

# Marshall Memo 938

A Weekly Round-up of Important Ideas and Research in K-12 Education  
May 30, 2022

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## Quotes of the Week

“Work hard, have fun, be a good kid.”

Joshua Starr’s words to his children every day they go to school (see item #4)

“Decades of research show that students who struggle to manage their behavior do not lack the *will* to behave well, they lack the *skills* to behave well.”

Jessica Minahan and Stuart Ablon (see item #3)

“If we teach our young people that they are no ‘less’ because of a rejection – and no ‘more’ because of an admission – it can remind them what matters most is not the name on their college sweatshirt, but who is wearing it.”

Becky Munsterer Sabky in [“Why College Rejections Aren’t Always Bad News”](#)  
by Mitra Kalita in *Time*, April 15, 2022

“In a sea of superlatives, all boats sink.”

Benjamin Schreier (see item #5)

“Are kids reading and writing and talking about what they read and write? Yes or no? And if not, why not? The teacher needs feedback about that. If they are, how could you support what the teacher is already trying to do that’s likely to be in their own zone of proximal development and their own interest area, the frontier that they’re willing to push themselves on? What are they doing to accomplish that, or how could they do it more or better or more efficiently, easily, and smoothly, or for more of the kids in the room?”

Rachael Gabriel (University of Connecticut) in [an interview](#) with Sam Bommarito,  
May 14, 2022

“Never miss a good chance to shut up.”

Will Rogers

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## 1. The “Science of Reading” Debate Continues

In this article in *The Reading Teacher*, Margaret Goldberg (Right to Read Project) and Claude Goldenberg (Stanford University) say the latest round of the reading wars has many educators groaning. Wasn’t the phonics/whole language battle solved 20 years ago with Reading First, finding the “radical middle” with balanced literacy? It was not. Over the last few years, “science of reading” advocates, catalyzed by journalist Emily Hanford, have contended that balanced literacy retains many of the problematic practices of whole language and doesn’t put enough emphasis on phonics in the early grades.

Goldberg and Goldenberg summarize some key elements in the current literacy situation in U.S. schools:

- Far too many primary-grade students, disproportionately students of color, are not cracking the alphabetic code – an essential foundation for school achievement and life opportunities.
- Literacy is increasingly seen as a social justice issue, and advocates are holding school districts and teacher trainers accountable for equitable outcomes.
- There’s a consensus that with the right instruction, 95 percent or more of first and second graders could learn basic word reading skills, limited primarily by their oral language achievement [see Memo 64 for an article by Joseph Torgesen on early literacy].

“The opportunity to learn from previous failed attempts to improve reading instruction,” say Goldberg and Goldenberg, “combined with underutilized scientific knowledge, offers hope that the reading wars can end and literacy rates can improve. But this will happen only if we carefully think through how to seize the current opportunity.”

Hanford’s influential 2019 article, *At a Loss for Words*, zeroed in on what she believes is a fundamental flaw in balanced literacy – three-cueing. The idea, proposed by Kenneth Goodman in 1976, is that students should use three sources of information to recognize individual words: meaning, structure, and visual (clues from pictures, context, etc.). Hanford says this approach to reading is ineffective, giving struggling readers a rocky road to reading proficiency. She bemoans the fact that three-cueing, long since debunked, is widely used in classrooms (*Don’t sound it out!*) and taught in teacher preparation programs.

“Because three-cueing was baked into popular curricula,” say Goldberg and Goldenberg, “and promoted by authors who are beloved by teachers [e.g., Lucy Calkins], reactions to *At a Loss for Words* and subsequent publications on the topic of three-cueing versus phonics have resulted in a fierce debate.” For many teachers, learning that there was a gap between reading research and their classroom practices was upsetting. Being told that their well-intentioned methods were misguided was especially painful when teachers realized that

the critique of three-cueing had been circulating for years. *I should have known this!* said one teacher.

“Meaning, syntax, and context,” say Goldberg and Goldenberg, “can, and should be used to confirm whether a word has been read correctly. But teaching students to orchestrate ‘cues’ from meaning and structure rather than to decode words is inefficient and even risky... While the number of teachers who will admit to not knowing the basics of reading research might be shocking to outsiders, the fact that so many teachers have entered the profession unprepared to teach reading is not surprising to anyone who has paid attention to the reading wars over the last half-century. It was only a matter of time before teachers would discover we had been let down by our training and curricula.”

