

# Marshall Memo 646

A Weekly Round-up of Important Ideas and Research in K-12 Education  
July 18, 2016

## In This Issue:

1. [We can do better than the “feedback sandwich”](#)
2. [How feeling threatened can heighten cognitive biases](#)
3. [Changing teachers’ mindsets about misbehaving students](#)
4. [The impact of high-quality math lesson plans](#)
5. [Should schools have Wi-Fi-free zones?](#)
6. [Advice for instructional coaches](#)
7. [Getting students ready to do college reading](#)
8. [Making the gap year accessible to all students](#)

## Quotes of the Week

“I was the kid who was told she was smart, who unfortunately thought that meant that she knew everything, that she shouldn’t ask questions because then they would know she wasn’t smart. I was the kid who needed to fail, before she learned that asking questions is what being smart means.”

Suzanne Zobel, Brookline, Massachusetts teacher, in “Life Cycle of the School Year” in *What Have I Learned: Eighteen Teachers Reflect on Teaching and the Wisdom They’ve Gained Along the Way*, Brookline Education Foundation, 2016

“When people hear praise during a feedback conversation, they brace themselves.”  
Adam Grant (see item #1)

“Why do we insist on making teaching too hard for ordinary people to do well?”  
Robert Pondiscio in “Can Online Lesson Plans Simplify Teaching?” in *The Education Gadfly*, July 13, 2016 (commenting on the study summarized in item #4);  
<https://edexcellence.net/articles/can-online-lesson-plans-simplify-teaching>

“We hypothesized that a punitive response to misbehavior can, ironically, alienate disaffected students and thus incite the destructive, oppositional behaviors it aims to prevent.”  
Jason Okonofua, David Paunesku, and Gregory Walton (see item #3)

“When people see others in their social group subjected to harm because of their membership in that group, they don’t just sympathize with that suffering – they feel as if it had happened to them, as well.”  
Amanda Taub (see item #2)

“My smartphone was worth more than my life.”  
A young woman who chased down thieves who had stolen her smartphone (item #5)

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## 1. We Can Do Better Than the “Feedback Sandwich”

In this article, Wharton professor Adam Grant says the standard way that many leaders, coaches, parents, and teachers share criticism is with a slice of praise on the top and bottom with the bad news in the middle. If someone taking this approach were completely honest, the opening statement would be: “I have some negative feedback to give you. I’ll start with some positive feedback to relax you, and then give you the negative feedback, which is the real purpose of our meeting. I’ll end with more positive feedback so you won’t be disappointed or angry at me when you leave my office.” Put this way, it’s obvious why the feedback sandwich is usually ineffective (and annoying). Grant believes there are two common outcomes:

- The positives fall on deaf ears. “When people hear praise during a feedback conversation,” says Grant, “they brace themselves. They’re waiting for the other shoe to drop, and it makes the opening compliment seem insincere.”
- The positives drown out the negatives. If the praise comes across as genuine and meaningful, and if the second slice of praise is the last thing the recipient hears, it can lead him or her to ignore the criticism.

“Giving a compliment sandwich might make the giver feel good,” says Grant, “but it doesn’t help the receiver.” In its place, he suggests this four-step process:

- *Be explicit about the positive purpose of the feedback.* This might be a statement up front, such as: “I’m giving you these comments because I have very high expectations and I know that you can reach them.” People are open to suggestions and criticism as long as they know they’re basically okay, the supervisor cares about them, and the purpose is to help them get better. One study found that a statement like the one above made feedback 40 percent more effective.

- *Take yourself off the pedestal.* “Negative feedback can make people feel inferior,” says Grant. “If you level the playing field, it’s a lot less threatening.” Statements like these are very helpful:

- *I’ve benefited a lot from people giving me feedback, and I’m trying to pay that forward.*
- *I’ve been studying great managers, and I’ve noticed that they spend a lot of time giving feedback. I’m working on doing more of that.*
- *Now that we’ve been working together for a while, I think it would be great if we gave each other suggestions for how we can be more effective.*

“All of these messages send a clear signal,” says Grant: “I’m not perfect. I’m trying to get better too.”

- *Ask if the person wants feedback.* An opening question might be, “I’ve noticed a couple of things and wondered if you’re interested in some feedback.” Grant says he’s used this approach many times and no one has ever responded by saying No. “Once people take ownership over the decision to receive feedback, they’re less defensive about it,” he says.

