Marshall Memo 559

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 2, 2014

In This Issue:

Quotes of the Week

"Much of what Americans think they know about education policy is simply wrong."
Morgan Polikoff (see item #1)

"I'm not good-looking. I can't speak well. I'm not smart. I'm driven. I have the opportunity to change people's lives."
Thomas Menino, Boston mayor for 20 years, who died last week at 71, quoted in a laudatory *New York Times* obituary, October 31, 2014, http://nyti.ms/1xOzloX

"Although schools are places where respect for diversity is fostered, especially for children with disabilities, gender diversity is rarely valued. Children often find themselves in hostile environments where bullying and teasing from peers and adults are the norm."
Kay Chick (see item #7)

"Why would individuals who are capable of learning opt not to?"
Betsy DiSalvo, Mark Guzdial, Amy Bruckman, and Tom McKlin (see item #3)

"It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels this twoness – an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder."
W.E.B. Du Bois (quoted in item #3)

1. What the U.S. Public Knows – and Doesn't Know – About Education

In this *Education Gadfly* article, Morgan Polikoff reviews the data from several recent polls on Americans' educational opinions and comes to three conclusions:

• *People's views on education are all over the map*. For example, the 2013 Phi Delta Kappa (PDK)/Gallup poll found that just 22 percent thought standardized tests had helped local public schools – but a recent *Education Next* poll found that 71 percent support mandatory high-school exit exams, and the 2014 PDK/Gallup poll reported that 75-80 percent are supportive of college entrance tests, promotion tests, and high-school exit exams. There are similar contradictions in people's views on using test scores as part of teacher evaluation: the PDK/Gallup poll found that 61 percent oppose using standardized test results in teacher evaluations, but 60 percent in the *Education Next* poll support requiring student progress on state tests as a condition for teacher tenure. Americans favor spending more on schools, but are much less keen on raising taxes – and where else will additional funding come from?

• *Many people aren't staying abreast of educational issues*. "If Americans' views on education seem incoherent or contradictory," says Polikoff, "perhaps it's because they aren't paying attention." The Common Core State Standards were adopted by almost all states more than four years ago and have been covered in thousands of news articles for well over a year, yet around half of people say they've never heard of the new standards. Last year, 56-57 percent of voters had never heard of Race to the Top or waivers to No Child Left Behind. California recently revamped its school funding plan – the most significant education finance reform in a generation – but 76 percent of Californians say they've heard "nothing" or "not much" about the policy. Few citizens attend school board meetings, join PTAs, or volunteer in schools – but most support greater local control of schools.

• *Much of what Americans think they know about education policy is simply wrong*. For example, the *Education Next* poll found that 69 percent of those who had heard about Common Core thought it meant the federal government would collect detailed data on individual students' test performance (not true). Another 51 percent thought states were required by the feds to adopt Common Core standards (false). A University of Connecticut poll gave voters three options describing Common Core and only 37 percent chose the correct answer. The PDK/Gallup poll found that 57 percent think charter schools can charge tuition and 67 percent think charter schools can choose students on the basis of their academic achievement (neither is true). Almost half of Californians think charters perform better than regular public schools (another fallacy).

"So where does this all leave us?" asks Polikoff. "We know that voters demonstrate little knowledge of education and its major reform efforts. We also know that when they do claim to know something, they're often factually incorrect. And yet advocates on all sides leap at the chance to construe single data points from individual polls as validating reform (or anti-reform) agendas. Clearly, none of this makes sense." Given these findings, Polikoff concludes that "policymakers might be advised to take poll results with a big grain of salt."

"(What) Do Americans Really Think About Education?" by Morgan Polikoff in *The Education Gadfly*, October 29, 2014 (Vol. 14, #44), http://edexcellence.net/articles/what-do-americans-really-think-about-education

Back to page one

2. A Protocol for Building Supervisors' Skills at Short Classroom Visits

In this Phi Delta Kappa *Learning on the EDge* article, Kim Marshall says there are three essential ingredients to high-quality supervision and evaluation of teachers:

- Visiting classrooms frequently enough to get an accurate picture of teachers' work;
- Having a good "eye" for instruction and good judgment about what's most important;
- Using an effective approach to sharing insights with each teacher.

