Marshall Memo 61

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 8, 2004

In This Issue:

Quotes of the Week

"Just remember some people need a pat on the back, some people need a kick in the pants, some people need both."
A middle school principal (see item #4)

"Motivating students – creating a desire to know more about something, to lead students into a sense of excitement about learning – is the heart and soul of teaching, but it is not really a mystery. Teens can be lured into learning by realistic, purposeful tasks of which they have some choice and control."
Dorie Combs (see item #2)

"If it's good enough for Harvard, it's good enough for middle and high school students on the Lower East Side."
Henry Street School for International Studies in New York (see item #5)

"[Lecturing is] the best way to get information from teacher's notebook to student's notebook without touching the student's mind."
George Leonard, quoted by Alfie Kohn (see item #7)

"The harder you work, the sooner your skills improve. Then the virtuous circle takes over. As your skills grow, you get a rush of self-confidence, which spurs you to continue working, and your skills increase all the faster."
Bill Bradley, former New York Knicks player and U.S. Senator (see item #6)

1. Is Systematic Phonics Best for Early Reading Instruction?

Jessica, a second grader in an urban school who learned to read through a systematic phonics program, is asked to read the following passage from the children's book *There's Something in My Attic* by Mercer Mayer:

But the nightmare tried to sneak back down the stairs. So I chased it.

Jessica read:

"But the night-time tried to stand back down the stairs. So I caused it."

The authors of this important article in the November *Kappan* have this to say about Jessica's earnest efforts: "She comes up with words that look and sound similar to the words on the page, but they do not always make sense in the sentence. She accepts this, seemingly unaware that the text is supposed to make sense. Jessica's repertoire of reading strategies is limited, and her comprehension is poor. Is this the kind of reading that we wish to promote?"

The researchers think not. They disagree with the National Reading Panel's favorable opinion of "systematic and explicit phonics" (on which the NCLB and Reading First reading policies were based), noting that NRP's findings came from testing children on word lists, short passages with blanks, and lists of non-words. Such assessments, the researchers contend, measure only part of what it takes to read and understand "real" texts. To reach a more authoritative conclusion on what type of reading instruction works best, the researchers designed a study of the reading achievement of 84 urban, low-SES second graders who had variously been through the Open Court, Direct Instruction, and Fountas-Pinnell balanced literacy programs. The study used the following assessments to see which program worked best:

- Having students read passages and doing a miscue analysis of the errors students made to see what reading strategies they used;
- Asking students to retell each story to measure how well they understood characters, setting, plot episodes, inferences and connections, and general cohesion (looking for how smoothly and completely they retold the story);
- Interviewing students, using questions like, "When you are reading and you come to something you don't know, what do you do?"
- Giving students a phonics test (reading non-words) from the *Woodcock Johnson Psycho-Educational Battery*.
- Observing primary-grade classes and interviewing principals and teachers about their reading programs.

The researchers reached conclusions contrary to those of the National Reading Panel: they found that students who had been in Open Court and Direct Instruction classrooms did quite well reading non-words and had moderately good literal comprehension of character and setting, but (like Jessica) they did not attend to whether the words they read actually made sense. They tended to be "word readers" who used a limited repertoire of reading skills with difficult words, mostly "sounding out" and asking for help.

In contrast, students who learned how to read in Fountas-Pinnell balanced literacy classrooms were just as good at phonics (in and out of context), but had a wider repertoire of reading strategies (including sounding out words, asking the teacher, "look for little words," "come back to it," and "break it apart"). As they read, they were significantly better at catching themselves when they made an error and correcting it; they were generally unwilling to continue reading when what they read didn't make sense or sound grammatical. Students from the Fountas-Pinnell classrooms retold their stories with more cohesiveness, forming inferences and making connections. In short, they understood what they read and were more able to deal with unfamiliar words and other difficulties in the text.

The classroom methods that produced these superior results are markedly different from the heavily-scripted, textbook-reliant Open Court and Direct Instruction programs. Fountas-Pinnell classrooms integrate phonics into reading and writing, using shared reading, read aloud, guided reading, independent reading, literature discussion, strategy discussions, interactive writing, guided writing, and independent writing to focus students on "constructing meaning by drawing on their knowledge of language and the world." Teachers use literature and collections of "leveled" books that increase in language difficulty and story complexity (quite different from the reading materials in Open Court and Direct Instruction).

The researchers conclude that Fountas-Pinnell classrooms have a clear advantage over the systematic phonics programs: "…our data indicate that, in addition to not improving students' reading and comprehension, the systematic, explicit phonics instruction takes students' focus and concern away from constructing meaning." This creates second graders who read the way Jessica did when confronted by hard words.

The researchers end with a wish list for the ideal first-grade literacy program:

- Literature is emphasized, bringing rich vocabulary and concepts.
- Leveled books give teachers the ability to match students to books at the appropriate level of challenge;

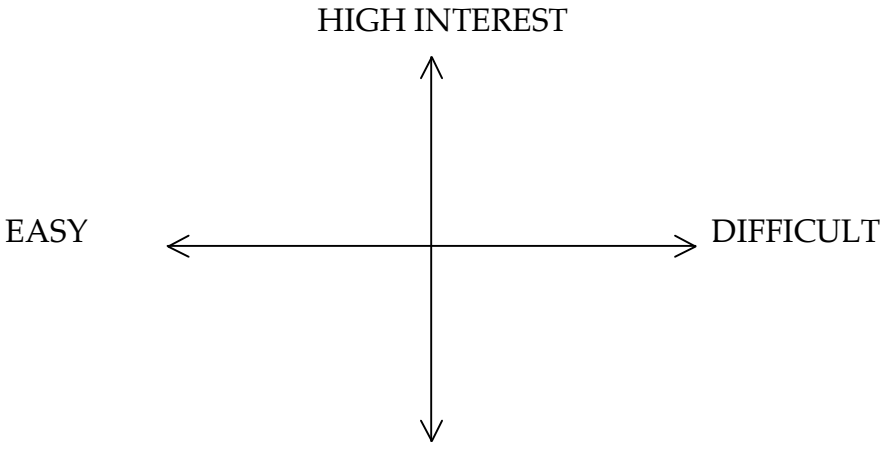
- There is a lot of reading and writing;
- Tasks are matched to student competence;
- Skills are explicitly taught;
- Connections are made across the curriculum throughout the day;
- The environment is positive and cooperation is emphasized;
- Excellent classroom management is used;
- Skills are taught in context through literature and writing;
- Students learn strategies to unlock meaning;
- Self-regulation is encouraged and students learn how to self-monitor;
- Teachers model this through "think-alouds" in which they verbalize for students what they are thinking while they are reading and guide students to monitor their own reading with questions like, "Did that make sense?" "Something doesn't seem quite right, take a closer look at ---."

The authors conclude with a plea for professional discretion at the classroom level: "We, as teachers, need to pay attention to students' actual reading and have the authority to change our instruction based on what each student is doing. Otherwise, we may not get the kind of readers we want."

"Readers, Instruction, and the NRP" by Pat Wilson, Prisca Martens, Poonam Arya, and Bess Altwerger in *Phi Delta Kappan*, November 2004 (Vol. 86, #3, p. 242-246), no e-link available

2. Reading in the Content Areas in Middle School

Dorie Combs, a Kentucky education professor, has thoughtful advice for middle-school content area teachers who are working to integrate reading instruction into science, social studies, and math. She suggests using different strategies for each of four quadrants:



• *High interest/easy text* – When students are reading books, chapters, and articles in the top left-hand quadrant, they are likely to be quite motivated and will have little difficulty understanding what they read. They need little scaffolding and assistance, and will do best reading independently or in small groups with guided discussions, and/or in mini-lessons to ensure accurate comprehension.

• *High interest/difficult text* – When students are reading materials in the top right-hand quadrant, they need moderate scaffolding to engage them in questioning, clarifying, predicting, and summarizing what they read. Teachers might use one or more of these approaches: reviewing prior knowledge to identify incorrect information; teaching vocabulary; helping students understand the text structure; reading the text aloud with pauses for discussion; and using reciprocal reading, with students taking turns leading small or large group discussions.

• *Low interest/easy text* – When reading materials are in the bottom left-hand quadrant, students need moderate to high scaffolding, which might include: pre-reading and motivational activities such as a video (seen before reading the book); art and music connections; experiments or hands-on activities; guided silent reading; reciprocal teaching; and project-based roles and tasks.

• *Low interest/difficult text* – Materials in the bottom right-hand quadrant are difficult and probably not fun to read, and therefore require the greatest degree of scaffolding and motivation. This could include: pre-reading strategies, motivational activities, explicit vocabulary instruction, and guided silent reading or teacher read-aloud. It also helps if students have ownership and a purpose for their efforts. Combs suggests the acronym TARGET (Mizelle, 1997) as a strategy for getting students motivated to take on difficult, low-interest reading:

- *Task* – Students are more likely to read if there is a purpose that is challenging, engaging, and developmentally appropriate.
- *Authority* – It helps if students are given some choice within the task.
- *Rewards and recognition* – These should be specific, recognize individual effort and achievement, and available to all students (not just the "winners").
- *Grouping* – Students should feel accepted as a member of heterogeneous, flexible group and feel that their ideas are valued.
- *Evaluation* – The teacher's assessment should recognize individual strengths and multiple intelligences and involve students in self-assessment and goal-setting.

- *Time* – Effective literacy programs must give enough time for students to complete tasks – to read and write at their own pace.

Combs concludes with this observation: "Motivating students – creating a desire to know more about something, to lead students into a sense of excitement about learning – is the heart and soul of teaching, but it is not really a mystery. Teens can be lured into learning by realistic, purposeful tasks of which they have some choice and control."

"A Framework for Scaffolding Content Area Reading Strategies" by Dorie Combs in *Middle School Journal*, November 2004 (Vol. 36, #2, p. 13-19), no e-link available

3. Excellent Middle School Writing Programs

In this article, five California educators bemoan the poor results of many writing programs (no improvement despite more time spent on writing, too much "assign and assess" teaching) and describe a successful writing program in one San Diego middle school. After an extensive study of what the school was doing, they list five factors that they believe are responsible for producing significant student gains:

• *A schoolwide focus on writing.* Every teacher in the school knew that writing was their major focus, and each one made writing a major component in their classroom. For example, the social studies department agreed that they would be responsible for persuasive writing.

• *Professional development in writing instruction.* Through an on-site masters program, hours of paid professional time, and a full-time peer coach, teachers received massive support in developing the skills of teaching writing.

• *Specific writing curriculum in English classes*. Teachers received curriculum guides, suggested lesson plans, pacing guides, and other curriculum resources from the coach.

• *Consensus scoring*. Every 6-8 weeks, all students responded to a writing prompt supplied by the principal and peer coach, and teachers scored students' writing during the next early-release staff development day using the California rubric (http://www.cde.ca.gov/statetests/star/resources.html). The peer coach facilitated the consensus scoring and reported the percent of students scoring at each 4-3-2-1 level to the principal. Teachers followed up with a discussion of anchor papers and what it would take to move students to the next level. At first, teachers were resistant to the idea of scoring schoolwide writing prompts together. One English teacher said, "I was worried that my students wouldn't score well and that everyone

would be talking about me." So they had students write their names (and their teachers' names) on the back of their papers, which were then numbered and Xeroxed so teachers' names were not visible during the scoring process. Teacher fears were quickly dispelled by the steady improvements students made each time they were assessed. Teachers' conversations after each assessment were also valuable professional development. One teacher who had been initially resistant to consensus scoring said, "What I didn't know was that I'd get help from other teachers in thinking about how to improve writing and help students at level 1 and 2 get better."

