Marshall Memo 698

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 14, 2017

In This Issue:

Quotes of the Week

"Trying to control new situations creates stress. Worse yet, research shows that stress makes you dumb. Your creative-thinking brain shuts down under stress."
Dan Rockwell (see item #4)

"The cellular organization of schools and teachers' reliance on their students to fuel and reward their efforts can make it challenging to engage teachers in serious sustained collegial efforts that reach beyond their classrooms."
Megin Charner-Laird, Monica Ng, Susan Moore Johnson, Matthew Kraft, John Papay, and Stefanie Reinhorn (see item #1)

"Learning researchers hypothesize that, because students can type faster than they can write, a lecturer's words flow straight from the student's ears through their typing fingers, without stopping in the brain for substantive processing."
Susan Dynarski (see item #6)

"And remember, sometimes we have to protect our prep from ourselves! Ever found yourself cyberloafing away a weekday prep, only to spend Saturday afternoon grading papers?"
Maia Heyck-Merlin (see item #8)

"What is one thing I could do to better support you?"
Teala Wilson – a suggested question for a check-in meeting (see item #7)

1. What Makes Some Teacher Teams Effective and Others… Not So Much

"Rich opportunities for learning are important for all teachers," say Megin Charner-Laird (Salem State University), Monica Ng and Susan Moore Johnson (Harvard Graduate School of Education), Matthew Kraft and John Papay (Brown University), and Stefanie Reinhorn (Brandeis University) in this *American Journal of Education* article. "Whatever expertise they acquire in their preservice program, teachers continue to need ongoing professional learning to meet additional responsibilities and the evolving needs of their students and schools."

But over the years, districts' efforts to provide professional development for teachers have been weak. One study 25 years ago described PD as "a haphazard sequence of speeches and workshops addressing unrelated topics." A 2015 study found basically the same situation, with only 40 percent of teachers saying professional development was a good use of their time. "In short," concluded the second study (from TNTP), "we bombard teachers with help, but most of it is not helpful – to teachers as professionals or to schools seeking better instruction." Charner-Laird, Ng, Johnson, Kraft, Papay, and Reinhorn agree on the "take-it-or-leave-it" nature of most PD and add that, "Historically, individual teachers have been expected to rely on their own devices to improve their practice, by attending intermittent professional development events, talking with students, and reflecting on their own successes and failures."

The focus of this article is the potential of school-based teacher teams to provide more meaningful support for the continuous improvement of teaching and learning. The problem, say the authors, is that "teachers do not necessarily have the skills or support they need to work systematically and successfully with their colleagues. In many instances, teachers meet to discuss new ways to organize and present content, engage students in learning, and assess students' understanding of what they have been taught. Yet when they return to their classrooms, teachers are then left on their own to decide how to choose from the array of ideas and models discussed… The cellular organization of schools and teachers' reliance on their students to fuel and reward their efforts can make it challenging to engage teachers in serious sustained collegial efforts that reach beyond their classrooms."

To identify the key variables in school-based teacher teams, Charner-Laird, Ng, Johnson, Kraft, Papay, and Reinhorn studied six elementary and secondary schools in a large urban district. Interviewing 95 teachers and administrators, they were surprised to find that every teacher reported meeting regularly with a group of colleagues about instruction – a major change from a study 15 years ago in which few teachers mentioned team collaboration.

However, there were big differences in the quality and helpfulness of team meetings, with principals playing a key role for good and ill.

In the three schools where teams were working well, principals participated in the work and were appreciated by teachers. Principals didn't tell teachers what to do or how to think, say Charner-Laird, Ng, Johnson, Kraft, Papay, and Reinhorn; they acted as partners. Teachers saw team meetings as genuinely helpful to their work in classrooms and saw how their team efforts contributed the overall mission of the school. Specifically, teachers in these schools reported:

- Curriculum planning took place in team meetings, with teachers co-planning lessons and units, teaching content at the same time, and exchanging detailed feedback.
- Teachers used meetings to analyze assessment data and watch videos of each others' classes to see what was working and what wasn't.
- Colleagues were an important source of feedback to each other.
- Teams felt they could collectively get "traction" on students' social-emotional and learning needs.
- Administrators attended meetings and teachers felt safe saying, "Hey, I need help with this."

