

# Marshall Memo 349

A Weekly Round-up of Important Ideas and Research in K-12 Education  
August 30, 2010

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## Quotes of the Week

“In the smaller world of the 21<sup>st</sup> century, the illiteracy of my neighbor’s children, whether my neighbor is in Mississippi, California, or New York, also puts my children at risk.”

Douglas Reeves and Timothy Waters (see item #1)

“Research from fields as diverse as aviation and medicine shows that monitoring, real-time feedback, and making midcourse corrections are essential for sustained high performance. Pilots and patients who make decisions only on the basis of annual feedback are quite likely to die.”

Douglas Reeves and Timothy Waters (*ibid.*)

“When managers warn us not to be unprofessional, they’re really saying that when we show up for work, they expect us to leave behind the emotional and social parts of who we are. But we’re unable to leave our humanity at the door. We react to things emotionally, we form bonds with people, we gossip. To pretend otherwise makes things worse.”

Giuseppe Labianca (see item #3)

“One of the most common explanations for... superficial change is that the professional development designed to support teachers’ adoption of reform practices does not allow them to try out, mull over, and critically evaluate new practices and make them their own.”

Eric Camburn in “Embedded Teacher Learning Opportunities as a Site for Reflective Practice: An Exploratory Study” in *American Journal of Education*, August 2010 (Vol. 116, #4, p. 463)

“If all the earnest talk about ‘data’ (in the context of educating children) doesn’t make you at least a little bit uneasy, it’s time to recharge your crap detector.”

Alfie Kohn (see item #9)

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## 1. Michelle Obama's Anti-Obesity Campaign as a Model for School Reform

In this thoughtful *Education Week* commentary article, author/consultant Douglas Reeves and McREL leader Timothy Waters compare the “box score” approach common in school accountability with First Lady Michelle Obama’s campaign to reduce childhood obesity. “If the First Lady had suggested that every American child undergo an annual ‘weigh-in’ and then publicly report the results, shaming and humiliating those whose weights were far off the mark, her policy prescriptions would have been ridiculed as a counterproductive waste of time,” say Reeves and Waters. “Wisely, Mrs. Obama counsels a more nuanced approach, including healthy food, accessible exercise, and frequent monitoring of health indicators.” To kick off the campaign, she worked with local students to plant a vegetable garden on the White House grounds.

Educational policy is at a crossroads, say Reeves and Waters. Here are the lessons they believe we should draw from Mrs. Obama’s work:

- *Change the accountability equation.* “The prevailing claim that ‘testing = learning’ is as superficial as the formula that ‘health = weight,’” they say. There are healthy and unhealthy ways to lose weight – good nutrition and exercise or anorexia and amphetamines. If all that matters is losing weight, then any strategy is a good one. “If we want to avoid the educational equivalent of anorexia and pill-popping – teaching focused only on test content and test-taking strategy – then the accountability equation must include causes, not merely effects,” say Reeves and Waters. This means measuring students’ progress frequently, not just once a year, and looking at *how* those results were achieved. An effective accountability equation would focus on key inputs as well as outcomes.

- *Change the incentives.* “If you gave the people in charge of the student weight-management system billions of dollars when students lost a certain number of pounds, students would lose weight,” say Reeves and Waters. “It wouldn’t be healthy or sustainable, but with billions of dollars at stake, there would be some very fancy scales used to persuade everyone involved that the students had been successful.” A better incentive system for educational improvement would measure research-based variables of teaching, leadership, and learning.

- *Make educational accountability a national mission.* Reeves and Waters recall the successful 1950s public-health campaign to eradicate polio. “We stopped the dread disease because it was our collective duty to do so,” they write. “If my neighbor’s children were not immunized, my own children were at risk, and vice versa. In the smaller world of the 21<sup>st</sup>

century, the illiteracy of my neighbor's children, whether my neighbor is in Mississippi, California, or New York, also puts my children at risk.”

- *Make educational systems ‘high-reliability organizations.’* “Research from fields as diverse as aviation and medicine shows that monitoring, real-time feedback, and making midcourse corrections are essential for sustained high performance,” say Reeves and Waters. “Pilots and patients who make decisions only on the basis of annual feedback are quite likely to die. High-reliability organizations have clarity of process and purpose. Results are important, but leaders of these organizations sustain those results because everyone in their organization understands the processes behind the results.”

- *Put integrity at the heart of educational accountability.* “Systems with integrity give leaders an incentive to say, ‘I made a mistake, and this is what I learned from it,’” conclude Reeves and Waters. “Accountability systems based on test scores alone provide only incentives to bury errors, rather than learn from them. Worse yet, prevailing systems give leaders every incentive to ignore pernicious behavior as long as it produces results.”

“An Accountability Lesson from Michelle Obama” by Douglas Reeves and Timothy Waters in *Education Week*, Aug. 25, 2010 (Vol. 30, #1, p 27), e-link for subscribers only

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## **2. Four Leadership Mistakes**

In this *Harvard Business Review* article, Connecticut-based consultant Robert Schaffer identifies four behavior traps that he’s seen leaders fall into with great regularity:

- *Failing to set proper expectations* – Schaffer says this is the “single weakest skill” of executives he’s worked with over the last 35 years. Here is his list of the “seven deadly sins of setting demands”:

- Establishing too many goals;
- Stating goals that are vague and not measurable;
- Not requiring a plan for how and when goals will be achieved;
- Failing to push for significant improvement for fear that people are already overwhelmed;
- Not assigning clear one-person accountability for each key goal;
- Inserting an unspoken “if you possibly can” at the end of a statement of expectation, thereby undermining its power;
- Accepting reverse assignments (“Sure, boss, I can get it done if you will see to it that...”).

For example, a transportation manager declares, “We are going to cut train accidents significantly” – without specifying by how much, a strategy for getting there, a person in charge, a timeline, and a way of measuring progress along the way.

- *Excusing subordinates from working toward overall goals* – Most middle-level managers and workers are preoccupied with the work in their own silos, and they often delegate responsibility for organization-wide performance *upward* to top managers, who usually don’t push back. Executives rarely ask subordinates to think about how their work is part of the whole enterprise; rather, they delegate specific tasks to them and try to supervise

progress on all of them. “Having to play nursemaid to so many activities saps executives’ time and energy,” says Schaffer. “Yet very few seem willing to assign a subordinate full responsibility for achieving results that will require substantial input from peers.”

- *Not holding consultants accountable for results* – Outside consultants always *imply* that their work will improve performance, but they rarely make results part of the deal. This is human nature, given the uncertainty that their suggestions will be implemented with fidelity, but it’s also not unusual, says Schaffer, “for consultants to recommend solutions that are impractical or that ignore the limits on the kinds of changes the client organization might be capable of carrying out.” He believes that managers should insist on building measurable outcomes into consultant contracts.

- *Waiting while associates prepare, prepare, prepare* – When leaders push their people to make changes, the usual response is, “Yes, but first we have to...” These aren’t excuses, but they can go on and on, and they often involve getting new systems and programs. Schaffer believes that often, major changes can happen by making better use of existing people and structures.

These behavior traps reinforce each other, says Schaffer, and account for a great deal of organizational failure and mediocrity. They persist because they all four satisfy psychological needs. So what is to be done? “To escape the traps,” he says, “managers have to do battle with their own resistance, as they would in trying to change any well-entrenched habit.”

The first step is simple awareness. Managers should think of a recent event where these behaviors manifested themselves. The second step is to think of a *small-scale experiment* to push oneself and one’s subordinates outside the comfort zone and into better management. An ideal experiment meets these criteria:

- It rapidly produces tangible, reinforcing results.
- It has very little risk of failure.
- The experimental behavior is clearly linked to the outcome.

“Each person needs to experience viscerally the dramatic improvement that is possible,” says Schaffer, “which is why individuals should start with their own modest, low-risk experiments.”

Here’s an example. An iron-producing plant was having chronic problems with the quality of its product. The general manager asked his operating managers to name a couple of places where, with focused effort, they could get quick results. From a long list of possibilities they decided on five. The general manager put one person in charge of each one, with the clear mandate to achieve a specific quality improvement within 100 days with the help of a small, cross-functional team.

