the teacher’s Dropbox.
- www.sendtodropbox.com is similar: students e-mail work to a new e-mail address and then it appears in the teacher’s Dropbox. An added advantage is saving lots of paper!

• <http://plpnetwork.com/2012/08/10/dropbox-a-superb-classroom-tool/> is an overview of classroom uses for Dropbox.

Many thanks to California teacher David Marshall for pointing out these features!

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d. Are you an introvert? – This interactive quiz is adapted from Susan Cain’s book, *Quiet: The Power of Introverts in a World That Can’t Stop Talking* (Broadway, 2013): www.thepowerofintroverts.com/quiet-quiz-are-you-an-introvert; you can also watch Cain’s TED talk at www.ted.com/talks/susan_cain_the_power_of_introverts.html.

“Linked” in *Go Teach*, March/April 2013 (Vol. 2, #4, p. 4)

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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 42 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 64 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).

Subscriptions:

Individual subscriptions are \$50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

Website:

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NAASP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest