

# Marshall Memo 754

A Weekly Round-up of Important Ideas and Research in K-12 Education  
September 24, 2018

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## Quotes of the Week

“I truly love teaching. But we are not paid for the work that we do.”

Hope Brown, veteran Kentucky public school teacher, in “The Life of the American Teacher” by Katie Reilly in *Time Magazine*, September 24, 2018, with a state-by-state map of teacher pay, <http://time.com/longform/teaching-in-america/>

“I view music the way a health-sciences person looks at DNA. Music is organized sound. It's like how the writer looks at the alphabet. Basically, is there room for more words in the world? Is there room for poetry? Is there room for novels? Is there room for rap?”

Yo-Yo Ma in an interview with Raisa Bruner in *Time Magazine*, September 24, 2018, <http://time.com/5394936/yo-yo-ma/>

“Girls have been told they can be anything they want to be, and it shows. They are seizing opportunities closed to previous generations – in science, math, sports, and leadership. But they're also getting another message: What they look like matters more than any of them.”

Claire Cain Miller in “Sky's the Limit for Girls, but Boys Feel Limited” in *The New York Times*, September 18, 2018, <https://nyti.ms/2x9sqPF>

“If we want to prepare children in the 21st century, we must give them the tools of modernity: mastery of math, of general culture, the ability to flourish in social relationships, a capacity to discuss with others, to understand and respect others and then very strong digital skills. It's a message we send to society: Do not always be on your phones.”

French Education Minister Jean-Michel Blanquer in “France Forces Many Pupils to Put Away Their Phones” by Alissa Rubin and Elian Peltier in *The New York Times*, September 21, 2018, <https://nyti.ms/2Qsr5EZ>

“I'm not a natural. I worked at it.”

Neil deGrasse Tyson in an interview with Vimal Patel in *The Chronicle of Higher Education*, September 21, 2018 (Vol. CLV, #3, p. A6-7), e-link for subscribers only

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## 1. Combatting Grade Inflation in High Schools

In this *Education Gadfly* article, Amber Northern and Michael Petrilli say that although state tests have become more demanding since the advent of the Common Core, student achievement hasn't kept pace and many parents are in a state of denial about their children's level of proficiency. According to a 2018 study by Learning Heroes, a parent information group:

- 90 percent of parents believe their children are performing at or above grade level.
- 67 percent believe their children are "above average" in school.
- 85 percent say their children are on track for academic success.
- Only 8 percent say their children are performing below average.

This despite the fact that only one-third of U.S. teens leave high school ready to pass credit-bearing college courses.

What's the disconnect? Northern and Petrilli believe it's that parents trust the grades their children bring home from school, but the grades teachers give aren't in synch with recently upgraded state standards. This conclusion comes from a Thomas B. Fordham Institute study of grade inflation in North Carolina high schools (see the link below). By looking at data on students taking Algebra I from 2004/5 to 2015/16, including course transcripts, statewide end-of-course exam scores, and ACT scores, the study found that:

- While many students get good grades from their teachers, few earn top marks on end-of-course exams.
- The Algebra I end-of-course exam scores predict math ACT scores much better than do teachers' course grades.
- There was more grade inflation in schools attended by more-affluent students than those attended by less-advantaged students.

Northern and Petrilli say teachers' grades convey important information, especially because they often include student behavior, class participation, and effort – important ingredients in college and life success. However...

Parents aren't seeing the red flags fluttering when their children get low scores on state tests. The Learning Heroes study found that parents make excuses – "My child doesn't test well" – and parents aren't aware that most of their children's peers are also bringing home As and Bs. "The sad fact," say Northern and Petrilli, "is that some will only become aware that their child is marching off a cliff with regard to college readiness – along with many others – after it's too late."

The solution? Rigorous end-of-course exams geared to national standards. "Having an

external measure that is not developed or graded by the classroom teacher,” say Northern and Petrilli, “can be an effective way to preserve high standards, and it also serves as an ‘audit’ of course grades and progress.”