Each team had to declare in advance the exact gains (not just the activities) they intended to pursue and what their strategy was (one example: “Increase from 80% to 90% the proportion of samples where moisture variation is within limits”). All five projects successfully met their goals, and their methods were extended to the rest of the plant. Within three months, quality had improved, and in a few more months, the problems were virtually eliminated.

“Equally important,” says Schaffer, “the experiment was a transformative experience for the

general manager. He grasped, as never before, the power of communicating a clear demand to an accountable manager.”

Another company with an embarrassing late-delivery problem tried this experiment: The vice president for operations chose a week about a month in the future and designated it as a “model week” when 100% of deliveries would be on time. Everyone in the plant was involved in preparing for it, from executives to union leaders. When the week rolled around, they hit the target of 100% on-time deliveries. The innovations in the experiment were spread throughout the company, and over a ten-year period, on-time shipments were as high as 98% and never dropped below 95%.

“Breakthrough experiments create a kind of dynamism through focus and success,” concludes Schaffer. “If carefully selected and designed, they nearly always deliver. Once that happens, their fruits multiply rapidly.”

“Mistakes Leaders Keep Making” by Robert Schaffer in *Harvard Business Review*, September 2010 (Vol. 88, #9, p. 86-), no e-link available; Schaffer is at [rschaffer@schafferresults.com](mailto:rschaffer@schafferresults.com).

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### **3. The Role of Gossip in the Workplace**

In this intriguing *Harvard Business Review* interview, University of Kentucky professor Giuseppe Labianca says it’s futile for bosses to try to eliminate gossip among their employees (he defines gossip as “the exchange of information between two people about a third, absent person”). Studies show that 96 percent of employees gossip and, says Labianca, “Gossip can be very helpful to people in organizations, especially when the flow of information from the top gets choked off, as often happens when companies are in crisis or undergoing change. If a few people know what’s really going on, gossip becomes the means of spreading that information to everyone else.”

Labianca agrees that gossip is sometimes inaccurate and can increase anxiety and fear, but research indicates that most of the time, gossip reduces anxiety and helps people cope with uncertainty. One study found that only 7 percent of gossip was predominantly negative. “A huge amount of gossip is devoted to praise,” he says. “If someone stays late to help you, you’ll probably tell someone else in your network about it.”

“By sharing gossip,” Labianca continues, “you make a personal connection, which gives you social and emotional support. Gossip also disseminates valuable information about a network – who’s a free rider, who’s a bully, and who’s impossible to work with – and provides a means for censuring those who don’t adhere to the group’s norms... And strange as it may sound, gossip can reinforce the company’s values. If you establish a culture that’s high-performing, people watch one another and push one another to do their best work.”

So why do some managers try to stamp out gossip? Because it’s a democratizing force that levels the playing field between managers and employees. If a manager wants complete control, gossip is seen as subversive. “Directives to halt gossip usually backfire and generate more gossip,” says Labianca. “Negative gossip is a symptom of a larger organizational issue. You should focus on resolving it and on increasing communication and showing that the

information you give out is truthful.” Labianca advises managers to keep their ear to the ground and use gossip to learn about troublesome issues that are percolating beneath the surface. For example, in one company, people were gossiping about intergroup conflict, and the negative talk was hurting the organization. But the problem wasn’t the gossip – it was the intergroup conflict.

Should managers gossip? They already do, says Labianca – with almost twice the number of people as their employees, according to one study. “For managers,” he says, “the question is whether they’re gossiping with the right people. Are they folks who will reinforce what the managers already think, or people who are different from the managers and will actually pass on things that are informative about the state of the company?” It’s vital for workers on the front lines to be able to get their honest opinions heard. “If they’re not feeling good,” says Labianca, “they can find all kinds of ways to bring the organization down.”