This last factor was perhaps the most important – a sense of psychological safety to admit failures, try new ideas, and take risks.

In the other three schools, principals actually got in the way of productive collaboration. "Teachers resisted or resented the expectation that they work in teams," say the researchers, and "administrators failed to convince them that teams were meaningful structures for school improvement." Some specifics:

- Administrators framed a narrow purpose – raising test scores – and micromanaged team meetings around the "bubble" students (those on the brink of failing state tests), leaving teachers with little freedom to explore what they thought was important.
- Teachers were treated as "supporting actors" to implement ideas from outside experts.
- The purpose of teacher teams was the subject of disagreement between the principal and teachers.
- One school organized teams in such a way that same-grade/same-subject teachers weren't meeting together, and agendas were focused on schoolwide issues rather than the nitty-gritty of improving curriculum, instruction, and assessment.

"Gauging Goodness of Fit: Teachers' Responses to Their Instructional Teams in High-Poverty Schools" by Megin Charner-Laird, Monica Ng, Susan Moore Johnson, Matthew Kraft, John Papay, and Stefanie Reinhorn in *American Journal of Education*, August 2017 (Vol. 123, #4, p. 553-584), http://www.journals.uchicago.edu/doi/abs/10.1086/692663?af=R; Charner-Laird can be reached at megin.charnerlaird@salemstate.edu.

Back to page one

2. Block Scheduling Used Well

In this *Cult of Pedagogy* article, Jennifer Gonzalez notes the growing popularity in the 1990s of block scheduling – class periods of 80-100-minutes with fewer transitions each day

and time for teachers to dive more deeply into their content. Block scheduling has been implemented successfully in many schools, but there's been pushback. Gonzalez quotes a North Carolina teacher who absolutely hated block scheduling in his first year teaching high-school math; he contended that longer blocks of instructional time resulted in less emphasis on core content and more "gimmickry" and classes that were nothing more than "glorified playtime periods."

The loudest complaints come from secondary educators who, like this math teacher, believe that lecturing is the only "real" teaching. They see the impossibility of holding students' attention with a lecture and preventing misbehavior for 80-100 minutes, hence the need to engage in more "frivolous" instructional activities – but they believe that sacrifices curriculum coverage. Another strategy is lecturing for half the block and giving students "homework time" for the remainder – but that also compromises curriculum coverage.

Gonzalez believes block scheduling can work, but only if teachers follow some basic guidelines:

• *Minimize lecturing*. "Although I do believe a brief, dynamic lecture every now and then is an efficient way to deliver instruction, and does not need to be abandoned entirely," she says, "teachers who lean too heavily on it are doomed to failure in a longer class period."

• *Switch activities every 15-20 minutes*. This is about the attention span for most students, unless they are working on a task that can truly engage them for longer.

• *Overplan*. Finishing planned activities earlier than expected is every teacher's nightmare – and it's a bigger problem with longer class periods. It's vital to plan extra things just in case, and make good line-of-scrimmage decisions as a lesson unfolds.

• *Use a smart pacing guide*. Having fewer (but longer) class periods to cover the curriculum poses planning challenges; it's important to focus not just on how the whole curriculum will be covered but also on mastery of essential skills and knowledge. Teachers need to plan backwards from a rigorous assessment and performance task at the end of each unit.

Gonzalez describes five possible strategies for effective use of longer class periods (assuming about 90 minutes):

<u>The Classic:</u>

- Anticipatory set (10 minutes) to pique students' interest, demonstrate relevance, jog students' long-term memory, and set the stage for learning;
- Direct instruction (15-20 minutes), which might be a lecture, a demonstration, a video, or having students read a text or do an interactive online lesson;
- Application (30 minutes), which might be individual practice, reciprocal learning, or group work;
- Assessment of what's been learned (15-20 minutes), followed by re-teaching or extension activities;
- Reflection (10 minutes) to wrap up and reinforce.

<u>The Workshop:</u>

- A brief mini-lesson (10 minutes);

- Students spend most of the period (70 minutes) working on their own long-term projects – research, self-directed reading, writing, preparing presentations, etc. – with the teacher circulating, conferencing with students, or calling them up for scheduled appointments;
- Wrap-up, sharing, or reflection time (10 minutes).