Marshall believes the key to the first is making at least ten short, unannounced visits to each classroom during the school year, systematically sampling the beginning, middle, and end of lessons, different subjects and/or groups, and different points in the day, week, and month. For the second and third, he suggests the following protocol for building supervisors' skills:

• Block out several hours and convene the principal, two or three other school-based supervisors or lead teachers, and the superintendent or area administrator responsible for that school.

• Recruit one or two teachers who are comfortable having the group visit their classroom and receiving feedback in a fishbowl setting, and arrange for coverage for the teacher at the appropriate time.

• The group visits each classroom for 10-15 minutes, carefully observing what's going on. Marshall recommends that visitors set an informal, low-key tone by not wearing their jackets and not carrying laptops and checklists – just jotting a few hand-written notes.

• The group convenes in an office or conference room, focuses on the first teacher, ascertains who in the room is the teacher's official evaluator, and quickly reviews any important information about the teacher – his or her goals for the year, patterns of student achievement, anything unusual about the composition of the class, and important personal information (for example, just returned from maternity leave).

• Going around the table (with the teacher's evaluator going last), each person shares several brief take-aways from the observation – compliments, questions, suggestions, concerns.

• The teacher's evaluator says what he or she thinks are the most important points to raise with the teacher and gets reactions from the group.

• The first teacher is invited in, sits next to his or her evaluator, and is asked to ignore

the others in the room (nervous laughter) and treat this as a routine post-observation chat. The two spend 5-10 minutes talking about the lesson.

• The teacher then responds to several questions from the group: How did the conversation feel? Did the administrator discuss what was most important? Did you have a chance to fill in key information that wasn't evident during the visit? Did you feel appreciated? What is your big take-away?

• The teacher leaves and the group gives the administrator feedback on all aspects of the conversation – opening lines, body language, tone, substance, and closing.

The process is then repeated with the second teacher.

"Putting Supervisors on a Steep Learning Curve" by Kim Marshall in Phi Delta Kappa's online *Learning on the EDge*, October 28, 2014, http://pdkintl.org/blogs/learning-on-the-edge/putting-supervisors-steep-learning-curve

Back to page one

3. Young Black Men Save Face While "Geeking Out" in Computer Science

"Why would individuals who are capable of learning opt not to?" ask Betsy DiSalvo, Mark Guzdial, and Amy Bruckman (Georgia Institute of Technology), and Tom McKlin (The Findings Group) in this article in *The Journal of the Learning Sciences*. "It would seem rational that students in groups that are frequently underrepresented and marginalized would be motivated to learn." But for some students, societal identities and beliefs about themselves get in the way. For example, a number of young African-American males adopt a "cool pose" toward education, maintaining that they don't care to identify with or exert effort in school. This can stem from a belief that schools are racist, and/or from a fixed-mindset belief that one's race is associated with doing poorly in school. This kind of stereotype threat can undermine student confidence, effort, and performance. The authors quote a statement by W.E.B. Du Bois:

> It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels this twoness – an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.

This duality and inner conflict was a powerful presence for Du Bois in 1903 and is still an issue today, say DiSalvo, Guzdial, Bruckman, and McKlin.

Young black males are frequently said to be unmotivated in school, and that's particularly true for subjects that are seen as "geeky" – socially unacceptable among friends and family. Computer science is in this category, and a very small number of African-Americans (as well as Hispanics, Native Americans, women, and students with disabilities) continue to study it in college. The belief that some people are "naturally" good at computer science can be created by the imbalance in content knowledge that becomes apparent in high

school: some kids have been programming and hacking from a very early age, while others haven't seen code before their first computer science class.

The authors studied what happened when black male high-school students worked at Glitch Game Testers, a summer program on a Georgia college campus designed to increase young black males' interest in computer science by leveraging their passion for video games. (Students also participated part-time during the school year.) Students got into the program because they needed jobs and it seemed cool to make money playing computer games. They continued to tell friends and family, "It's just a job" and "It's a good way to meet the ladies," but the young men became increasingly intrigued with computers and what makes them work. Clearly, what they said to peers and family members was a face-saving device to deal with feelings that went against social expectations.