So gossip isn’t unprofessional? Labianca wants to strike the word “unprofessional” from our lexicon. “When managers warn us not to be unprofessional,” he concludes, “they’re really saying that when we show up for work, they expect us to leave behind the emotional and social parts of who we are. But we’re unable to leave our humanity at the door. We react to things emotionally, we form bonds with people, we gossip. To pretend otherwise makes things worse.”

“It’s Not ‘Unprofessional’ to Gossip at Work” – an interview with Giuseppe Labianca in *Harvard Business Review*, September 2010 (Vol. 88, #9, p. 28-29), no e-link available

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#### **4. Analyzing Failure**

In this *Harvard Business Review* article, author/entrepreneur Seth Godin urges us to unpack the idea of failure. We have a strong cultural bias against failing, he says. Not being successful induces anxiety, even panic. The problem is when managers don’t analyze what’s under the surface. Two examples:

- In Grand Central Terminal in New York City, there’s often a ten-minute line to use the ladies’ room. “This is a failure,” says Godin. “It’s a failure of design, of gender relations, and of resources. Because it’s not currently treated as a failure, it doesn’t get addressed. We’re fine with the status quo.”

- In his own company, thousands of people call the customer support line because they don’t understand how to use one of the products. This is a failure too, he says. “It’s a failure worse than if they hadn’t bought your product at all. A zero-sales situation might set off alarm bells – but the ringing phone feels like a normal interaction.”

Godin suggests eight ways that we can analyze failure-in-the-making and intervene before things get really bad:

- *Design failure* – This might be why people aren’t understanding, buying, or using your product properly.
- *Failure of opportunity* – “If your assets are poorly deployed, ignored, or decaying, it’s as if you are destroying them,” says Godin.

- *Failure of trust* – Wasting stakeholders’ goodwill and respect by taking shortcuts in exchange for short-term gains is always a long-term loser.
- *Failure of will* – Prematurely abandoning important work because of internal or external resistance.
- *Failure of priorities* – You and your management team choose to focus on work that doesn’t create value.
- *Failure to quit* – Sticking with a mediocre idea, facility, or team too long because you don’t have the guts to create something better.
- *Failure of respect* – Being successful without treating your people, your clients, or your resources with respect and honesty.
- *Failure to see when you’re failing* – This one is self-explanatory!

“Redefining Failure” by Seth Godin in *Harvard Business Review*, September 2010 (Vol. 88, #9, p. 34), no e-link available

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## **5. Preventing Adults’ Anger from Impairing Job Performance**

In this *Harvard Business Review* article, Harvard educators Jennifer Lerner and Katherine Shonk report that when employees come to work angry (perhaps over a family quarrel or being cut off in traffic), their work suffers. They are quicker to blame individuals and tend to take cognitive shortcuts, using simplistic rules of thumb.

But this doesn’t have to happen. Lerner and Shonk describe a recent study showing that anger-fueled individuals are less likely to regress to unproductive behavior if they know that they will be held accountable – that is, be asked to explain and justify their actions to an expert manager. They’re still angry, but knowing they are accountable makes them manage their feelings. The study found that accountable employees were more evenhanded, based their decisions on the facts before them, engaged in self-critical thought about the defensibility of their decisions, and corrected their tendency to blame others.

Lerner and Shonk advise managers to let employees know that they will be asked to justify their decisions, not just report outcomes. “By improving accountability,” they say, “managers can steer employees toward decisions free from the negative effects of anger.”

“How Anger Poisons Decision Making” by Jennifer Lerner and Katherine Shonk in *Harvard Business Review*, September 2010 (Vol. 88, #9, p. 26), no e-link available

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## **6. How Principals Spend Their Time**

In this *American Journal of Education* article, Stanford University researchers Eileen Lai Horng, Daniel Klasik, and Susanna Loeb report on their study of principals’ time use in 65 Miami-Dade schools and the link to their schools’ performance. Researchers shadowed principals for a full day and recorded what they did (checking a list of 43 activities), where they spent their time (five possible locations), whether there were differences depending on

gender, experience, school level, and student composition, and how principals' actions affected outcomes.