• *Administrative accountability for writing instruction*. The principal spent a lot of time visiting classrooms, looked for evidence of writing across the curriculum, and gave teachers feedback. He also kept teachers on track with the pacing guide so students will be ready for each interim writing prompt.

"Increasing Writing Achievement in an Urban Middle School" by Douglas Fisher, Nancy Frey, Leif Fearn, Nancy Farnan, and Frank Peterson in *Middle School Journal*, November 2004 (Vol. 36, #2, p. 21-26), no e-link available.

4. What Do Exceptional Middle School Principals Do?

This article summarizes the results of an intensive study by the National Association of Secondary School principals of highly successful middle school principals (the full results are in *Leadership for Highly Successful Schools*, in press). The study identified the following components:

• *Program coherence* – There was a common instructional framework guiding curriculum, instruction, assessment, and learning (often it came from an external program, such as International Baccalaureate or Accelerated Reading); working conditions supported the implementation of the framework; and allocations of materials, time, and staff advanced the mission.

• *Commitment to a vision* – This included high expectations for all students and a commitment to educate the whole child (in other words, going beyond standardized test scores and looking at the full intellectual, social, emotional, and physical development of every student).

• *Focus on learning* – This included curriculum breadth (i.e., not neglecting the arts); aligning curriculum and assessment with state standards so students would have a fair chance to show what they knew; using common assessments so teachers could identify specific students in need of enrichment or remediation; using a wide variety of the most effective instructional strategies; creating a culture conducive to both student and adult learning (which included opportunities for teacher to work

together to deepen their knowledge and improve their practice); and using data for accountability ("The school holds itself accountable for its students' success rather than blaming others for its shortcomings").

• *Building relationships* – This included supporting and nurturing students (the principals monitored relationships through observations, informal interactions, student focus group discussions, and frequent student surveys); appreciating teachers and giving them the latitude to try new things (while also holding them accountable: "Just remember," said one principal, "some people need a pat on the back, some people need a kick in the pants, some people need both."); valuing parent involvement and contributions to student learning; and collaborative leadership (the successful schools were highly collegial: "There are lots of leaders on campus" remarked one teacher, by which she meant team leaders, department leaders, committee leaders, membership on leadership and advisory committees, and leadership of professional development sessions).

"Principal Leadership for Developing and Sustaining Highly Successful Middle Level Schools" by Sally Clark and Donald Clark in *Middle School Journal*, November 2004 (Vol. 36, #2, p. 49-55), no e-link available

5. A Network of Small Internationally-Focused Secondary Schools

Anthony Jackson, the director of New York City's Asia Society, writes about a network of small urban secondary schools whose mission is to prepare students go to college and be successful in a global society. To thrive in the 21st century, Jackson says, students need "a substantial awareness and understanding of world cultures, the ability to communicate across national and regional boundaries, and the capacity to work with others who bring with them differing cultural assumptions." He believes that an international perspective can be a catalyst for urban high school reform. The goal is "to cultivate in these primarily working-class and minority youths the belief that they have both the right and the capacity to be successful on the world stage." He quotes the teacher-recruitment flier of the Henry Street School for International Studies in New York City: "If it's good enough for Harvard, it's good enough for middle and high school students on the Lower East Side."

Specifically, this Gates-funded network of ten 6-12 and 9-12 schools aim to have the following features:

- A clear, focused mission: to prepare every student for post-secondary school and for working and living in a global society.

- A unifying curriculum framework emphasizing international issues (e.g., looking at American history through the eyes of immigrants, looking at literature in terms of human rights, and organizing global studies around key themes: environment and health, government, politics and current events, cultures and societies, and economics and interdependence);
- Developing proficiency in one or more world languages as a way of communicating and understanding other cultures;
- Teaching in a way that engages students so school is not "boring." This means organizing standards-based units around important concepts and questions (e.g., Are there universal human rights?) and getting students involved in research, debates, writing, etc.;
- Integrating technology throughout the curriculum and taking full advantage of the Internet to "travel" to and do research on countries worldwide.
- Promoting a "culture of success" with high expectations for all students to succeed in a rigorous curriculum that goes beyond state or district requirements;
- Actively promoting understanding and acceptance of ethnic, cultural, and religious differences and fostering the ability to act with tolerance and understanding in their own communities;
- Traveling abroad or hosting an exchange student (one small Texas school takes its entire sophomore class for a weeklong trip to Zacatecas, Mexico to explore the city's history, culture, and traditions);
- Taking advantage of smallness to have teachers work closely together on curriculum and continuous learning;
- Developing partnerships, including having students do work-study internships where they can perform community service and "try on" potential internationally-focused careers.