“How to Reverse Grade Inflation and Help Students Reach Their Potential” by Amber Northern and Michael Petrilli in *The Education Gadfly*, September 19, 2018 (Vol. 18, #37), <https://bit.ly/2IcmREj>; the full Fordham study, “Grade Inflation in High School 2005-2016,” is available at <https://edexcellence.net/publications/grade-inflation-in-high-schools>.

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## 2. Tough Love for a Stammering Student

In this *Education Gadfly* article, Brandon Wright says that when he was five years old, he developed a stammer. The letter M was one of the sounds he struggled with, and since he grew up in Michigan, that initial consonant came up a lot. Stuttering is “a physiological condition that’s made worse by psychological or emotional states like fear, excitement, and anxiety,” says Wright. “It also, cruelly, causes those feelings.” He vividly remembers being called on to read in his fourth-grade class, getting stuck on a word, panicking, crying, and burying his face in the book. “It was a traumatic experience,” he says. “And my classmates never let me forget it.”

As Wright wrestled with “ceaseless anxiety” in school and sat through lots of speech therapy, in most of his classes teachers made him “do everything else that was required of students who could – magically, it seems, even now – speak at will without getting into tangles. My teachers didn’t lower their expectations, and my parents didn’t intervene. It was hard, but the God’s honest truth is that I’m stronger for it... Had I not been forced to speak in class in those early grades, I would not have developed the ability in adulthood to speak publicly – even knowing as I open my mouth that I’ll often struggle to get all the words out. Instead, fear and insecurity would have limited my career prospects and perhaps my aspirations to situations where I wouldn’t have to say much... Worst of all, it would have damaged my own sense of self-worth, all because of well-meaning adults who could have tried to save me from being embarrassed in front of my peers. I’m so grateful that they didn’t.”

Reading a recent article in *The Atlantic* about teens pushing back on being asked to make in-class presentations (<https://bit.ly/2x8q2IR>), Wright is not inclined to be supportive. While acknowledging that there are situations where accommodations are warranted, he believes that in many cases, like his own, “overprotection can be harmful. Life is hard. Bad stuff happens, and people suffer when we lack the emotional and experiential foundation to deal with it. Sooner or later, just about everyone confronts anxiety, embarrassment, trauma, and tragedy. Expecting people to successfully create the necessary foundation *during* adulthood is simply unrealistic.”

“Overcoming Anxiety: Why I Benefited from Speaking in Class as a Child Despite My Debilitating Speech Disorder” by Brandon Wright in *The Education Gadfly*, September 19, 2018 (Vol. 18, #37), <https://bit.ly/2QV9XhJ>

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### 3. New Information on Teens' Use of Social Media

In this article in *Education Week*, Benjamin Herold reports on Common Sense Media's study of U.S. 13-17 year-olds' relationship with social media. CSM noted a shift from its study in 2012, when Facebook was dominant, to 2018, with much more intense sharing, ranting, gossiping, flirting, planning, and following the news on Snapchat, Instagram, and several other apps that aggressively compete for teens' attention. Now 89 percent of teens have their own smartphones and 38 percent say they check them "constantly" or "a few times an hour." Many educators feel they're fighting a losing battle with this siren call.

"The number one biggest thing," says Michael Robb of Common Sense Media, "is to understand your students' social media lives. It's really important to know how they're using these platforms and the types of experiences they're having." In the survey, teens said they are well aware of the potential for distraction and manipulation, but most said that social media make them feel less lonely, less depressed, and more confident. This was especially true for young adolescents who scored lowest on the survey's data on their overall social-emotional state. "This study brings much-needed nuance to our understanding of how social media impacts our most vulnerable children," says Amanda Lenhart of the Better Life Lab. "Overall, social media remains a positive force in their lives – connecting them, as it does all of us, to information and people who provide support."