At first, students working at Glitch regarded higher-order skills like hacking, modifying games, and using strategy guides as signs of not being a skilled player – and possibly as signs of weakness as a person. They played computer games the same way they played sports, accepting the rules and valuing sportsmanship and competition. But when Glitch asked students to test and quality-control computer games, have a real-world impact on a product, and compete against each other, this mindset changed. Students began to think about the "guts" of the computer games and increase their sense of agency with the technology. The researchers then stealthily taught students more and more computer science. They also allowed students to play their own music, kid around, trash-talk, and occasionally engage in jerk dancing.

The program had a remarkably robust long-term impact: 16 of 23 students who worked at Glitch ended up enrolling in post-secondary programs in computer science. "Because of this success," conclude DiSalvo, Guzdial, Bruckman, and McKlin, "we advocate designing learning interventions that consider the values of participants and their families and friends, which may not all be the same, allowing the participants to *save face* while participating and developing an identity as a learner."

"Saving Face While Geeking Out: Video Game Testing as a Justification for Learning Computer Science" by Betsy DiSalvo, Mark Guzdial, Amy Bruckman, and Tom McKlin in *The Journal of the Learning Sciences*, July-September 2014 (Vol. 23, #3, p. 272-315); http://www.tandfonline.com/doi/pdf/10.1080/10508406.2014.893434; DiSalvo can be reached at betsy.disalvo@gmail.com.

Back to page one

4. How to Scaffold Challenging Learning Tasks

In this *Edutopia* article, Rebecca Alber gives an example of an assignment that's *not* scaffolded: "Read this nine-page science article, write a detailed essay on the topic it explores, and turn it in by Wednesday." So what does good scaffolding look like? It's not the same as differentiation, says Alber. "With differentiation, you may give a child an entirely different piece of text to read, you might shorten the text or alter it, and you may modify the writing assignment that follows… Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk… Simply put, scaffolding is what you do first

with kids, then for those students who are still struggling, you may need to differentiate by modifying an assignment and/or making accommodations for a student."

Scaffolding and differentiation have this in common: you have to know the collective or individual "zone of proximal development" – the distance between what students can do by themselves and what they'll need support on. Alber suggests the following scaffolding strategies:

• *Show and tell* – Providing a model of what students are being asked to produce is an excellent way to set them up for success. This might be an exemplar of a good persuasive essay, the teacher doing a think-aloud of the thought process involved in the learning activity, or a small group of students doing the activity in a "fishbowl" with other students watching. "Remember that children's cognitive abilities are still in development," says Alber, "so providing opportunities for them to see developed, critical thinking is essential."

• *Tapping into prior knowledge* – Have students share their own experiences, ideas, and hunches about the subject matter, making connections to their own lives.

• *Time to talk* – Think-pair-share, turn-and-talk, triad teams, or some other form of structured talking time gives students a chance to process new ideas and information.

• *Frontloading vocabulary* – This can be dreary (look up the words in a dictionary), but it can be very helpful if a few well-chosen words are introduced with visuals, analogies, and metaphors linked to things students know about.

• *Visual aids* – Graphic organizers, pictures, and charts are excellent scaffolding tools, says Alber. "Graphic organizers are very specific in that they help kids visually represent their ideas, organize information, and grasp concepts such as sequencing and cause and effect."

• *Processing in real time* – Alber suggests presenting a chunk of new material, pausing to ask a well-formulated question, giving students think time (perhaps conferring with another student), and then asking someone to give the gist of the idea.

Won't scaffolding take too much time? Alber acknowledges that it takes more time than just giving students an assignment, but she argues that teachers need to slow down to get better results – so scaffolding ends up saving time. "[T]he end product is of far greater quality and the experience much more rewarding for all involved," she says.