The 2001 Reading First initiative was an attempt to bridge the divide between classrooms and research and end the reading wars, say Goldberg and Goldenberg. It should have buried three-cueing once and for all – but the critique wasn’t explicit enough. Although Reading First promoted “scientifically based reading research” and emphasized the “big five” literacy skills from the National Reading Panel’s 2000 report (phonological awareness, phonics, fluency, vocabulary, and comprehension), many schools continued with previous practices. As No Child Left Behind funding ended, schools were free to adopt balanced literacy and three-cueing curriculum materials and classroom practices, and the pendulum swung back. A decade later, 72 percent of schools reported using balanced literacy and 75 percent said they taught three-cueing.

“We are at the point, again,” say Goldberg and Goldenberg, “where a flurry of legislation aims to improve instruction without ensuring that teachers understand the need for reform and what specifically needs to change in instruction.” Federal legislation has been proposed and a number of states are moving energetically to mandate greater emphasis on phonics under the banner of “the science of reading.” As with Reading First two decades ago, there’s been pushback, including:

- What constitutes “evidence-based”?
- Who gets to decide what counts as evidence?
- Is the research being cherry-picked to fit a particular perspective?
- Will teachers be required to implement scripted curriculum materials?
- Will there be too narrow a focus on decoding?
- Will background knowledge, oral language, and enjoyment be marginalized?
- Will English learners and students with non-standard English be disadvantaged?

“The jockeying for control by balanced literacy and science of reading proponents over what and how teachers teach reading perpetuates teachers’ confusion and distrust,” say Goldberg and Goldenberg, “and it does very little to improve reading instruction.”

Top-down legislation, say the authors, rarely works in the “loosely-coupled” world of K-12 schools, where teachers make decisions behind classroom doors based on what they believe is best for their students. It’s time for a “pre-mortem” – thinking through what could go wrong before a plan has been put into action and planning so the anticipated problems don’t happen. Here’s a worst-case scenario of what might occur when the current raft of federal and

state laws based on the “science of reading” are implemented:

- Teachers sit through PD sessions that don’t offer practical applications.
- Teachers are handed scripted curriculum without a rationale or supports.
- Clipboard-carrying administrators do “walkthroughs” to monitor compliance.
- Teachers are called in for disciplinary meetings if they are “off-script.”
- Teachers comply under duress, but only when someone is watching.
- Teachers describe falling out of love with their jobs because they can’t do the things they believe are right for their students.
- Teachers are greatly relieved when their school board calls off the initiative.

The very real potential for this unfortunate sequence of events should motivate policymakers to include teachers and principals at every stage of planning, say Goldberg and Goldenberg, so front-line educators understand the *why* of the proposed changes – *What’s the problem to which this is the solution?* – and play an active role in shaping implementation.

“We have a chance to learn from our past mistakes and get things right for teachers and the students they serve,” say the authors. “Several factors make us cautiously hopeful that we can break free from the seemingly endless history of reading wars and disappointments.” In the two decades since Reading First, three things have become clear:

- Cracking the alphabetic code is non-negotiable. Beginning and early readers must develop phonological awareness, understand the alphabetic principle, and fluently use phonics and decoding as the primary means of recognizing words. There’s a strong consensus on this among literacy researchers, authors, and publishers, and there’s movement away from three-cueing.
- Developing as a proficient reader requires much more than foundational skills. Recent research has clarified the role of background knowledge, motivation, orthographic mapping, writing, and how children learn.
- There are still gaps in our knowledge about literacy instruction. We know more about the science of reading than about how to teach reading, say Goldberg and Goldenberg. We need to “embrace a stance of informed humility, bringing teachers, school and district leaders, policymakers, advocates, and researchers together to break down the divide between research and practice so that students will benefit from what researchers and practitioners both can teach us.”

[“Lessons Learned? Reading Wars, Reading First, and a Way Forward”](#) by Margaret Goldberg and Claude Goldenberg in *The Reading Teacher*, February 2022 (Vol. 75, #3, pp. 621-630); the authors can be reached at [marigoldberg.mg@gmail.com](mailto:marigoldberg.mg@gmail.com) and [cgolden@stanford.edu](mailto:cgolden@stanford.edu).