"Preparing Urban Youths to Succeed in the Interconnected World of the 21st Century" by Anthony Jackson in *Phi Delta Kappan*, November 2004 (Vol. 86, #3, p. 210-213), no e-link available.

6. The Four C's of Success

In this article, Jim Burke, a California high-school teacher, tells about his own success in competitive tennis when he was in secondary school. He attributes this to four C's – commitment, content, competencies, and capacity. The first C is pivotal: after showing some initial talent, Burke totally *committed* himself to mastering tennis,

and early successes inspired him to persist – lifting weights, jumping rope, running two miles every day, and hitting 500 topspin backhands down the line until he could repeatedly knock over tennis-ball cans. Economists call this "economic behaviorism": we do what rewards us and keep doing it as long as the rewards keep rolling in. Bill Bradley observed the same thing in his basketball career. "The harder you work," he wrote, "the sooner your skills improve. Then the virtuous circle takes over. As your skills grow, you get a rush of self-confidence, which spurs you to continue working, and your skills increase all the faster."

Burke notes that not everyone believes that effort matters, especially with school work. He quotes Lauren Resnick of the University of Pittsburgh, "Americans mostly assume that aptitude largely determines what people can learn in school… [W]hat people believe about the nature of talent and intelligence – about what accounts for success and failure – is closely related to the amount and kind of effort they put forth in situations of learning or problem-solving." If people believe that intelligence is fixed at birth, they are less likely to try hard to improve themselves. But if they believe that "intelligence is incremental", that "people get smart," they are likely to invest the energy "to learn something new or to increase their understanding and mastery."

The other three C's followed naturally from Burke's commitment to tennis: He pursued *content* knowledge about the game and how it was played (reading everything he could find about tennis, studying matches as they unfolded on TV): "It all fed my commitment, like so much coal into an engine." He learned the *competencies* of tennis, and he developed his *capacity*. This was Burke's belief system with tennis, and it paid off handsomely, making him one of the top-ranked high-school players in California. He kept at it, often under 110-degree Sacramento sun, until tennis "lost its magic as my commitment began to wane in the face of an obvious reality: I was good, but would never be great." It was only then that Burke began to apply the same formula to academic achievement. Before college, he writes, "It never occurred to me that the same commitment I made to tennis would translate into academic success if I applied the same principles of discipline, humility, and faith in my own ability to learn what was difficult and at times seemed impossible... On the rare occasions when I did study hard, I lacked any sense of commitment due, as I remember it, to the feeling that it wouldn't make any difference… Commitment is, in its rawest form, energy. Looking back on those years, I see a 17-year-old boy who ignored school but began to wonder who and what he was, if he was not to be a tennis player."

Burke's friends, who had applied themselves to their schoolwork, headed off to good colleges, leaving him to ponder his fate. Thus began "the slow process of awakening, developing in myself the sense of purpose, the budding commitment to something I could not yet name." When Burke finally got into a junior college, he did so "with a commitment to the only thing I understood at that point: the desire for a good life, one better than the men and women I worked with at a local printing shop had. I yearned for a life made through choices that spawned in me – or would – a sense of deeper commitment and, eventually, an identity as someone who could 'do school,' could learn, could become what I had never been: a successful student."