What did they find? The way principals spent their time was surprisingly similar in different types of schools and across male and female and experienced and rookie principals, with one exception: more-experienced principals spent less time on administrative duties. Here are the averages for time spent:

- 27% on administration – student discipline, compliance, etc.
- 21% on organization management – budgets, managing staff, hiring, etc.
- 19% on other tasks – lunch, bathroom, interacting with the researcher, transitions
- 15% on internal relations – developing relationships with students, staff
- 7% on the instructional program – evaluating the curriculum, planning PD
- 6% on day-to-day instruction – classroom visits, informally coaching teachers
- 5% on external relations – fundraising, etc.

Principals spent most of their time in their own office (54%) or the office area (9%). They spent only about 8% of the day in classrooms and about 4% off campus. “Surprisingly,” write the authors, “only about half the time that principals were in classrooms was dedicated to day-to-day instruction tasks, such as observing or coaching teachers. The other half was divided nearly evenly among administration, organization management, instruction program, and internal relations tasks.” In other words, principals multi-tasked when they were in classrooms.

What about results? The researchers looked at student achievement on state tests, teachers' assessment of the school, teachers' general satisfaction, and parents' assessment of the school. The results were surprisingly mixed:

- Schools where principals spent more time on organizational management tended to have higher student achievement and have more positive staff and parent assessments; vice-versa for principals who spent less time on this area.
- Day-to-day instructional activities were marginally or not at all related to improvements in student test scores and were negatively related to teachers' and parents' assessment of the school.

[This study, while thorough and substantive, didn't measure the *quality* of principals' work on administrative, organizational, and supervisory tasks. It also doesn't address causation. Adding these dimensions might have sent the results in quite a different direction, but we have no way of knowing.]

“Principals' Time Use and School Effectiveness” by Eileen Lai Horng, Daniel Klasik, and Susanna Loeb in *American Journal of Education*, August 2010 (Vol. 116, #4, p. 491-523), no e-link

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## **7. The Difference that SAM (a School Administration Manager) Can Make**

In this article in *Middle Ground*, Drake University professor Jan Walker reports on her five-day observation of a principal who was blessed with a School Administration Manager (SAM), a co-administrator whose mission was taking most of the non-instructional tasks off

the principal's shoulders – student discipline, routine management, parent relations, and more. Here is what she found:

- The principal was able to spend his time working with teachers and students on curriculum and instruction.
- The relationship between the SAM and the principal was collegial and collaborative. They huddled briefly every morning and conferred frequently about student, staff, and parent issues.
- The SAM was knowledgeable, adept at decision-making, and trusted by students, staff, and parents.
- The principal gave up some administrative power because he believed in this strategy. “Giving up power is not always easy for principals,” says Walker. But he was able to do it because of his trust in the SAM and the priority they both gave to making instructional leadership happen in the school.

“Letting Go: How Principals Can Be Better Instructional Leaders” by Jan Walker in *Middle Ground*, August 2010 (Vol. 14, #1, p. 16-17), no e-link; Walker is at [jan.walker@drake.edu](mailto:jan.walker@drake.edu)  
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## 8. Effective and Ineffective PD for Principals

In this *American Journal of Education* article, University of Missouri professor Jason Grissom and doctoral student James Harrington examined teacher survey and student-achievement data from 7,410 U.S. public schools (gathered in 2003-04) to assess the impact of three types of principal professional development. The study found that “not all principal professional development opportunities are created equal.” Specifically:

- Participation in university courses had a negative impact on principals' performance. Teachers saw these principals as less effective and their students did less well. This was true in most, but not all, cases.
- Participation in mentoring or coaching had a positive impact on principals' performance. Teachers saw these principals as more effective and their students did better.
- Participating in principal networks organized by an outside agency or through the Internet was associated with less favorable outcomes. However, Grissom and Harrington think selection bias may be at work here – that is, it had to do with which principals chose to take part in networks rather than causation.

What explains the alarming finding about university courses? Grissom and Harrington speculate that university coursework is time-consuming and diverts principals from more productive activities – they have to take classes, attend university meetings, and complete homework assignments during the week. “These activities may substitute significantly for time that they might otherwise spend managing school affairs or building relationships with staff,” they write. It's also possible that university-run courses don't cultivate the most useful knowledge or skills for school leadership – too much theory and not enough practical, day-to-day wisdom.