"6 Scaffolding Strategies to Use with Your Students" by Rebecca Alber in *Edutopia*, January 24, 2014, http://bit.ly/1qlsFuj

Back to page one

5. Teaching Students to Find the "MVP" Phrase in a Text

In this article in *The Reading Teacher*, Carolyn Strom (New York University) suggests getting students to use the athletic concept MVP – Most Valuable Player – to choose the most important phrase in something they have read. "A conversation about a text's MVP prompts students to champion specific lines of text and explain their significance," says Strom. "Facilitating this kind of purposeful talk encourages students to elaborate on their ideas and to develop their overall understanding of a text."

Before using this strategy, Strom recommends that students achieve a literal understanding of the text so they're reasonably familiar with it. At that point, students can use MVP as a mnemonic device, asking themselves if a phrase does at least one of these:

- M – conveys the Main idea of a text;
- V – provides a Vivid mental image, enhancing comprehension of the overall text; this encourages students to pay attention to both semantics and syntax and tune in on compelling language, stepping back from a text's literal meaning to reflect on sentence structure, craft, rhythm, and lyrical qualities.
- P – is a "Phrase that stays" with a reader because it adds nuance to the way a concept or idea is understood, adding to a reader's developing schema.

In small- and large-group discussion, students are challenged to justify their choice of an MVP phrase or sentence meeting one or more of these criteria.

"Designating the MVP: Facilitating Classroom Discussion About Text" by Carolyn Strom in *The Reading Teacher*, October 2014 (Vol. 68, #2, p. 108-112), http://onlinelibrary.wiley.com/doi/10.1002/trtr.1287/abstract; Strom can be reached at chs289@nyu.edu.

Back to page one

6. Techniques for Getting Students to Quiet Down and Listen

In this *Edutopia* article, Todd Finley mentions a few of the standard quiet-down techniques – the "whisper bell" https://www.youtube.com/watch?v=tvo2BbQDsqk, raising two fingers, saying "Attention, class," and Harry Wong's "Give me 5" (Focus eyes on the speaker, Be quiet, Be still, Empty your hands, Listen). He also mentions a technique he once used to silence a group of 36 out-of-control sophomores: he clutched his chest and dropped to his knees like Sergeant Elias at the end of *Platoon*. "Instantly, dead silence and open mouths replaced classroom Armageddon," says Finley. "Standing up like nothing had happened, I said, 'Thanks for your attention – let's talk about love poems.' I never used that stunt again. After all, should a real emergency occur, it would be better if students call 911 rather than post my motionless body on YouTube. I've thought this through."

Finley then shares some other possible quiet-down techniques suitable for different grade levels. It's important to introduce your chosen technique and practice with students until they can get to 100 percent silence. (Click on the article link below to access videos on several of these.)

Kindergarten and lower elementary:

- Making a novel sound like a rain stick or wind chime;
- Popping a marshmallow into your mouth, puff out your cheeks, and have students puff out theirs.
- Blowing "hush bubbles" from a Windex bottle filled with bubble mix.
- Placing Quiet Critters on each student's desk and moving too-noisy students' critters close to the edge of their desk, which means no talking or the critter gets taken away.

Students who have their critter at the end of the activity have their name added to a reward chart.

- Various commercial products like Traffic Light (ICT Magic), Super Sound Box, Class Dojo, and Too Noisy App.

Upper elementary and middle school:

- Saying "Silent 20" at the end of an activity; if students return to their seats and are completely quiet in 20 seconds, the group advances one space on a giant facsimile of Game of Life, and when they reach the last square (which takes about a month), the class has a popcorn party.
- Talking to students as they enter the room and using informal chit-chat to socialize them to class expectations.
- Using Doug Lemov's "100 percent attention" hand gestures and countdowns.
- Having a content word of the week – perhaps *integer, renaissance,* or *circuit* – that signals that it's time for silence.

High school:

- Playing classical music (Bach, not Mahler) at low volume as students enter the room sets a professional tone.
- Write on the board, "If you wish to continue talking during my lesson, I will have to take time off you at break. By the time I've written the title on the board you need to be sitting in silence. Anyone who is still talking after that will be kept behind for five minutes." This is effective because it gives students adequate warning to comply.