"The Four C's of Academic Success" by Jim Burke in *Education Week*, Nov. 3, 2004 (Vol. 24, #10, p. 37-39)
http://www.edweek.org/ew/articles/2004/11/03/10burke.h24.html

7. Giving Students the Skills to (Respectfully) Challenge Authority

In the lead article in the new *Kappan*, Alfie Kohn departs from his frequent attacks on high-stakes testing to write about another subject close to his heart: how to foster in students the willingness and the ability to question authority, think independently, and "talk back to the world." Kohn trashes traditional teaching (he quotes writer George Leonard as saying that lectures are "the best way to get information from teacher's notebook to student's notebook without touching the student's mind.") and urges teachers to let students glimpse the "backstage" of adult thinking in progress, to "de*mist*ify" our thinking in order to "dissipate the fog of authority that surrounds teachers, parents, and other adults." Here are Kohn's specific recommendations:

• Teachers should assign material that contains errors or clear indications of the author's point of view so that students "can be jolted into the recognition that something in print shouldn't be accepted at face value. The teacher can help students develop the disposition and the skills necessary to notice mistakes and biases even in works where these things may not be so close to the surface."

• Teachers should not always use "well-structured" problems (easily solved by applying established algorithms) and try using "ill-structured" problems (which don't contain all the information needed). This is important because, as Herbert Simon has said, "all the really important social, political, and scientific problems in the world today… are ill-structured."

• Teachers should go beyond asking students whether they agree or disagree with an author and ask "*Why* do you agree or disagree?" Students should be asked to

spell out their opinions and respond to questions such as, "What questions do you have that you didn't have before you read this?"

• Teachers should help students balance criticism of others' ideas and their own: "To be critical only of other people's ideas is to risk arrogance and stagnation; to be critical only of one's own ideas is to risk timidity and indecision."

• To venture out into these uncertain waters, Kohn says that students need to feel psychologically safe in the classroom, making it "a place where everyone feels valued and supported and no one fears being laughed at for asking a question or proposing an idea… I'm not interested only in whether a teacher smiles and nods and hugs, but in whether he or she schedules class meetings devoted explicitly to eliminating putdowns and helping reticent students to feel comfortable about speaking up."

• Teachers need to be open to being challenged by students. Students will not be able to stand up to bullies if they constantly get the message from teachers to meekly do what adults tell them to do.

"The ultimate goal, after all," Kohn concludes, "isn't to ensure that our position prevails, but to encourage children to challenge us (and others) and to help them learn how to frame their arguments more convincingly. We want kids to talk back to us, as long as they do so respectfully, and we want them to get better at it."

"Challenging Students – and How to Have More of Them" by Alfie Kohn in *Phi Delta Kappan*, November 2004 (Vol. 86, #3, p. 184-194), no e-link available

8. Short Items:

a. Keys to effective foreign-language instruction – A Maryland foreign language director lists the following factors as critical to successful foreign language instruction:

- *Time*: students need enough contact time to ensure language learning (beginning a language in high school and studying it for only two years will not produce proficiency);
- *Intensity*: students need engaging tasks to motivate them to put forth effort and persist with challenging work (one idea is teaching content-area subjects like science in the foreign language);
- *Interaction*: students need extensive opportunities to hear (or read) language used by others and to use language with others in meaningful and purposeful ways;

- *Authentic tasks*: students need real-life reasons to use language as a tool for communication;
- *Continuity;* there should be clear articulation of the curriculum from year to year (versus learning the same beginning-level content again and again);
- *Cross-cultural learning*: students need to delve into the cultures of the languages they are learning.

The author feels that if educators plan well, they can launch a successful elementary-school language program. His recommendations: (a) Decide that if you're going to do it, you will do it well; (b) Determine the target grade levels, schools, and whether participation will be voluntary or compulsory; (c) Check out all the possible language programs; some are better than others; and (d) Build it and they will come (there is a lot of pent-up demand for foreign-language programs).

"Improving Students' Capacity in Foreign Languages" by Myriam Met in *Phi Delta Kappan*, November 2004 (Vol. 86, #3, p. 214-218), no e-link available

b. Do electronic books help kindergarten students learn to read? – This study, conducted in The Netherlands, explored the impact of electronic books (read on computers) on kindergarten students' understanding of stories. The researchers worked with 4- and 5-year-old Dutch children who could label and comment on pictures in story books but had not yet learned to decode text. The study concluded that children were able to listen to complete stories on a computer, go back and listen to the same story again, and were not distracted by the medium – that the electronic books met kindergarten children's developmental needs without immediate adult attention. But the researchers caution that electronic books should not replace adult readers: "We hypothesize that without a model of book reading routines built up by other adult-led book encounters, interaction with electronic books might proceed differently and perhaps not as effectively as in this group of kindergarten children." In other words, electronic books are a nice addition to parents and teachers reading to children, but they should not replace it.

"The Efficacy of Electronic Books in Fostering Kindergarten Children's Emergent Story Understanding" by Maria de Jong and Adriana Bus in *Reading Research Quarterly*, Oct./Nov./Dec. 2004 (Vol. 39, #4, p. 378-393), no e-link available

c. Cafeteria traffic lights – Last week's *Newsweek* had a "Periscope" article on sound-activated traffic lights designed to modulate noise in school cafeterias. A green light means it's OK to talk freely; a solid, then blinking yellow light means it's getting

too loud; and a red light means that kids have to sit in silence for 45 seconds. (The noise threshold for each level can be adjusted.) The traffic lights are made by Texas-based Talk Light, Inc. and sell for $750 (a smaller model, the Yacker Tracker, is sold by Education Essentials (a division of School Specialty) for somewhat less. A Texas principal who got the Talk Light said "It's a way to help kids manage their own behavior." Staff members in a California cafeteria said the device lightened their load: "We used to have the monitors take the mike out and say, 'It's getting noisy,' said a staff member. "Now the kids look up at the colors and they know what they mean."

"Stop. Go. Shut up." By Lisa Helem in *Newsweek*, November 1, 2004, p. 11

d. Poetry unit – Joanne Gillespie, a grade 7-8 language arts teacher in Maryland, has a wonderfully detailed article on teaching poetry in the November *Middle School Journal*. The major headings of the article, interspersed with sample poems by her students, are: Poetic Devices, Performing Poems, Is This Real Poetry?, Embellishing Haiku, Establishing Your Own Voice, Using Poetry to Vent, Writing for a Young Audience, and Thinking Independently. I can't begin to capture it in a brief summary. There is no e-link to this article, but you might want to try e-mailing the author (joanneg@greenacres.org) to see if she would be willing to send a copy

"Poetry Lives" by Joanne Gillespie in *Middle School Journal*, November 2004 (Vol. 36, #2, p. 27-33).

About the Marshall Memo

Mission and focus:

This weekly memo aims to keep busy principals and other educators very well-informed on important research and ideas in K-12 education. Kim Marshall, drawing on 35 years of experience as a teacher, principal, central office administrator, coach of principals, and writer, acts as "designated reader." Kim searches through 39 publications the week they come out, chooses the articles that are most relevant and useful to improving teaching and learning, and summarizes them in a brief e-mail. Some ideas will be familiar, reinforcing what readers already know; others will be new and genuinely thought-provoking.

Subscriptions:

The Marshall Memo is sent every Monday (with occasional breaks). Individual subscriptions are $50 for the school year; rates decline steeply for multiple readers within the same organization. See the website for information on paying by check or credit card.

Website:

If you go to http://www.marshallmemo.com you can get information on:

- How to subscribe or renew
- Why the Marshall Memo?
- Focus topics
- Headlines for issues 1-51
- What readers say
- About Kim Marshall
- A free sample issue

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

- The current issue (in PDF or Word format)
- Back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, article headline, source, article title, author, and level
- How to change access e-mail or password

Publications covered:

(those read this week are underlined)

American Education Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
Curriculum Update (ASCD)
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Update (ASCD)
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Education Review
Journal of Staff Development
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teacher Magazine

E-links will be provided whenever possible.