That said, the Common Sense Media survey found that texting has overtaken face-to-face conversations as the preferred mode of communication. "It's possible that kids are getting caught in a type of self-fulfilling cycle," says Robb, "in which the time they do spend [communicating] face to face is lower quality, because they're distracted." He advises that parents and educators focus on the weak spot that teens themselves acknowledge: setting limits on social media. This might include getting them to silence their phones while talking with others, doing homework, and sleeping. Two common-sense recommendations: parents should require that teens charge their phones outside the bedroom at night, and educators should set clear policies on the use of social media during the school day.

"Social Media Use Among Teenagers Is Rising Rapidly" by Benjamin Herold in *Education Week*, September 19, 2018 (Vol. 38, #5, p. 1, 14), <https://bit.ly/2MUXFmp>

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### 4. The Missing Piece in Some Principals' Classroom Visits

(originally titled "The Why and When of Walkthroughs")

In this article in *Education Update*, Michigan third-grade teacher Paul Murphy lists the critical feedback his principal sent him after a five-minute "walkthrough":

- Sarah had her head down as the teacher addressed the class and he didn't correct her.
- Patel went to the bathroom without permission.
- Joseph sat by himself at the front of the room.

Murphy understands how challenging the principal's job is, and how hard it is to get into classrooms frequently enough. But he wishes his principal had checked in with him before giving him these negative comments. Here's what he imagines saying to his boss: "You don't

know that Sarah complained all morning about not feeling well and that she got only three hours of sleep because of her new baby sister. You don't know that the reason she's not 'engaged' is because her body won't allow her to be, and that five minutes before you walked in, I told her to put her head down. You don't know that Patel's mom e-mailed me at the start of the week to tell me that his dad is about to come home from prison after three years, and that Patel's anxiety over the change has manifested as a nervous bladder. You don't know that Patel and I have a deal to prevent a mortifying accident for which he'll be remembered for the rest of his life: don't ask, just go. You don't know that I've tried everything with Joseph for the past five months, but the kid just can't sit near anyone without bothering them all day. You also don't know that his seating location is a sign of tremendous progress, that he finally acknowledged his problem and asked to sit by himself so that he can focus better. He's not separated from his classmates because I gave up on him or I'm trying to shame him. He sits there because he *wants* to sit there."

When a principal doesn't follow up classroom visits with face-to-face conversations, says Murphy, teachers are in an awkward position. If they push back, giving some background to what the principal observed, they come across as whiny and defensive, which can be seen as "a tacit admission of error." But if they keep their mouths shut, they risk getting an unfair negative evaluation in their file. The clear implication for principals: always talk with teachers after observations to get the back story and allow the teacher (and the observer) to engage in non-defensive reflection about teaching and learning.

"The Why and When of Walkthroughs" by Paul Murphy and Rachael George in *Education Update*, September 2018 (Vol. 60, #9, p. 2-3), <https://bit.ly/2pzAkgW>  
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## **5. A Teacher's Advice on Coping with Classroom Observations**

"I hate being observed," says elementary teacher Justin Minkel (who was the 2007 Arkansas Teacher of the Year) in this article in *Education Week Teacher*. "When my principal walks in with her laptop or a clipboard and pen, I'm instantly afflicted by a crippling self-doubt I haven't felt since junior high. I scan the room with the alert panic a gazelle must feel when scanning the savannah for predators." Minkel loses his train of thought and becomes acutely conscious of student misbehavior and anything about the classroom that might catch the principal's critical eye. He imagines her writing, *Why on earth did we hire this fool?*

"There's something deeply personal about appraisals of our teaching," Minkel continues. "It's not just our professional competence that's wrapped up in an observation, but a sense of our worth as human beings. In walks the administrator, often at the worst possible moment, and suddenly our flaws loom in our minds like the distorted reflection in a funhouse mirror." For teachers who share these jitters, he has five suggestions:

- *Minimize frontal instruction.* "Even when I'm not being observed," says Minkel, "my best lessons happen when I give most of my thought to the experience, activity, or product the students will be creating, rather than the words I'm going to say."