Call and response (the first few are for elementary and middle, the others for high school):

- Teacher says: *Holy…* Students respond: *Macaroni.*
- Teacher says: *1,2,3, eyes on me…* Students respond: *1,2, eyes on you.*
- Teacher says: *I'm incredible…* Students respond: *Like the Hulk. Grrrrr (and flex).*
- Teacher says: *Ayyyyyyyyyyy…* Students respond: *Macarena.*
- Teacher says: *I get knocked down…* Students respond: *But I get up again, you're never going to keep me down.*
- Teacher says: *Oh, Mickey, you're so fine…* Students respond: *You're so fine, you blow my mind – hey, Mickey.*
- Teacher says: *The only easy day…* Students respond: *Was yesterday.* (A Navy SEAL slogan)

"30 Techniques to Quiet a Noisy Class" by Todd Finley in *Edutopia*, October 21, 2014, http://bit.ly/1wUyKln

Back to page one

7. Books for Addressing Gender Stereotyping with Young Students

In this article in *Kappa Delta Pi Record*, Kay Chick (Penn State Altoona) suggests five picture books that facilitate primary-grade discussions about gender stereotyping, gender role development, and accepting individual differences. Experts estimate that one in 500 children is gender nonconforming or transgender. "Although schools are places where respect for

diversity is fostered," says Chick, "especially for children with disabilities, gender diversity is rarely valued. Children often find themselves in hostile environments where bullying and teasing from peers and adults are the norm… Students are frequently verbally and physically harassed and report that school personnel typically do not intervene on their behalf."

In addition, some of the literature read in elementary classrooms reinforces conventional norms. "Gender stereotypes in books amplify and perpetuate biased attitudes and behaviors…" says Chick. "Females in children's books commonly are described as 'beautiful, frightened, worthy, sweet, weak, and scared,' while male characters are represented as 'big, horrible, fierce, great, terrible, furious, brave, and proud.'" Fortunately, this is changing for girls, with a number of books depicting multiple femininities with characters who cross the traditional gender line, excelling in sports, fighting in battles, showing courage, assertiveness and leadership, and sometimes identifying closely with boys.

But while multiple masculinities are depicted in an increasing number of young adult novels, there are fewer such books for younger children. *William's Doll* (Zolotow, 1972) and *Oliver Button Is a Sissy* (dePaola, 1979) are two early examples of books in which not all boys are strong, tough, aggressive sports lovers. Chick recommends five more-recent books. "Each title can help children think deeply and gain insights into the malleability of gender and the importance of accepting individual differences," she says. "In addition, it is essential that children be able to see themselves in the literature they read, especially those who demonstrate multiple masculinities or femininities, or who demonstrate gender variance."

• *The Only Boy in Ballet Class* (Gruska, 2007) – Tucker loves to dance and his feet never stop moving. He's teased in school but not in ballet class. Then he's roped into playing in a championship football game and is terrified. When the ball lands in his hands, he uses all his dance skills to help win the game.

• *The Boy Who Cried Fabulous* (Newman, 2004) – Roger has trouble making it home from school because, much to his parents' annoyance, he finds everything to be "fabulous." He solves the problem by expanding his vocabulary to include *wonderful, glorious, magical,* and *luscious*.

• *My Princess Boy* (Kilodavis, 2011) – This book is written by the mother of a young boy who loves to dress up like a princess but is hurt by the way people stare and laugh at him. The story encourages children to be more accepting of those who are different from them.

• *10,000 Dresses* (Ewert, 2008) – Bailey dreams about dresses every night and tells his family how much he would like one of those dresses. His mother, father, and brother are repulsed – *Boys don't wear dresses!* – but he tells them he doesn't feel like a boy. He meets Laurel and they work together to design and make beautiful dresses.

• *Be Who You Are!* (Carr, 2010) – Nick has always viewed himself as a girl; he feels as though he has a girl's brain and enjoys wearing dresses. His parents accept this and repeatedly tell him, "Be who you are!" He joins a play group with other gender-nonconforming children, tells his parents he doesn't want to be a boy anymore, and changes his name to Hope.