- *Have a transparent dialogue, not a manipulative monologue.* Here’s a suggested opening statement by a manager: “The presentation you gave to the leadership team this morning may have created confusion about our strategy. Let me tell you how I’d like to approach this meeting and see if it works for you. I want to start by describing what I saw that raised my concerns and see if you saw the same things. After we agree on what happened, I want to say more about my concerns and see if you share them. Then we can decide what, if anything, we need to do going forward. I’m open to the possibility that I may be missing things or that I contributed to the concerns I’m raising. How does that work for you?”

“Stop Serving the Feedback Sandwich” by Adam Grant, May 4, 2016,

<https://medium.com/@AdamMGrant/stop-serving-the-feedback-sandwich-bc1202686f4e#.8reyh4v10>

[Back to page one](#)

## **2. How Feeling Threatened Can Heighten Cognitive Biases**

In this *New York Times* article, Amanda Taub explains what social scientists call intergroup threat theory. “When a social group perceives a threat, according to this theory, its members tend to shift how they see themselves, one another, and, especially, outsiders,” says Taub. “That’s true even if the sense of threat is irrational... When people see others in their social group subjected to harm because of their membership in that group, they don’t just sympathize with that suffering – they feel as if it had happened to them, as well.” Thus, the recent fatal shootings of two African Americans by police officers are sad, frightening, and traumatic to many black Americans, and the shooting of police officers in Dallas has a similar effect: “What happens to one police officer anywhere in the United States will be felt very strongly by other police officers,” says John Dovidio of Yale University.

Feeling threatened can also heighten cognitive biases, says Taub, especially what psychologists call the fundamental attribution error – that’s when people attribute another group’s positive actions to random chance or circumstance but assume that negative actions reflect the group’s core nature. “This pattern plays out repeatedly in clashes that deal with group identity, as in Northern Ireland and the Israeli-Palestinian conflict, in which one side perceives even a lone attacker as representing his or her group as whole... In some places, extremists have exploited this to undermine efforts at peace: Attribution error leads to an entire social group being blamed for the actions of a few radical members or supporters.”

Feeling threatened can also lead to another cognitive error – infra-humanization – in which people see members of another group as less capable of human emotions like sorrow, guilt, and nostalgia than their own group. “Sorrow is a uniquely human emotion,” says Dovidio, “so we can understand the sorrow of our group, but we tend to think that the other group is incapable of that – that they won’t feel the same sense of loss if their child is killed. And once you dehumanize them, it’s easier to justify violence.”

“United We Stand. Threatened, We Revert to Groups” by Amanda Taub in *The New York Times*, July 13, 2016, [http://www.nytimes.com/2016/07/13/us/police-shootings-race.html?\\_r=0](http://www.nytimes.com/2016/07/13/us/police-shootings-race.html?_r=0)

[Back to page one](#)

### 3. Changing Teachers’ Mindsets About Misbehaving Students

In this National Academy of Sciences paper, Jason Okonofua, David Paunesku, and Gregory Walton (Stanford University) report on their research on suspension rates in several California schools. They were particularly interested in how teachers’ mindsets about discipline affected students’ actions. “We hypothesized that a punitive response to misbehavior can, ironically, alienate disaffected students and thus incite the destructive, oppositional behaviors it aims to prevent,” say the authors. They suggest an alternative logic model:

- The quality of students’ relationships with teachers is one of the strongest predictors of classroom behavior.
- Trusting and respectful relationships with teachers are especially important in adolescence, when the cognitive-control regions of the brain haven’t fully matured.
- Punitive disciplinary interactions risk undermining these relationships.
- If students feel disrespected and subsequently misbehave, this may confirm teachers’ belief that students are “troublemakers,” facilitating harsh responses to future misbehavior.
- Thus, a punitive approach to discipline may give rise to a self-perpetuating cycle of punishment and misbehavior.
- However, if teachers value students’ perspectives, understand the reasons for their negative feelings, and maintain high-quality relationships, there might be fewer discipline problems.

Okonofua, Paunesku, and Walton conducted three experiments aimed at exploring this alternative to common discipline dynamics.