“Investing in Administrator Efficacy: An Examination of Professional Development as a Tool for Enhancing Principal Effectiveness” by Jason Grissom and James Harrington in *American Journal of Education*, August 2010 (Vol. 116, #4, p. 583-612), no e-link

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## **9. Alfie Kohn on Critically Assessing Assessment Programs**

In this *Education Week* commentary article, writer Alfie Kohn suggests that educators ask themselves the following questions when deciding whether to buy one of the many commercial student-assessment systems on the market:

- *What is its basic conception of assessment?* Does it measure authentic student learning over time or is it all about memorization and practicing skills?
- *What is its goal?* Is it geared to boosting standardized test scores or getting students to understand ideas and become thoughtful questioners?
- *Does it reduce everything to numbers?* “If all the earnest talk about ‘data’ (in the context of educating children) doesn’t make you at least a little bit uneasy,” says Kohn, “it’s time to recharge your crap detector.” He quotes Albert Einstein: “Not everything that counts can be counted, and not everything that can be counted counts.”
- *Is it about ‘doing to’ or ‘working with’?* Kohn is highly skeptical of programs that are “so prescriptive and prefabricated that teachers lack any real autonomy... Likewise, you’d want to make sure that students’ autonomy is respected, since kids should have a lot to say about their assessment.” He quotes Jerome Bruner saying that we want to create an environment where students can “experience success and failure not as reward and punishment but as information.”
- *Does it nurture students’ desire to learn?* “Once a school adopts the program are kids more excited about what they’re doing – or has learning been made to feel like drudgery?” asks Kohn.
- *Does it over-test?* Less is more with assessment, concludes Kohn. Students should focus on *what* they’re doing as much as *how well* they’re doing.

“Turning Children Into Data: A Skeptic’s Guide to Assessment Programs” by Alfie Kohn in *Education Week*, Aug. 25, 2010 (Vol. 30, #1, p 32, 29), e-link for subscribers only

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## **10. A Report on Black Male Graduation Rates**

This 39-page report from the Schott Foundation presents many pages of tables comparing the graduation rates of African-American male student in U.S. states and districts. Its results have been challenged because graduation requirements vary from state to state and graduating from high school doesn’t guarantee admission to or success in college. Nonetheless, the data highlight an important challenge for American schools.

The report briefly highlights “conditions for failure” that have been identified as widening the achievement gap:

- Watered-down curriculum for disadvantaged students;

- Inadequate funding support compared to successful suburban schools;
- Insufficient access to well-planned, high-quality preschool education for disadvantaged 3-4 year-olds;
- Little intensive early literacy instruction;
- Large class sizes;
- Disproportionate disciplinary action against African-American youth;
- Disproportionate referral of black male students to special education;
- Short school days;
- No weekend and summer programs;
- Sub-par social and health services;
- Inexperienced and ill-trained teachers;
- Little or no state accountability to ensure progress in improving student achievement;
- Lack of educationally sound living and learning environments;
- Lack of parent and community engagement in the reform process.

“Yes We Can: The Schott 50-State Report on Public Education and Black Males” by Michael Holzman (The Schott Foundation, August 2010); available at <http://www.blackboysreport.org>  
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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.marshall8@verizon.net](mailto:kim.marshall8@verizon.net)*

# 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 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

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

## ***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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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

## ***Publications covered***

*Those read this week are underlined.*

American Educator  
American Journal of Education  
American School Board Journal  
ASCD, CEC SmartBriefs, Daily EdNews  
Catalyst Chicago  
Ed. Magazine  
EDge  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
Essential Teacher (TESOL)  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
JESPAR  
Journal of Staff Development  
Language Learner (NABE)  
Middle Ground  
Middle School Journal  
New York Times  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teachers College Record  
The Atlantic Monthly  
The Chronicle of Higher Education  
The Language Educator  
The Learning Principal  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Tools for Schools