The Lab:

- At least an hour is spent on an activity in which the whole class digs into a single meaty task: simulations or role-plays; debates, Socratic seminars, or long-form discussion strategies; a project-based learning activity; a virtual field trip; a jigsaw or other cooperative learning activity; a science lab; sketchnoting (students are set loose on the Internet to find as much information as they can on a specific topic).

The Performance:

- At the end of a curriculum unit, the full block is used for student speeches; a film festival; a gallery walk of physical or digital products; student skits; or poetry readings.

The Variety Pack:

- A fast-paced mixture of activities, perhaps in learning centers, combining review, new material, drill and practice, fun, and enrichment. Some possibilities: flashcard work; watching a short video clip; independent reading; journal writing; a short "philosophical chairs" debate; a short read-aloud from a book the class is reading; small-group work with the teacher; games like Kahoot or Crumple & Shoot.

"Making the Most of a 90-Minute Block" by Jennifer Gonzalez in *Cult of Pedagogy*, August 13, 2017, https://www.cultofpedagogy.com/block-scheduling/

Back to page one

3. A South Carolina Middle School Tries a Rotating Schedule

"Time-of-day research tells us that teenagers should start school later for optimal success in their school day," says South Carolina principal Liz James in this article in *AMLE Magazine*, "but little research has been done on the optimal learning time within a school day." A schedule that repeats the same lesson sequence every day of the week locks in the student and staff advantages and disadvantages of the bleary-eyed first class in the morning, the hyperactive class right after lunch, and the zoned-out class just before dismissal.

The underlying problem is that within each day, there's variation on a number of dimensions:

- Some teachers are "morning people" while others take a while to get warmed up, so that advantages the students who happen to have the morning people in the morning.
- And vice-versa.
- Some students are "afternoon people" and aren't at their best first thing, which disadvantages teachers who have them in the morning.
- And vice-versa.
- Secondary teachers who teach repeat lessons refine them as the day progresses, which gives somewhat less skillful teaching to students who have them first thing.

"I have often wished that I could get a do-over for first period's lesson," says James. "We know that the same kids who are angels for us early in the day may turn into monsters by afternoon."

What all this means is that a rigid schedule sequence creates week-long advantages for some teachers and students and week-long disadvantages for others – a serious equity problem that compounds as the year goes on.

Five years ago, a group of teachers in James's school proposed a solution: what about rotating math, English, social studies, and science from Monday to Thursday, like this for each subject:

- Monday: 1st period, 2nd period, 3rd period, 4th period
- Tuesday: 2nd period, 3rd period, 4th period, 1st period
- Wednesday: 3rd period, 4th period, 1st period, 2nd period
- Thursday: 4th period, 1st period, 2nd period, 3rd period

To keep things simple, Friday is always 1st period, 2nd period, 3rd period. 4th period, and elective and lunch periods don't rotate.

"The beauty of the rotating schedule is that it addresses all the issues with human personalities… as they relate to the time of day," says James, "but it also has a few other benefits." First, the school's most challenging classes of the day – those split by lunch – were now shared by all teachers. Second, classes that always got chopped by pep rallies and alternative schedules were spread evenly among core-subject teachers. And third, discipline problems were reduced, probably because of the daily variety and because students were not always with certain teachers at certain times of the day.

The rotating schedule was piloted by one team, and the results were so positive that the rest of the school climbed on board. Over the years, the school has experimented with weekly and monthly rotation and concluded that daily rotation works best for students and staff. In staff and student polls, the idea continues to be very popular.

Don't students have trouble remembering which books and materials to bring to each class when the schedule changes every day? Teachers quickly learned to post large signs everywhere to remind students of the subject sequence for each day; students check the signs before going to their lockers.

"We believe that this schedule helps students perform at their optimum levels," concludes James. "Our students will tell you which teachers they prefer early in the day versus last period, and our teachers will do the same. The benefits far outweigh any inconvenience in scheduling. Not only have we seen a serious decline in discipline referrals, we also have seen an increase in positive behavior – from both the students and the teachers!"