• *Experiment #1: Empathic versus punitive mindset* – One group of teachers read a short article reminding them that “good teacher-student relationships are critical for students to learn self-control.” Another group read an article saying that “punishment is critical for teachers to take control of the classroom.” Teachers were then:

- Asked how what they read helped them maintain control over a class;
- Asked to review three incidents of minor student misbehavior drawn from middle-school referrals (e.g., disrupting a class by getting up to throw away trash);
- Asked to describe how they would discipline the student in each case;
- Asked how likely they were to consider each student a troublemaker.

Teachers in the first (empathic) group were less punitive than the second group, and less likely to consider misbehaving students troublemakers.

• *Experiment #2: Students’ perspective* – 302 college students were asked to imagine they were middle-school students who had repeatedly gotten out of their seats (against the rules) to throw away trash and say how they would respond to the punitive and the empathic discipline approaches described in the first experiment (one teacher gave them detention and

sent them to the principal's office, the other asked them about the misbehavior and moved the trash bucket closer to their desk). Students were then asked about their level of respect for the teacher and how important they thought it was to follow classroom rules. Students said they would have far more respect for the empathic teacher and would be much more likely to follow classroom rules.

- *Experiment #3: A longitudinal field study* – Middle-school math teachers in three districts were told that the purpose of the exercise was to review common but sometimes neglected wisdom about teaching. The researchers said they were interested in hearing their perspectives as experienced teachers on how best to handle difficult interactions with students. Teachers were treated as experts, as agents of positive change for others, and told that their responses would be included in a teacher training program so future teachers could benefit from their insights.

In a 45-minute online module in the fall, teachers read an article that described non-pejorative reasons that students sometimes misbehave in class and how positive relationships with teachers can facilitate students' growth. The article discouraged the labeling of misbehaving students as troublemakers and encouraged teachers to understand and value students' experiences and negative feelings that can cause misbehavior and attempt to sustain positive relationships with students. Teachers were reminded that "a teacher who makes his or her students feel heard, valued, and respected shows them that school is fair and they can grow and succeed there." These messages were reinforced with first-person student narratives (*My teacher really listened to me...*) and then teachers were asked to write about how they incorporate or could incorporate these ideas in their own practice.

In a second 25-minute online module two months later, the earlier messages were reinforced and teachers were reminded that "students' feelings about and behavior in school can and do improve when teachers successfully convey the care and respect students crave." Participants reviewed a teacher's account of how one of her own teachers had eased her worries about mistreatment by showing her respect and how she tried to convey the same respect to her students. Participating teachers then described how they showed respect for their students and were asked to have their students complete surveys assessing broad perceptions of school climate and adult respect.

Okonofua, Paunesku, and Walton are at pains to say that they didn't ask teachers to *agree* with students' perceptions or refrain from disciplining students who misbehaved. The message was that if it was necessary to discipline students, teachers should do so in the context of understanding and trust.

What were the outcomes? The treatment teachers really picked up on the empathic approach, saying, for example, "I greet every student at the door with a smile every day no matter what has occurred the day before," "I answer their questions thoughtfully and respectfully no matter what their academic history with me has been," and "I NEVER hold grudges. I try to remember that they are all the son or daughter of someone who loves them more than anything in the world. They are the light of someone's life!"

Looking at suspension rates, the researchers found that students whose teachers received these very brief, online empathic-mindset interventions were half as likely to be suspended over the school year as students in the control group teachers' classes. The biggest improvements in teacher-student relationships from the empathic-mindset intervention were with the most at-risk students – those with a history of suspensions. In the control group, students with a negative discipline history said their teachers were less respectful.

“Importantly,” conclude the authors, “the empathic-mindset intervention did not attempt to teach teachers new skills for interacting with students or introduce new policies for how to discipline students. Nor did it attempt to build students’ self-control or social-emotional skills, another common approach to improving student behavior... Instead, we assumed that teachers were capable of building better relationships with students and that students could behave more positively with more supportive treatment. The intervention simply encouraged teachers to view discipline as an opportunity to facilitate mutual understanding and better relationships and empowered teachers to do so in a manner effective for them and their students. The findings suggest that, at least in the school contexts examined here, punitive mindsets about discipline serve as a critical barrier to better teacher-student relationships.”