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## **2. A Singapore School Plans a Soup-to-Nuts Curriculum**

(Originally titled “Mapping Skills for the Future”)

In this *Educational Leadership* article, Andrew Miller describes the process he and his colleagues at the Singapore American School went through to rethink and map out their P-12 curriculum. They started with the basics:

- The school's mission (Why do we exist?) – *To provide each student an exemplary American educational experience with an international perspective.*
- The vision (What must our school become to accomplish our purpose?) *Cultivating exceptional thinkers prepared for the future.*

The school then looked at the World Economic Forum's Top 10 Skills of the Future and identified "learning aspirations" that would create exceptional thinkers ready for life success. Drafts were shared with the larger school community, including parents and students, getting feedback on the most important skills and dispositions for an ideal graduate.

The next step was creating a detailed description of these competencies through the grades. To keep things succinct, they used a 1-2-3 approach: for each learning aspiration, there were two competencies and three learning targets. For example:

Learning aspiration: Collaboration

Competencies: Engage in teamwork, Navigate conflict

Skills (for the second): Recognize and manage my emotions, Recognize the feelings and perspectives of others, Apply strategies to work toward resolution.

School leaders hired an outside organization to draft a learning progression across the grades, identifying novice-to-expert demonstration of skills with student-friendly "I can..." statements and ideas for assessment and performance. "This saved us a lot of time," says Miller, creating a draft that was run by the faculty and students to see if the language was accessible. After making some revisions, planners linked the competencies to existing curriculum materials and checked with teachers to make sure the skills wouldn't be "one more thing" to implement on top of the regular curriculum. For example, grade 5 teachers address three competencies: Engage in discussion, Navigate intercultural settings, and Advocate for others (see the full article linked below for the map of competencies for each grade).

The final step was developing performance assessments to measure whether students had mastered the skills and could transfer them. Presentations, demonstrations, or products required students to apply their learning in novel situations and think critically about new information and complex issues. For example, in a first-grade science unit, students took on the role of engineers and designed a solution to a human problem by mimicking how plant or animal external structures function for survival and growth. This fell under the learning aspiration of Creativity, the competency of Designing solutions, and skills including Brainstorming, Experimenting, and Reflecting.

The school has monitored progress through classroom observations, curriculum artifacts, and teacher surveys, feeding the information back into teacher teamwork and professional development experiences.

["Mapping Skills for the Future"](#) by Andrew Miller in *Educational Leadership*, May 2022 (Vol. 79, #8, pp. 56-61)

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### 3. Helping Students (and Teachers) Deal with Anxiety in the Classroom

In this *Phi Delta Kappan* article, author/consultant/behavior analyst Jessica Minahan and Stuart Ablon (Harvard Medical School) describe a behavior problem in a high-school science classroom: the teacher notices Sam lingering by the microscopes after a lab exercise and tells him to take his seat. When the teacher tells students to open their Chromebooks and write about what they just observed, Sam groans audibly. A few minutes later he hasn't opened his computer, his head is down, and the teacher hears him say, "This is stupid. I stink at writing. She saw that we just did it. Why do we have to write this?" The teacher calls across the room, "Sam, get to work. This assignment is a big part of your grade!" Sam kicks his desk and walks out of the room saying, "Do it yourself." The teacher texts the principal for help and takes another step toward burnout.

Minahan and Ablon say many educators believe students choose to misbehave in order to get or avoid something, which is why the usual response is rewards for good behavior (sticker charts, pizza parties) and consequences for problems (sent to the principal, suspension). "However," say the authors, "decades of research show that students who struggle to manage their behavior do not lack the *will* to behave well, they lack the *skills* to behave well." These students have insufficiently developed executive function, working memory, attention, self-regulation, perspective-taking, and cognitive flexibility.

Anxiety, which has surged during the pandemic, is often an underlying cause of outbursts like Sam's. Anxiety is "often a hidden disability," say Minahan and Ablon, "remaining invisible until behaviors emerge that look similar to those of students with low frustration tolerance or chronically oppositional profiles (e.g., yelling, crying, leaving the classroom, and shutting down)... This behavior may appear purposeful when anxiety is actually compromising their ability to control their actions... Viewing misbehavior as a symptom of a skill deficit empowers educators to shape effective responses that include both anxiety prevention and skill-building strategies."

In Sam's case, what were the antecedents of his refusal to work and disrespectful words? He did fine with the hands-on microscope activity, but when asked to write about it, he balked, revealing anxiety about successfully completing written assignments. When the teacher publicly called him out and raised the stakes by mentioning the importance of the assignment to his grade, Sam's anxiety spiked, triggering the outburst.

With training and practice, the teacher might interpret Sam's outspoken resistance to writing as a signal of anxiety (as well as deficits in executive function and self-regulation) and use the opportunity to privately provide support. Two things make it easier for teachers to spot antecedents: establishing positive relationships with students and creating a positive classroom climate. Here are some of the steps teachers take:

- Chatting with students about interests, sports, pets;
- Avoiding public praise (using sticky notes instead);
- Giving directions privately and avoiding an authoritarian tone;
- When a student doesn't respond, not interpreting that as disrespectful.

“Most teachers will find it impossible to avoid every antecedent that might spark a student’s anxiety,” say Minahan and Ablon, “so it’s important to help students build skills to manage those feelings as they occur.” A different scenario with Sam could be that when he’s calmed down, the teacher has a private conversation with him using the Collaborative Problem Solving protocol:

- *Empathize* – The teacher asks about the antecedent behavior (resisting writing, not his refusal to work and angry language) and goes into detective mode to understand why. He says that he has all the ideas in his head but finds it challenging to write them down.

- *Share* – The teacher says that being able to document an experiment in writing is an important science skill that also helps her know if students are learning successfully. Even if Sam doesn’t agree, this helps build his perspective-taking.

- *Collaborate* – The teacher joins Sam in brainstorming to find a mutually agreeable solution that (a) addresses both parties’ concerns, (b) is realistic and doable, and (c) doesn’t create any new problems. Sam suggests he could tell the teacher his observations verbally, which the teacher says is unrealistic in a busy classroom. Then they come up with the idea of Sam using a speech recognition program to get his thoughts into writing. If this solution is successful, it builds their relationship and helps prevent future problems.

When teachers begin to shift into this way of working with students (undoubtedly with bumps along the way, say Minahan and Ablon), they should also engage in explicit skill instruction, including:

- Disproving inaccurate thinking – For example, getting past Sam’s belief that he stinks at writing by helping him realize that what he actually finds difficult is getting started.
- Using distraction to build self-regulation – Sam’s problem is anxiety about the assignment, not the assignment itself, so taking a physical break might heighten his anxiety by allowing him to ruminate. He’d be better off distracting himself from anxiety with a mental exercise like answering a few trivia questions or counting all the green objects in the room.
- Building executive functioning by thinking ahead – Sam’s executive functioning is often disabled by anxiety, so the teacher might give him scaffolds well before he gets anxious – perhaps sentence starters the day before the lab write-up, for example, *The greatest challenge we faced in the experiment was* \_\_\_\_\_. This might allow Sam to bypass his anxiety by thinking about a small, doable task.

“At first glance,” conclude Minahan and Ablon, “Sam’s behavior in the science classroom felt willful and combative. However, his behavior stemmed not from a desire to avoid work but from a desire to do his work well. When we educate ourselves on the impact of anxiety and begin to be curious as to why students behave as they do, we build empathy with our students which allows us to address behavior with a collaborative approach. A skill-building approach that focuses on identifying antecedents, solving problems, and learning new strategies can help Sam and other students like him develop the tools they need to learn and thrive in school and beyond.”

[“A Skill-Building Approach to Reducing Students’ Anxiety and Challenging Behavior”](#) by Jessica Minahan and Stuart Ablon in *Phi Delta Kappan*, May 2022 (Vol. 103, #8, pp. 43-48); the authors can be reached at [jessica@jessicaminahan.com](mailto:jessica@jessicaminahan.com) and [sablon@mgh.harvard.edu](mailto:sablon@mgh.harvard.edu).

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#### **4. How Much Information on Their Kids’ Schoolwork Do Parents Need?**

In this article in *Phi Delta Kappan*, former superintendent Joshua Starr describes four personal experiences he’s had with online parent information systems.

- At the beginning of this school year, he accidentally signed up for the regular alert feature of the system used by his eighth-grade son’s school. As a result, nearly every day he gets an e-mail update on a graded test, a missed assignment, a due-date extension. Starr says he skims the subject lines and occasionally makes a comment to his son like, “Your Spanish quiz was graded” – to which the response is always, “*I know, Dad.* You don’t have to tell me.” Starr hasn’t unsubscribed. Why? Because of “the power that comes with knowing nearly everything that my son has accomplished, or hasn’t, each day.”