"Changing Our World" by Liz James in *AMLE Magazine*, August 2017 (Vol. 5, #3, p. 45-46), www.amle.org; James can be reached at liz.james@lcsdmail.net.

Back to page one

4. Coaching Advice

In this *Leadership Freak* article, Dan Rockwell offers advice to leaders who are novices

at coaching colleagues:

• *Focus on outcomes*. A good way to start a coaching session is asking, "What would you like to get out of our conversation today?" then, "And what else?" This puts the ball in the coachee's court and creates an agenda of three or four items that are oriented around results. This is better than asking, "What would you like to talk about today?" which is more about listing topics to discuss.

• *Give choice*. Then ask, "Which item seems most important to you right now?" This generates thinking beyond the immediate first responses, establishes priorities, and gives the coachee a sense of power in the conversation. "Trying to control new situations creates stress," says Rockwell. "Worse yet, research shows that stress makes you dumb. Your creative-thinking brain shuts down under stress. You'll be more confident if you give control."

• *Explore current knowledge*. Having decided on an opening topic, ask, "What do you already know about that?" or "What have you already tried to make this better?" This elicits important information and shows respect and humility toward the coachee.

• *Be patient and make space for reflection*. Some possible questions: "What's shifting in your thinking?" "What do you observe about this situation?" "What are you noticing about yourself?"

Rockwell closes with some general tips for coaches, all aimed at getting conversations moving toward deeper reflection and better solutions:

- Get comfortable with silence.
- Generate multiple solutions.
- Monitor your inner control freak. When you feel yourself finishing someone's sentences, back off.
- Always move conversations toward the future. Coaching is a forward-facing activity, as contrasted with counseling, which focuses more on the past.
- Generate behavioral solutions to problems and opportunities.
- End coaching sessions by scheduling the next meeting and asking, "What would you like me to ask you next time?"

"Solution Saturday: Help! I'm Freaked Out About Coaching Others" by Dan Rockwell in *Leadership Freak*, August 12, 2017, http://bit.ly/2wIfqP5

Back to page one

5. San Francisco High Schools Implement an Ethnic Studies Curriculum

In this article in *American Educational Research Journal*, Thomas Dee (Stanford University) and Emily Penner (University of California/Irvine) report on the implementation of an ethnic studies curriculum with at-risk ninth graders in several San Francisco Unified School District high schools. The curriculum, designed by San Francisco teachers with the help of outside experts, aims to engage students who have previously felt marginalized by traditional instruction. Some components:

- A focus on social justice, discrimination, stereotypes, and social movements from the late 1700s to the 1970s;

- The history and political struggles of several racial/ethnic groups;
- Genocide of American Indians in California;
- Media portrayals of Asians, Latinos, and African Americans;
- Community resistance in historical Chinese and Latino neighborhoods in California;
- Labor organizing during the Great Depression and World War II among African Americans and Filipino Americans;
- Social movements and educational reforms contributing to and stemming from the Civil Rights Movement.

The course encourages students to explore their individual identity, family history, and community history and requires students to design and implement a service-learning project based on a study of their own community.

The results were remarkably strong: students who took part in the curriculum improved their attendance by 21 percentage points (compared to eighth grade), their grade-point averages by 1.4 points, and their credits earned by 23, significantly boosting their chances of graduating from high school. The effects of the course were strongest among males, Hispanics, and to a lesser degree, Asian Americans.

"Taken at face value," conclude Dee and Penner, "these findings provide a compelling confirmation of an extensive literature that has emphasized the capacity of [culturally relevant pedagogy] to unlock the educational potential of historically marginalized students." The curriculum is now offered in all 19 San Francisco high schools and is being considered as a graduation requirement. Dee and Penner caution that successful implementation at scale will depend on effective classroom teaching and fidelity to the original curriculum design.

"The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum" by Thomas Dee and Emily Penner in *American Educational Research Journal*, February 2017 (Vol. 54, #1, p. 127-166), http://bit.ly/2uG8bpl; Penner is at emily.penner@uci.edu.