“Brief Intervention to Encourage Empathic Discipline Cuts Suspension Rates in Half Among Adolescents” by Jason Okonofua, David Paunesku, and Gregory Walton, Proceedings of the National Academy of Sciences, May 10, 2016 (Vol. 113, #19), <http://www.pnas.org/content/113/19/5221.full>; Okonofua can be reached at [okonofua@stanford.edu](mailto:okonofua@stanford.edu).

*[Back to page one](#)*

#### **4. The Impact of High-Quality Math Lesson Plans**

In this National Bureau of Economic Research working paper, Kirabo Jackson and Alexey Makarin (Northwestern University) report on an experiment in several Virginia middle schools with high-quality “off-the-shelf” math lesson plans. The study included three groups of teachers: the first had free access to the online lessons; the second had free access to the lessons and e-mail reminders about using them, as well as a social-media support group; and the third (the control group) proceeded with business as usual.

The lesson plans, which came from the Mathalicious 6-12 curriculum, were exploratory and inquiry-based, asking teachers to guide students to think creatively and critically about real-world situations and then come up with their own mathematical models to better understand those scenarios. One lesson had students investigate how long LeBron James would have to exercise to burn off the calories in different McDonald’s menu items. In another lesson (designed to last 3-4 class periods) students watched a short video on the evolution of football video games over time, then made a rough graph of how football games have changed over time, then described what they were measuring (realism, speed, complexity, etc.), then learned about Moore’s Law and calculated the processor speeds of game consoles over time, charted the trend, and made predictions about where computer games will go in the future.

Jackson and Makarin's theory was that by taking the load of planning high-quality lessons off teachers' shoulders, teachers would be able to concentrate more fully on lesson execution and classroom management. This happened: after the experiment, students were more likely to say that teachers emphasized deep learning and more likely to feel that math had real-life applications. Treatment teachers said they gave their students more individual attention, but they changed their pedagogy only when they were implementing the special lesson plans.

What were the learning results? Students whose teachers had the full treatment did somewhat better on assessments – and students who had the weakest teachers made the biggest gains. (Very few of the teachers who had only free access used the lesson plans.) The impact, although not large, was statistically comparable to reducing class size by 15 percent or replacing an average teacher with a teacher in the 80<sup>th</sup> percentile of quality. The cost was about \$431 per teacher, making this a very cost-effective intervention. Jackson and Makarin believe the impact would have been greater if treatment teachers had used more of the lesson plans more consistently.

“Our results,” conclude the authors, “suggest that allowing teachers to substitute for deficiencies in their skills with high-quality off-the-shelf instructional materials is a viable alternative to policies that remove the least effective teachers, incentive pay, or interventions that involve teacher training for remediation purposes.”

“Simplifying Teaching: A Field Experiment with Online ‘Off-the-Shelf’ Lessons” by Kirabo Jackson and Alexey Makarin, National Bureau of Economic Research Working Paper, July 2016, available for purchase at <http://www.nber.org/papers/w22398>

[Back to page one](#)

## **5. Should Schools Have Wi-Fi-Free Zones?**

“Access to technology in libraries and schools is critical,” says author/professor Donna Freitas in this article in *School Library Journal*. “But tech should not make children and teens feel powerless.” Many adults, she says, assume that kids can't tear themselves away from their screens, that they “have no desire to look up. That they have zero wish to unplug, to be disconnected and offline. We think that they trade the real for the allure of the virtual because they really don't want to miss out on what's happening online.” That's not always true, says Freitas. Interviewing students on multiple college campuses, she found that Wi-Fi-free zones are eagerly sought after. “There's this one spot in the third floor sub-basement of the library,” said one student. “By the wall past the elevators? I always go there to study, because the Wi-Fi doesn't reach. You have to get there early – it's always jammed.”

In addition, almost all her interviewees told Freitas about a time when they had an involuntary “vacation” from social media, perhaps on a volunteer trip or vacation without Internet access. “After the initial shock of cutting access,” says Freitas, “nearly everyone came to love the freedom of being unplugged. It changed the ways they socialized for the better, and it was liberating to not be ‘on call’ 24/7. Many dreaded the return to ‘normal life’ – normal life being dominated by the need to always be available.” Plugged back in, they felt acutely what

they were missing: people, chance meetings, conversations, eye contact, nature, beauty, learning, reading, rest.