- *Have a place to store miscellaneous stuff.* It's helpful to have a cabinet and get in the habit of decluttering the classroom of math manipulatives, student work, and other materials.

- *Cut yourself some slack.* Teachers are often "our own harshest critics," says Minkel. "We exhibit a brutal fixation on our flaws that we would never inflict on our students or colleagues. That harshness does nothing to improve our teaching. This work is really, *really* hard. We're often doing better than we think."

- *Hope for a wise and merciful supervisor.* Everyone has bad moments, even entire days that don't go well, and a cringe-worthy snapshot should be put in the context of a photo album of a year's work. "Principals, superintendents, and policymakers can help move observations in the right direction by focusing on things that matter," says Minkel, "like student engagement and creativity, rather than things that don't: an immaculate classroom, students who remain as silent as monks when walking the hallway, and the obedient inscription of every lesson's objective on the board... We can trust that the observers whose opinions truly matter will see what matters most: An imperfect but glorious class of young humans sharing the company of their glorious but imperfect teacher, all of us bringing our best selves to this messy, complicated, beautiful profession at the heart of it all."

"The Particular Agony of Teacher Observations" by Justin Minkel in *Education Week Teacher*, September 18, 2018, <https://bit.ly/2MKOQeI>

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## **6. Framing a Social Studies Inquiry with a Good Overarching Question**

"Social studies is known for answers, but too much content can overwhelm students," say Wayne Journell (University of North Carolina/ Greensboro), Adam Friedman (Wake Forest University), Emma Thacker (James Madison University), and Paul Fitchett (University of North Carolina/Charlotte) in this article in *Social Education*. They suggest a better way: crafting classroom inquiries that get at content through questions. Their work draws on the Inquiry Design Model contained in the College, Career, and Civic Life (C3) social studies framework.

The first step in shaping a classroom inquiry is for teachers to identify an overarching, compelling question for a curriculum unit, to grab students' attention and launch them into making evidence-based arguments. The question should be open-ended and have more than one plausible answer, using the available evidence. Once the overarching question has been framed, teachers develop supporting questions and related tasks that get students gathering evidence, practicing disciplinary skills, and coming up with good answers to the original question, then perhaps taking informed action based on their newfound understanding.

Journell, Friedman, Thacker, and Fitchett looked at dozens of teacher-created inquiries and identified those they considered effective. One example was a high-school civics teacher's unit starting with the compelling question, *Is voting worth the time?* This provoked students to voice a range of opinions, and the teacher posed supporting questions around aspects of the Electoral College, the influence of non-governmental entities (political action committees, the

media) on the outcome of national elections, and why so many people make the cost-benefit calculation that voting in presidential elections is not a good use of their time. Students then read articles about the Electoral College, the U.S. two-party system, and other documents on voter participation. By the end of the unit, students are able to make well-informed pro and con arguments on the compelling question.

As the researchers looked at history, civics, and economics curriculum units, their most frequent criticism was weak overarching questions and inquiry frames. “Too often,” they say, “the inquiries simply ask students to acquire more knowledge about a topic rather than use evidence to make an argument.” Some examples of less-than-stellar questions:

- *What did America learn from the Pax Romana?*
- *What happens when a state does not follow federal law?*
- *Who decides how much a toy is worth?*

These are interesting questions, but they all have “correct” answers that can be located through a Google search. Students gather factual information but aren’t asked to make an argument by grappling with evidence. “Successful inquiries,” say the researchers, “are both complex and delicate. Interdependent elements in an inquiry blueprint rely on each other; when one part falters, it affects the overall success of the inquiry.” Conversely, a well-framed overarching question almost always produces good follow-up questions, and the rest of the inquiry follows suit.