Back to page one

6. What's the Best Way to Take Notes – A Laptop or Writing by Hand?

In this Brookings article, Susan Dynarski explores recent research from Princeton and UCLA on note-taking in college lectures. She comes down squarely on the side of hand-written notes. "When college students use computers or tablets during lectures," she says, "they learn less and earn worse grades… Understanding the lectures, measured by a standardized test, was substantially worse for those who had used laptops."

Dynarski elaborates: "Learning researchers hypothesize that, because students can type faster than they can write, a lecturer's words flow straight from the student's ears through their typing fingers, without stopping in the brain for substantive processing." It's more like a transcript than a summary. "Students writing by hand, by contrast, have to process and condense the material if their pens are to keep up with the lecture."

Taking notes serves two purposes: (a) storing the lecture's ideas for later review, which laptops do better; and (b) cognitive encoding of the information, which handwriting does better. On balance, mental processing and coding are more important, which is why

handwritten notes produce superior long-term learning. But couldn't we train students to be more thoughtful taking laptop notes, slowing down and summarizing? Researchers tried this, and laptop-using students' retention and understanding didn't improve.

There's another reason for banning laptops for note-taking: the temptation for students to engage in social media and online shopping during a lecture. Researchers found this kind of multitasking degraded the learning of those who engaged in it, and also lowered the performance of students sitting nearby who could see their classmates goofing off. In fact, students looking over the shoulders of multitasking students did *worse* on post-tests (17 percent lower) than the multitaskers themselves (11 percent lower).

The experiments reported above were conducted in somewhat artificial settings, with students paid to listen to lectures that weren't part of real coursework for grades. Would the findings hold up in a real-world situation? Researchers conducted a study at the U.S. Military Academy at West Point that met this standard. All USMA students take a semester-long introductory economics class with common multiple-choice/short-answer tests graded automatically. Researchers randomly assigned sections to one of three conditions: electronics allowed; electronics banned; and tablet computers allowed (if they were laid flat on desks where professors could observe how they were being used). Instructors teaching multiple sections were assigned more than one treatment condition.

At the end of the semester, students who used electronics in class (the first and third conditions) scored significantly worse than students who were not allowed to use computers or laptops – 0.2 standard deviations lower (there was no discernible difference between the laptop and tablet sections).

Would the West Point findings hold up in a community college or four-year college? The researchers argue that they would be even more pronounced, since USMA classes are small, professors can more easily monitor inappropriate use of electronics, and students are motivated by the high stakes attached to achievement in every West Point course.

"There may well be particular classroom settings in which laptops improve learning," concludes Dynarski. "Perhaps a coding class, in which students collaborate on solving a programming problem. But for the typical lecture setting, the best evidence suggests students should lay down their laptops and pick up a pen."

"For Better Learning in College Lectures, Lay Down the Laptop and Pick Up a Pen" by Susan Dynarski, Brookings Institution, August 10, 2017, http://brook.gs/2vS6I3e

Back to page one

7. Getting the Most Out of Check-In Meetings

In this *TalentSpace* article, consultant Teala Wilson reports that a trend in talent management is having regular face-to-face check-in meetings with direct reports. These meetings, says Wilson, "help make sure expectations are being met – on both sides – and goals are being accomplished. But they also help build relationships, drive development, increase engagement, and boost performance." In order to provide the optimal level of support,

feedback, coaching, and motivation, managers need to handle check-in meetings with skill and sensitivity. Here are some possible questions to ask over time:

- What motivates you in your work?
- What excites you most?
- What skills do you get to use most?
- Do you have any skills that you aren't using often enough?
- Think back to recent projects; is there one thing you would do differently next time?
- Is anything preventing you from doing your job as well as you would like?
- Are there knowledge areas or skills you'd like to develop to be more effective?
- What is one thing I could do to better support you?
- Are you happy at work?
- Are you able to do things you enjoy outside of work to manage stress?

Wilson urges managers to listen actively during check-in meetings, turning off apps and e-mail. "This means you are concentrated on the person in front of you," she says, "you are understanding what they are saying and you are responding." And it's always a good idea to summarize the conversation at the end and form a plan of action.