At the same time, teens can't let go of their phones. One young woman said that when she was mugged for her phone, she chased down her attackers to get it back. In that moment, she said, "My smartphone was worth more than my life." A young man said that leaving home without his phone was like leaving behind his heart or his brain. Students are conflicted, not liking the feeling of being ruled by their devices, but lacking the willpower to say no.

"This is where we need to step in and help," says Freitas. She proposes that schools and libraries identify or create Wi-Fi-free zones by finding areas with no reception, cutting Wi-Fi access, or asking students to hand over their devices to enter. The zones could be used in three ways:

- Social spaces
- Learning/teaching nooks
- Study areas.

"We must advertise, so everyone knows how to find them," she says. "Turn them into true oases, with places to sit and dream and stare out the window... [Allow] students to socialize without temptation. To read without interruption. To enjoy storytime without the distraction of social media." By recognizing and supporting students' desire to unplug, she concludes, "we set up young people to better succeed as readers, thinkers, writers, and friends."

"Build It, and They Will Come" by Donna Freitas in *School Library Journal*, July 2016 (Vol. 62, #7, p. 14-15), no e-link available; Freitas can be reached at [donnamariefreitas@gmail.com](mailto:donnamariefreitas@gmail.com).

*[Back to page one](#)*

## **6. Advice for Instructional Coaches**

(Originally titled "The Many Roles of an Instructional Coach")

In this article in *Educational Leadership*, California educator Heather Wolpert-Gawron describes her various roles as an instructional coach: mentoring colleagues; running professional development; researching, curating, and publicizing good ideas; and being a change agent. She has the following suggestions for other coaches:

- *Work closely with your principal.* This is especially important for scheduling release time for teacher teams to meet. "A simple half-day of grade-level collaboration [with a coach facilitating] can go a long way toward improving instruction," she says.
- *Reach out to everyone, but don't be hurt if some aren't receptive.* "Keep reaching out to all," says Wolpert-Gawron, "but feed the hungry."
- *Identify strengths.* "Help administrators recognize that every teacher brings something unique," she says. "This is vital to the morale of the school and district and might also help teachers of all styles become more receptive to your support."
- *Encourage teachers to leverage their strengths into leadership roles.* An important part of the coach's role is creating multiple opportunities for teachers to excel beyond their classrooms, as well as incorporating teachers' voices in planning PD.

- *Follow a predictable schedule.* A coach newsletter should come out at regular intervals – perhaps weekly or monthly. Lunchtime learning sessions should be regular – for example, the first Wednesday of every month.

- *Identify and spread effective, research-based practices.* Help district innovation in classrooms and from the literature “trickle up.”

- *Take some items off teachers’ plates.* “If you’re asking teachers to try a new tool that might take time to learn,” says Wolpert-Gawron, “offer to teach their toughest period for a day and give them extra preparation time.”

- *Define your role.* If coaches aren’t clear on their job description, administrators may assign other duties that pull them away from the core work. Be explicit up front on what that is.

- *Learn how to approach others.* Ask questions like, “What’s the real challenge here for you?” “How can I help?” “If you’re saying ‘yes’ to this, what are you saying ‘no’ to?” “What was most useful to you?”

“The Many Roles of an Instructional Coach” by Heather Wolpert-Gawron in *Educational Leadership*, Summer 2016 (Vol. 73, #9, p. 56-60), <http://bit.ly/29OuTCC>; the author can be reached at [heather@tweenteacher.com](mailto:heather@tweenteacher.com).

[Back to page one](#)

## 7. Getting Students Ready to Do College Reading

(Originally titled “Syllabus-ted: Preparing Students for the Rigors of College Reading”)

In this article in *Education Update*, Laura Varlas says all too many students do well on the ACT and SAT, but when they get to college, they can’t do the work. Why? The main problem is reading. A recent NAEP assessment found that only 37 percent of high-school seniors scored at the college-ready level in reading and math. “Having to complete remedial work [in college] is discouraging, expensive, and puts students off track for the careers they hope to have,” says Elizabeth Gonsalves, an English department head in Massachusetts. In her school, what galvanized teachers was seeing a college syllabus and tasks and prompts from a typical professor. “When my department saw what those were, we knew we had to make changes...” Here’s what students need to learn:

- *Reading for understanding* – In literature classes, students must be able to analyze why characters did something and the reasoning behind it, not just do a summary and identify characters and details. In history classes, they need to get the big picture, not just memorize facts.