There are exceptions. The researchers critiqued a history unit whose compelling question was, *What makes a good president?* A good overarching question, they say – timely, subjective, and potentially of great interest to students. The teacher followed up by having students create a Help Wanted ad for the presidency, with a summary of the job, major duties, and key leadership qualifications, and what problems or issues within the nation a candidate should address in the first 100 days in office. This was also good, say the researchers – a creative way to get students gathering relevant information and thinking about the overarching question. But then the unit went off the rails as the teacher peppered students with questions and activities exclusively about George Washington: too narrow to promote understanding of the compelling question.

“Inquiry design is hard work,” conclude Journell, Friedman, Thacker, and Fitchett, because it “requires that teachers simultaneously balance multiple moving parts. Creating a solid inquiry involves disciplinary understanding as well as an awareness of students’ interests and abilities. In that sense, inquiries are a perfect example of social studies teachers’ pedagogical content knowledge on display.”

“Getting Inquiry Design Just Right” by Wayne Journell, Adam Friedman, Emma Thacker, and Paul Fitchett in *Social Education*, September 2018 (Vol. 82, #4, p. 202-205), no free e-link; the authors can be reached at [awjourne@uncg.edu](mailto:awjourne@uncg.edu), [amfriedman@wfu.edu](mailto:amfriedman@wfu.edu), [thackees@jmu.edu](mailto:thackees@jmu.edu), and [pfitchet@uncc.edu](mailto:pfitchet@uncc.edu).

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## 7. Supporting Students As They Read Texts Above Their Level

In this article in *The Reading Teacher*, John Strong and Steven Amendum (University of Delaware/Newark) and Kristin Conradi Smith (College of William and Mary) address the conundrum many teachers are currently facing: (a) new state standards (following the Common Core) say that all students should spend more time reading grade-level texts; but (b) it's long been accepted that having students read at a frustration level is not a good idea. "Teachers often ask us how students should be expected to read texts that are well above their reading levels," say Strong, Amendum, and Smith.

"Initially, we agreed that the use of difficult texts was problematic and, at minimum, needed to be investigated further," they say. "Yet, over time, we were convinced of the potential benefits of increasing text difficulty." Here are the arguments that swayed them:

- Each student's instructional level is not static; rather, it's "elastic" depending on how much instructional support is provided.
- Reading challenging texts can motivate students to apply additional effort and stretch their instructional level.
- What can be read successfully depends on the student's developmental stage, the instructional context, and the nature of the text itself (vocabulary, background knowledge required, register, figurative language, clarity, idea density, organization, text features and graphics, and genre familiarity).

All this got Strong, Amendum, and Smith thinking about the kinds of support that would be helpful to teachers as their students work with challenging texts. Their ideas:

- *Selecting texts* – Teachers should be guided by quantitative and qualitative measures of text difficulty – Lexile, Fountas-Pinnell, or other readability scales – as well as students' interests and background knowledge, with an eye to getting students moving up the ladder of text difficulty (with appropriate support).

- *Choosing tasks and questions* – Teachers need to make good choices on what they ask students to do and how to query them on texts. "Put simply," say Strong, Amendum, and Smith, "complex tasks can make comprehending a simple text more difficult, and simple tasks can make comprehending a complex text less difficult... Because inferential questions pose more-difficult cognitive targets than literal-level questions, asking text-dependent questions that move from literal to inferential levels of meaning might make reading complex texts less difficult for students."

- *Sequencing texts* – The authors recommend starting with shorter and simpler texts on a topic or theme and gradually introducing more-difficult texts on the same subject, with lots of interactive read-alouds, discussion, and vocabulary building along the way.

- *Grouping students* – Teachers might use classroom-based assessments of decoding, fluency, and comprehension to group students based on instructional needs, then differentiate instruction using, for example, echo reading, choral reading, teacher modeling, think-aloud, partner reading, close reading and annotation of main ideas, circling confusing words, taking notes in the margins, and having whole-class discussions.