"While the need is great, there are significant challenges to bringing such literature into elementary classrooms," says Chick. "Stereotypical views on gender and masculinity are

deeply ingrained, and censorship of this literature is widely accepted… To even begin to help children rethink their views and learn the value of challenging their own stereotypes will take considerable work on the part of sensitive and understanding teachers and administrators… There is, obviously, no quick fix to changing stereotypical attitudes, and parents, of course, must be given the option of having their children excused from these literature discussions."

In addition, it's important to plan carefully when using such books in classrooms. Chick recommends several strategies, including brainstorming stereotypes up front using sentence stems (Girls like to…, Boys wear…), putting together a semantic gender and character analysis chart after reading the books, and pairing these books with picture books in which strong female characters cross gender lines.

"The Making of a Man: Rethinking and Challenging Stereotypes" by Kay Chick in *Kappa Delta Pi Record,* October-December 2014 (Vol. 50, #4, p. 175-180), http://bit.ly/10LCXy6; Chick can be reached at kxc19@psu.edu.

Back to page one

8. What Makes for Effective Professional Development?

In this Teachers United report on teacher preparation, support, and retention, Sarah Margeson, Chris Eide, and Alison Fox list the criteria for effective professional development:

- It is designed to improve teacher effectiveness as measured by improved student outcomes.
- It is tied to schoolwide reform efforts, a clearly communicated vision for student learning, and student-achievement goals.
- It includes structured planning and practice so teachers can immediately implement new practices in their classrooms.
- It's job-embedded – that is, designed around a specific context, staff composition, and instructional needs and gives time for teachers to collaborate with a coach or other teachers to plan for classroom implementation.
- It is differentiated based on teachers' previous experiences, demonstrated areas for growth, student age-group, and content area.
- It involves teachers in planning content and methods and builds in opportunities to give feedback on the quality of PD.
- The leader/facilitator is knowledgeable, engaging, and responsive to feedback.
- It includes active participation by teachers and collaboration within teacher teams.

"Intentionality: Strategic Preparation and Development to Retain Our Most Effective Teachers" by Sarah Margeson, Chris Eide, and Alison Fox, Teachers United, Fall 2014, http://bit.ly/1s64l0f

Back to page one

9. Short Items:

a. Inner voices – This Radio Lab http://www.radiolab.org/story/301401-inner-voices

touches on the work of Stanford professor Claude Steele and the nay-saying voices some students hear when they encounter frustration and difficulty in schoolwork. There's also a delightful segment on Mel Blanc, the "man with 1,000 voices," who did Bugs Bunny, Daffy Duck, Porky Pig, Yosemite Sam, Fred Flintstone, and hundreds of other cartoon characters.

Back to page one

b. Free learning apps – In this *Time Magazine* article, Victor Luckerson recommends several apps that make learning like a game:

- Duolingo – Learning Spanish, French, Italian, German, and Portuguese; this app uses the phone's microphone to gauge users' pronunciation skills.
- Codecademy – In-depth lessons in HTML, JavaScript, and other programming languages.
- DailyArt – Each day, this app presents a different classic painting with details and the backstory on the work.
- Today's Documents – Managed by the U.S. National Archives, this app presents a historical document or photo each day of the year.

"Brain Train" by Victor Luckerson in *Time Magazine*, October 13, 2014

Back to page one

c. Foreign language websites – This regular feature in *The Language Educator* recommends several free websites:

- LessonPlanet – This site www.lessonplanet.com has thousands of lesson plans and worksheets for Arabic, Chinese, French, German, Italian, Latin, Russian, and Spanish.
- Visual Dictionaries in English www.ikonet.com/en, French www.ikonet.com/fr and Spanish www.ikonet.com/es have definitions with illustrations and are searchable by 17 themes including art and architecture, food, society, sports, games, and science.
- What You Can Do With German – This site www.whatcanidowiththat.com shows jobs for which knowing German is helpful – for example, automotive manufacturing and engineering supply, the U.S. Navy, and a study-abroad coordinator.

"Webwatch" in *The Language Educator*, October/November 2014 (Vol. 9, #5, p. 60-61)

Back to page one

Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

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

To produce the Marshall Memo, Kim subscribes to 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 a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions (with results of an annual survey)
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (also in Word and PDF)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

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
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
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
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
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