- *Working with multiple texts* – In college, students will be asked to compare texts and use multiple sources to support a claim. The texts might be as different as a novel, podcast, and infographic.

- *Mastering broader, Tier 3 vocabulary* – For example, students need to know terms like *the political left* and *the political right*, and that can come only from reading a variety of contemporary texts such as *New York Times* articles and commentaries.

- *Going beyond narrative* – Many high-school students are comfortable with texts where the narrative takes control and reading is logical and sequential. They need to do more

analytical reading and be exposed to narratives that are not straightforward – for example, William Faulkner’s *As I Lay Dying*. Teaching students how to take Cornell notes helps them get into a back-and-forth conversation with a text, and marking up a text with colored pens and sticky notes is also helpful.

• *Using close reading* – College students are sometimes overwhelmed by the amount of reading they’re being assigned, but skimming is not the solution. They need to slow down, re-read, and focus on beginnings, endings, and key passages, asking themselves questions like, “Why did this person take this position?” and “What do you think is going to happen next?”

Of course, preparing students for college-level reading is not just the job of high-school English teachers. “We need to get all grade levels scaffolded toward a college reading level,” says Donna Pasternak of the University of Wisconsin. “If we’re all invested in what college reading is, we have a better opportunity to support and scaffold it.” High-school students should be reading journal articles in science and working with source documents in history. This Modern Language Association website <https://k16alliances.commons.mla.org> is designed to get K-12 educators sharing writing prompts, syllabi, and strategies for working with complex texts.

“Syllabus-ted: Preparing Students for the Rigors of College Reading” by Laura Varlas in *Education Update*, July 2016 (Vol. 58, #7, p. 1, 4-5), available for purchase at <http://bit.ly/2a3CUEy>

*[Back to page one](#)*

## **8. Making the Gap Year Accessible to All Students**

In this article in *Usable Knowledge*, Bari Walsh says that taking a gap year before entering college can benefit students in a number of ways:

- Developing one’s identity, self-knowledge, and understanding of others;
- Developing maturity and judgment;
- Promoting civic engagement and service;
- Exploring and preparing for diverse career pathways;
- For fast-track students, having a chance to decelerate;
- Improving health and wellness;
- Preparing for the academic, cultural, and social realities of college;
- Getting acclimated to college;
- For students at risk, increasing the odds of graduating from college.

But Walsh worries that Malia Obama taking a year off before entering Harvard may reinforce the common belief that gap years are “just another enrichment lever that only highly advantaged students can pull.” It’s also possible that economically disadvantaged students are subtly discouraged from taking gap years by counselors who fear students might lose momentum and fall off the college track.

How can we ensure that all students have access to and are encouraged to take advantage of this important opportunity? Walsh believes that if gap years have the following characteristics, enrollment will be more equitable:

- Debt-free and financially sustainable;
- Highly structured;
- Connected to service and career pathways;
- Conceived as a bridge from high school to college, a guided transition supported by school and college counselors.

It's also helpful if colleges encourage gap years, financially and programmatically, and if local employers offer students exposure to a variety of career pathways during gap years and create a pipeline for future employees.

“Closing the Gap Year Gap” by Bari Walsh in *Usable Knowledge*, May 17, 2016, <http://www.gse.harvard.edu/news/uk/16/05/closing-gap-year-gap>; Walsh can be reached at [bari\\_walsh@gse.harvard.edu](mailto:bari_walsh@gse.harvard.edu).

*[Back to page one](#)*

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

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

## ***Subscriptions:***

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- A collection of "classic" articles from all 12 years

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

Those read this week are underlined.

American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
AMLE Magazine  
ASCA School Counselor  
ASCD SmartBrief  
Center for Performance Assessment Newsletter  
District Administration  
Ed. Magazine  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
Essential Teacher  
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)  
Journal of Staff Development  
Kappa Delta Pi Record  
Knowledge Quest  
Literacy Today  
Middle School Journal  
Peabody Journal of Education  
Perspectives  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Responsive Classroom Newsletter  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Teacher  
Teachers College Record  
Teaching Children Mathematics  
Teaching Exceptional Children/Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The District Management Journal  
The Journal of the Learning Sciences  
The Language Educator  
The Learning Principal/Learning System/Tools for Schools  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Time Magazine  
Wharton Leadership Digest