“Supporting Elementary Students’ Reading of Difficult Texts” by John Strong, Steven Amendum, and Kristin Conradi Smith in *The Reading Teacher*, September/October 2018 (Vol. 72, #2, p. 201-212), <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1702>; the authors can be reached at [jjstrong@udel.edu](mailto:jjstrong@udel.edu), [amendum@udel.edu](mailto:amendum@udel.edu), and [conradi@wm.edu](mailto:conradi@wm.edu).

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## 8. Getting Second Graders Reading More Fluently

In this article in *The Reading Teacher*, Eun Hye Son and Maggie Chase (Boise State University) report on an idea they implemented with a second-grade teacher: improving fluency by having pairs of students read carefully chosen books to each other and then assessing how they did. The books were chosen with these criteria in mind:

- The plot is driven by two characters who talk to each other throughout the story.
- The book is funny and the characters are likable.
- The speaking roles between the two characters are fairly balanced.
- It’s clear which character is talking based on graphic features or font color.
- The readability is appropriate for beginning readers, with ample use of sight words.
- There are abundant text features to support reading prosody.
- Fonts are used to indicate tone (e.g., a bold font when a character is yelling).

The teacher and researchers introduced the paired reading process by reading one of the chosen books (*Peep and Egg: I’m Not Hatching*) to the class, having students discuss and retell the story (beginning, middle, and end), modeling how two readers would read the book aloud to each other (the adults made intentional mistakes), then modeling how they would assess each other, using a three-point scale (*Just right, I still need some work, I’m not there yet*) on these aspects of fluency:

- I’m not too fast and not too slow. (Pacing)
- My voice goes up and down to show feeling. (Expression)
- I obey the punctuation marks. (Observing punctuation)
- I read all the words correctly. (Accuracy)
- I understand the story. (Comprehension)

Note that reading speed is not assessed. The authors believe a common misconception is to conflate speed and fluency. They steer clear of timing readers’ speed and don’t push students to read faster. “Instead,” say Son and Chase, “we set out to purposely focus on reading for enjoyment, but with an emphasis on comprehension, which would lead to prosody.”

Next, students were paired up (by reading levels, languages spoken, personality, motivation, or randomly) and the teacher set up the paired reading activity as one of several stations through which students would rotate during the literacy block. The instructions for that station were:

- Decide who will read each character.
- Select the appropriate character stick (to point to the line being read).
- Begin reading, helping each other as you go.
- When done, use the self-assessment rubric to evaluate the reading.
- Reread the book, practicing to improve prosody.

- Switch roles and read again.

When all students had rotated through the paired reading station, the class debriefed how it went and in subsequent days, the teacher introduced different books. Son and Chase report that students loved the paired reading, sometimes rereading a book as many as 15 times.

Over time, students might be ready to do Readers' Theatre performances of books for their classmates, the principal, other classes, or parents.

Here are books the authors recommend for paired reading stations in primary-grade classrooms:

- *There's a Giraffe in My Soup* by Ross Burach
- *You Are Not a Cat!* by Sharon Flake
- *Peep and Egg: I'm Not Hatching* by Laura Gehl
- *Peep and Egg: I'm Not Trick-or-Treating* by Laura Gehl
- *You Read to Me, I'll Read to You: Very Short Fairy Tales to Read Together* by Mary Ann Hoberman
- *Tiger and Badger* by Emily Jenkins
- *Snail and Worm: Three Stories About Two Friends* by Tina Kugler
- *Mom, There's a Bear at the Door* by Sabine Lipan
- *This Is My Book!* by Mark Pet
- *I Don't Want to Be a Frog* by Dev Petty
- *I Don't Want to Be Big* by Dev Petty
- *There Is a Bird on Your Head!* by Mo Willems
- *Elephants Cannot Dance!* by Mo Willems
- *Waiting Is Not Easy!* by Mo Willems
- *I Will Take a Nap!* by Mo Willems
- *The Thank You Book* by Mo Willems

“Books for Two Voices: Fluency Practice with Beginning Readers” by Eun Hye Son and Maggie Chase in *The Reading Teacher*, September/October 2018 (Vol. 72, #2, p. 233-240), <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1700>; the authors can be reached at [eunhyeson@boisestate.edu](mailto:eunhyeson@boisestate.edu) and [maggiechase@boisestate.edu](mailto:maggiechase@boisestate.edu).

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## 9. Helpful Websites for Student Research

In this article in *Knowledge Quest*, New Hampshire school librarian Angie Miller steers teachers and students to high-quality research sites in each subject area:

- *The Arts* – Arts Edge, Google Arts and Culture, Grammy Museum, Heilbrunn Timeline of Art History, Louvre, Metropolitan Museum of Art, MOMA, National Gallery of Art, ProFotos, Rolling Stone Magazine.
- *Health* – Centers for Disease Control and Prevention, Mayo Clinic, National Alliance on Mental Illness, National Institute of Mental Health, National Institute on Drug Abuse, National Institutes of Health, *Psychology Today*, World Health Organization, Juvenile Diabetes Research Foundation.

- *History* – American Panorama, CIA World Factbook, History Channel, Library of Congress, National Archives, Smithsonian Museum, Teachinghistory.org, U.S. Holocaust Memorial Museum, Zinn Education Project.
- *Mathematics* – Get the Math, Math Apprentice, Mathematical Association of America, New York Stock Exchange, Numberphile, Pew Research Center, TED-Ed, Vi Hart, WolframAlpha.
- *Science* – American Chemical Society, CK-12 Foundation, Discovery Channel, NASA, *National Geographic*, NOVA, Science Friday, Scitable.
- *Tech and Computers* – Academic Earth, HowStuffWorks, MIT World, *PC Magazine*, *Popular Science Magazine*, Wired, WolframAlpha, Wonderopolis.
- *World Languages/Cultures* – BBC’s Country Profiles, CIA World Factbook, International Monetary Fund, Library of Congress’s Global Gateway, NationMaster, *Time for Kids*, Constitution Project, U.S. Department of State.
- *News and Current Events* – BBC, *Guardian*, Intercept, *New York Times*, PBS, Quartz, *Time Magazine*, *Wall Street Journal*, *Washington Post*, *Christian Science Monitor*.

“There’s So Much There! Helping Kids Conquer the Internet & Save Democracy” by Angie Miller in *Knowledge Quest*, September/October 2018 (Vol. 47, #1, p. 24-30), no e-link available; Miller can be reached at [angiemillerauthor@gmail.com](mailto:angiemillerauthor@gmail.com).

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*If you have feedback or suggestions,  
please e-mail [kim.marshall48@gmail.com](mailto:kim.marshall48@gmail.com)*

# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than 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). Every week there's a podcast and HTML version as well.

## ***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 running count of articles)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (bio, writings, consulting)
- A free sample issue

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

- The current issue (in Word and PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 14+ years

## ***Core list of publications covered***

Those read this week are underlined.

All Things PLC  
American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
AMLE Magazine  
ASCA School Counselor  
District Management Journal  
Ed. Magazine  
Education Digest  
Education Next  
Education Update  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Essential Teacher  
Exceptional Children  
Go Teach  
Harvard Business Review  
Harvard Educational Review  
Independent School  
Journal of Adolescent and Adult Literacy  
Journal of Education for Students Placed At Risk (JESPAR)  
Kappa Delta Pi Record  
Knowledge Quest  
Language Arts  
Literacy Today (formerly Reading Today)  
Mathematics Teaching in the Middle School  
Middle School Journal  
Peabody Journal of Education  
Phi Delta Kappan  
Principal  
Principal Leadership  
Reading Research Quarterly  
Responsive Classroom Newsletter  
Rethinking Schools  
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