- A few years ago, when Starr was superintendent of the district where his older son was a sixth grader, he was chatting with a mom on the sidelines of a soccer game “about how goofy, sweet, smelly, and clueless our preteen boys were.” Starr said that middle school should be all about experiences, not academics, and the best thing would be to send kids off to the woods for a year, or have them work on a farm or a community service project. The woman laughed and asked whether he checked the parent information system, and was shocked when he said no, he didn’t feel the need to know every little thing unless there was a problem. My job as a parent, he said, “was to create a safe, loving, stable environment for my kids, with clear standards and expectations, and his job was to do the right thing.” Leaving the house for school, each son was told, “Work hard, have fun, be a good kid.”

The woman looked at Starr like he had two heads; wasn’t he the superintendent in a county where many parents obsessed over their kids’ achievement? She said she checked the parent information system every day and sat down with her son to plan exactly what he would do. “Great,” said Starr. “I’m glad the system is working for you and that your son is doing well in school.” And they went back to watching the game.

- Later in this son’s sixth-grade year, a science teacher reached out because of missed assignments and a few failed tests. Starr and his wife met with the sixth-grade team and heard about everything they were doing to help students learn how to organize themselves. Starr said they would definitely talk to the boy about what was going on. The science teacher said with an edge in her voice, “You know, everything I just told you is in the online system.” Informed that Starr didn’t look at the system, the teacher was incredulous: “The cognitive dissonance of the superintendent of schools claiming that frequent check-ins didn’t jibe with his parenting style was a little too much for her to bear,” says Starr. It was clear that teachers were counting on parents to do a lot of the heavy lifting with their children’s academic achievement.

- During the pandemic, Starr’s youngest son was in sixth and seventh grade and most instruction was remote. The experience was “largely awful,” says Starr, “but the online grade

reporting system actually helped us manage his experience last year. We could use the information to help him adjust and correct and organize. It was the right tool at the right time.”

Overall, Starr is worried about the message online parent information systems are sending, encouraging “an obsession with the rigor and volume of the academic work students must complete, with less attention paid to the quality of their experience in school... If a young person is being bombarded every day with e-mails informing them of their current grade point average, or reminding them to make up or turn in an assignment, their experience is telling them that the most important thing about school is whether they completed certain tasks or acquired certain skills.

“What if, instead of focusing so much on checking off academic tasks, students spent time with peers and their teachers discussing *why* a particular item is important to their understanding of our complex world and their place in it? Perhaps, instead of focusing on finishing tasks, they could spend more time on the process of learning by reviewing and discussing an exemplar and designing how they’re going to approach the task, or by working with peers to review and refine each other’s work. When the final grade is e-mailed to the student and parent, they should have a deep understanding of how they achieved their grade, and the experience of learning will surely be more worthwhile than the actual grade itself.”

Starr is glad schools are paying more attention to social-emotional development – self-regulation, conflict resolution, career exploration, the arts, athletics, community service – enriching students’ experience with adults and peers and giving them a broader sense of what schooling is all about. “School and district leaders,” he concludes, “have a responsibility to ensure not only that young people meet college and career standards, but also that they thrive as whole people... If the purpose of public education is to develop healthy, confident, engaged individuals and citizens, as well as to prepare future workers, then leaders must think more expansively about what students are asked to do in school, both on their own and as part of a larger community.”

[“Are We Paying Attention to the Right Things?”](#) by Joshua Starr in *Phi Delta Kappan*, May 2022 (Vol. 103, #8, pp. 60-61); Starr can be reached at [ceo@pdkintl.org](mailto:ceo@pdkintl.org).

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## **5. Do Recommendation Letters Add Anything to the Hiring Process?**

In this *Chronicle of Higher Education* article, Benjamin Schreier (Pennsylvania State University) says letters of recommendation are expected when people apply for jobs, but he believes they are mostly a waste of time, “like Kabuki theater but without the artistry.” Mentors feel compelled to make exaggerated claims when they write a letter – *One of the top three students I’ve ever taught* – and committee members have to parse the hyperbole: “What did Recommender No. 1 mean by ‘extraordinary’? Are we supposed to read Letter No. 2’s reference to the candidate’s participation on the campus literary club as a veiled expression of concern about the candidate’s scholarly aptitude? ... Was I right to see the repetition of the word ‘good’ in the third paragraph as a red flag? Is a ‘brilliant’ student better than one who’s

‘exceptionally gifted’? What about the one who’s ‘simply put, fantastic’? ... In a sea of superlatives, all boats sink.”

Then there’s the problem of bias, intended or unconscious. “Letter-writing,” says Schreier, “swarms with opportunities for the reproduction and aggravation of racism, sexism, classism, and other forms of prejudice. In a profession such as ours, in which the stakes – of everything – are often low and the narcissism of small differences intense, letters end up doing all sorts of things we can’t control for, trust, or desire.” In short, says Schreier, recommendation letters can rarely be taken at face value; assessing them becomes a game of Kremlinology.

But what’s the alternative? Hiring committees must find the answer to a question that goes beyond factual information: What is the candidate “like” as a professional, a human being, a potential colleague? Is the standard information sufficient: a personal statement from the candidate, a transcript, writing samples, evidence of job effectiveness, the names of several mentors or employers who could be contacted, the interview, reference calls?

Schreier isn’t sure, but he believes recommendation letters add little or no value. “The genre is just too flawed,” he concludes. “A little destruction might help with the job of imagining a path forward... I propose we end the practice of requesting, writing, and reading letters of recommendation.”

[“No More Letters of Recommendation!”](#) by Benjamin Schreier in *The Chronicle of Higher Education*, May 27, 2022 (Vol. 68, #19, pp. 40-41) Schreier can be reached at [bjs44@psu.edu](mailto:bjs44@psu.edu).

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## **6. Improving Students’ Oral Communication Skills**

(Originally titled “Speaking Out”)

In this *Educational Leadership* article, author/consultant Erik Palmer says oral communication is “the least taught language art,” deserving much more focus to prepare students for the real world. Here is Palmer’s PVLEGS checklist for teaching and assessing effective presentation delivery (verbatim):

Poise:

- I appear calm and confident.
- There are no distracting behaviors.
- I recorded myself and watched for fidgeting, shuffling, and odd tics.

Voice:

- My voice is just right for the space – not too loud or too soft.
- Every word can be heard.
- I don’t mumble or blur words together.

Life:

- I have feeling/emotion/passion in my voice during the entire talk.
- Listeners can hear that I care about my topic.

- I have appropriate life in my voice (enthusiasm for things I'm excited about, sadness for sad topics, anger for upsetting things, etc.)

Eye contact:

- I look at every listener at some point during my talk.
- My eye contact is natural and fluid.
- If I use notes, I only glance at them quickly to remind myself of key points.
- I talk *to* my audience, rather than read *at* them.

Gestures:

- My hand gestures add to my words.
- Emphatic hand gestures make key points stand out.
- Descriptive hand gestures make it easy to visualize my talk.
- My face is full of expression. Facial gestures add to my words.
- I lean in, shrug, and use other body motions to engage the audience.

Speed:

- I speed up, slow down, and pause where appropriate to add to my message.
- I change pace for effect.

[“Speaking Out”](#) by Erik Palmer in *Educational Leadership*, May 2022 (Vol. 79, #8, pp. 62-68); Palmer can be reached at [erik\\_palmer@comcast.net](mailto:erik_palmer@comcast.net), his website is <https://pvlegs.com>.

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# 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 52 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 150 articles each week, and selects 8-10 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 HTML 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 Express  
Cult of Pedagogy  
District Management Journal  
Ed. Magazine  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Exceptional Children  
Harvard Business Review  
Harvard Educational Review  
Independent School  
Journal of Adolescent and Adult Literacy  
Journal of Education for Students Placed At Risk (JESPAR)  
Kappa Delta Pi Record  
Knowledge Quest  
Language Arts  
Learning for Justice (formerly Teaching Tolerance)  
Literacy Today (formerly Reading Today)  
Mathematics Teacher: Learning & Teaching PK-12  
Middle School Journal  
Peabody Journal of Education  
Phi Delta Kappan  
Principal  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
Teachers College Record  
Teaching Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The Journal of the Learning Sciences  
The Language Educator  
The Learning Professional (formerly Journal of Staff Development)  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Time  
Urban Education