"10 Insightful Questions to Work Into Your 1:1 Meetings" by Teala Wilson in *TalentSpace*, August 9, 2017, http://www.halogensoftware.com/blog/10-insightful-questions-to-work-into-your-11-meetings

Back to page one

8. How Teachers Can Protect Their Prep Periods

In this *Edutopia* article, consultant/author Maia Heyck-Merlin reflects on how often teachers' precious prep periods become "a dumping ground for last-minute meetings, interruptions (welcomed and unwelcomed), and procrastination." Here are her suggestions for carving out time to get substantive work done during the school day and take less work home:

• *Have upfront conversations about protecting your time*. This could happen in a faculty meeting, in grade-level team confabs, or one on one. A school in Rhode Island does role-plays at the beginning of the year to sensitize colleagues about dropping in during a prep period to chit-chat or tell stories about students.

• *Create a visual cue*. A possible sign on the classroom door: *Ms. Heyck-Merlin is grading/planning/phoning families. Please return at 3:15.*

• *Prepare some stock lines*. "I'm buried in finishing these progress reports. Can I stop by later?" "I'm in a zone with this unit plan. Can you leave it in my mailbox?" "I'd love to help, but I'm cranking over here on this pile of grading. Will you drop me an e-mail?"

• *Discuss the impact of lost prep time with your principal*. There will always be emergency deadlines from downtown, last-minute coverage requests, and urgent student discipline meetings. But a frank conversation with a receptive school leader may help to minimize these. Regular check-in meetings for routine matters are also helpful.

• *Make a clear plan on how to use your prep*. If you don't have a purpose during prep periods, you're more likely to be pulled in another direction, says Heyck-Merlin. She advises

mapping out your week in detail. "And remember," she says, "sometimes we have to protect our prep from ourselves! Ever found yourself cyberloafing away a weekday prep, only to spend Saturday afternoon grading papers?"

"Protect Your Prep: 5 Ways to Avoid Ambushes, Interruptions, and Procrastination" by Maia Heyck-Merlin in *Edutopia*, September 5, 2014, http://edut.to/2w4YdSV

Back to page one

9. The Success of Early College High Schools in North Carolina

In this *American Journal of Education* article, Douglas Lauen and Sarah Fuller (University of North Carolina/Chapel Hill), Nathan Barrett (Tulane University), and Ludmila Janda (New Classrooms) report on their study of all the early college high schools in North Carolina. These schools, which are located on the campuses of community colleges (and some universities), are designed to ease the transition of students who may face significant barriers to completing high school and entering college. They offer a no-cost opportunity for students to earn college credit (or a two-year degree) while still in high school. The schools' small size and common mission, say the authors, promote "a culture of mandated engagement with a demanding college-preparatory curriculum and the necessary supports to increase the chances of student success in coursework." They also support students when they apply to college and give them a leg up with the cost of college, once they are admitted.

What were the results of the study? Lauen, Fuller, Barrett, and Janda found that students from early college high schools had better high-school outcomes, a much higher associate's degree completion rate, and an increase in four-year college enrollment at less selective institutions (but not at the state's flagship colleges). African-American students benefited more from early-college high schools than white students. These positive results are somewhat mitigated by the fact that North Carolina's ECHSs are schools of choice serving students who tend to outperform their peers prior to entry. In addition, North Carolina has a large and well-established system of community colleges that is able to host early college high schools.

"Early Colleges At Scale: Impacts on Secondary and Postsecondary Outcomes" by Douglas Lauen, Nathan Barrett, Sarah Fuller, and Ludmila Janda in *American Journal of Education*, August 2017 (Vol. 123, #4, p. 523-551), http://www.journals.uchicago.edu/doi/abs/10.1086/692664; Lauen can be reached at dlauen@unc.edu.

Back to page one

If you have feedback or suggestions,
***please e-mail* kim.marshall48@gmail.com**

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, consultant, and writer, 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).

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)
- Topics (with a count of articles from each)
- Article selection criteria
- Headlines for all issues
- Reader opinions
- About Kim Marshall (including links to articles)
- A free sample issue

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

- The current issue (in Word and PDF)
- All back issues and podcasts in YouTube and MP3
- An archive of all articles so far, searchable by topic, title, author, source, level, etc.
- A collection of "classic" articles from all issues

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
ASCD SmartBrief
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
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
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
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine