

# Marshall Memo 958

A Weekly Round-up of Important Ideas and Research in K-12 Education

October 24, 2022

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## Quotes of the Week

“Ideally, both parties should leave the conversation feeling valued, respected, and well-informed, with clarity about next steps on projects, solutions to problems, and the commitments that each of them has made.”

Steven Rogelberg on the outcome of a weekly one-on-one meeting (see item #1)

“I learned that once you start yelling at people, you’ve already lost your argument.”

Jann Wenner in [“Life’s Work,”](#) an interview with Alison Beard in *Harvard Business Review*, November/December 2022 (Vol. 100, #6, p. 156)

“Most students know this is something they should do, but I have found that unless they get a nudge or push, they simply don’t.”

Kimberly Hager on getting high-school seniors to do job shadowing (see item #3)

“My heart fills with joy.”

Thomas Rodney, a New York City teacher, when his students lit up (see item #5)

“We each, teachers and students alike, enter the classroom containing and swimming in culture. Culture is the medium through which we make sense, and given sense making’s central role in mathematics, our students’ cultures and how they intersect with mathematical thinking must be equally central to our teaching.”

Jen Munson, Geetha Lakshminarayanan, and Thomas Rodney (*ibid.*)

“Concrete language helps people, especially novices, understand new concepts. Abstraction is the luxury of the expert. If you’ve got to teach an idea to a room full of people, and you aren’t certain what they know, concreteness is the only safe language.”

Chip Heath and Dan Heath in *Made to Stick* (2007)

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## 1. Leaders Conducting Regular One-on-One Meetings

In this *Harvard Business Review* article, Steven Rogelberg (University of North Carolina/Charlotte) says decades of research point to significant, mutual benefits when leaders have frequent one-on-one meetings with direct reports. Leaders “who don’t invest in such conversations,” says Rogelberg, “– who view them as a burden, hold them too infrequently, or manage them poorly – risk leaving their team members disconnected, both functionally and emotionally.” Here are his suggestions:

- *Communicating intent and format* – Before launching one-on-ones, it’s important that colleagues know the values behind the idea – hearing people’s voices and being a supportive leader. The employee “should drive the agenda,” says Rogelberg, “be actively engaged, communicate candidly, think deeply about problems and solutions, and be willing to ask for help and act on feedback.” People should also know what to expect in terms of frequency and location.

- *Frequency* – Rogelberg has found the best cadence for one-on-one meetings is once a week for 30 minutes; second best is every other week for 45-60 minutes. There might be a different frequency depending on people’s length of service, preference, the number of direct reports, and whether colleagues are involved in peer mentoring. Rogelberg has found that with less-frequent one-on-ones, it’s difficult to build trust and keep up with issues that arise week by week. He also advises against cancelling these meetings, and when that’s unavoidable, immediately rescheduling.

- *Location* – Rogelberg’s research shows that employees find in-person meetings slightly more desirable than remote. For in-person meetings, he says, it’s important to choose a place where both participants feel at ease, can be present, and are free of distractions. Interestingly, employees rated their own space as the least desirable location, preferring the leader’s office or a conference room. Some like going out to a coffee shop or taking a walk; it’s important to ask for people’s preference.

- *The agenda* – One-on-ones are informal, says Rogelberg, but an agenda is helpful, and the employee should shape it. “Collaborating on an agenda,” he says, “can be as simple as having each party create a list of topics to discuss. In the meeting the two should work through first the employee’s list and then the manager’s, as time allows.” Alternatively, the manager can start the meeting with an open-ended question – for example:

- What would you like to talk about today?
- How are things going with you and your team?
- What are your current priorities, and are there concerns you’d like to talk about?

- Is there anything I can help you with or anywhere I can better support you?
- What do I need to know about or understand from your perspective?

A caveat: agendas shaped by lists or questions like these tend to prioritize short-term issues and fires that need to be put out. Leaders should periodically raise longer-term, bigger-picture questions.

- *Starting the meeting* – Going into each one-on-one, says Rogelberg, it’s important to “check your emotional state,” because the leader’s mood has a direct impact on tone and content. He recommends turning off e-mail alerts, putting away cellphones, silencing text notifications, and being *present*. The meeting might start with reiterating goals and hopes for the meeting, some non-work-related, rapport-building chit-chat, mentioning recent wins, and expressing appreciation for good work.

- *Listening more than talking* – Rogelberg has found that the biggest predictor of one-on-ones’ success is employees’ “active participation as measured by the amount of time that person talks during the meeting” – anywhere from 50 to 90 percent. “Display genuine interest without judgment,” he says, “and acknowledge the employee’s viewpoint even if you disagree with it. Ask questions that clarify and constructively challenge that viewpoint... Stay vigilant about your body language and reactions to ensure that you’re creating a welcoming and safe space.”

- *Adding your perspective and being flexible* – Having heard what your colleague has to say, says Rogelberg, it may be appropriate “to give honest and specific feedback” or identify root causes and work toward a good solution. Some issues might need to be put off to the next one-on-one.

- *Ending well* – Finishing on time is important, showing respect for colleagues’ time. “Ideally,” says Rogelberg, “both parties should leave the conversation feeling valued, respected, and well-informed, with clarity about next steps on projects, solutions to problems, and the commitments that each of them has made.” This should be memorialized in some form.

- *Following up* – Rogelberg recommends regularly asking for feedback on one-on-ones, either informally or in an anonymous survey, with questions like: What’s going well? What’s not going well? Do you have ideas for improvement?

[“Make the Most of Your One-on-One Meetings”](#) by Steven Rogelberg in *Harvard Business Review*, November/December 2022 (Vol. 100, #6, pp. 139-143); Rogelberg can be reached at [sgroelb@uncc.edu](mailto:sgroelb@uncc.edu).

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## 2. The Debate About Effective Preschool Curriculum

In this *Kappan* article, Jeanne Reid and Sharon Lynn Kagan (Columbia University) list six developments affecting preschools in the U.S.:

- Public awareness of the value of preschool and proposals for increased funding;
- Socioeconomic inequities limiting preschool access for many children;
- New insights on how culturally different children learn;
- Greater emphasis on executive function, reading comprehension, and mathematics;

- Clarity on the benefits of bilingual skills and the inseparability of language and culture;
- The difficulty of implementing high-quality programs when teachers are underpaid and underprepared.

“In this dynamic landscape,” say Reid and Kagan, “many educators are making curricular decisions with insufficient guidance on what a good curriculum looks like.”

The authors interviewed 31 experts on what constitutes a high-quality preschool curriculum, with a particular focus on four-year-olds. Here’s what they learned:

There was broad consensus on the importance of preschool curriculum addressing multiple domains of development; being developmentally appropriate with culturally relevant content; including constructivist and play-based elements so children learn by doing; attending to social-emotional development and family engagement; supporting children’s home language as they become bilingual learners; using formative assessments linked to the curriculum; and providing teachers with structure while allowing them to adapt to the needs and interests of individual children.

In their interviews, Reid and Kagan found several areas where finding a middle ground between disparate choices might be possible:

- *Teacher-directed versus play-based pedagogies* – Some schools, most frequently in low-income areas, are using an overly directive approach in an effort to prepare children for formal schooling. Other schools have embraced open-ended play, with critics saying children “do whatever they want.” There are calls for more small-group instruction with teachers focusing on curriculum content, and “teacher-guided play” – although how the curriculum supports this compromise is unclear.

- *Teacher autonomy versus teacher scripts* – Reid and Kagan say that scripted curriculum packages were seen by some as “anathema to teachers’ autonomy and their ability to respond to children’s needs and interests.” Interestingly, advocates on both sides of this issue framed their argument in terms of equity for disadvantaged children: the need to scaffold the work of inexperienced teachers on one side, the alleged inferiority of scripted materials on the other. There was some agreement on the need to embed instructional guidance in curriculum materials – questions, suggestions, recommendations for teachers.

- *Lower-order versus higher-order cognitive skills* – On the one hand, there was concern about injecting developmentally inappropriate academic content into preschool. The challenge is balancing basic skills in numbers, letters, and phonology with more cognitively stimulating language, reading comprehension, critical thinking, and problem solving. Once again, equity is at the center of the debate, with concern that disadvantaged children will suffer if they’re not exposed to higher-level content and skills.

- *Family-to-classroom versus classroom-to-family engagement* – Some experts argued for going beyond the traditional approach of informing parents about the curriculum, instead integrating knowledge from the home into the curriculum and pedagogy, guiding the “what” and “how” of classroom learning. The pushback was that this approach might not meet curriculum standards and would infringe on teachers’ autonomy. How to strike this balance “remains one of the most durable and perplexing components of program quality,” say Reid

and Kagan, “and even more so as politically divisive issues fuel sharp debates over curricular content in public schools.”

Several other issues, say the authors, revealed deeper disagreements that will be harder to bridge and require further research and debate. All those interviewed said constructivism was the north star of preschool education, but there were sharp disagreements on several issues:

- *The effectiveness of domain-specific curriculum* – Some experts were concerned that the comprehensive curriculum used in most preschools offers breadth without depth and thus produces meager learning gains. But programs that focus on specific cognitive skills, accompanied by assessments, say Reid and Kagan, were criticized as too narrow and “an affront to the individualization and creativity traditionally associated with quality.” Both sides made the argument for equity on behalf of vulnerable students.

- *Culturally relevant and anti-bias content and pedagogies* – The experts interviewed agreed on the importance of culturally relevant content but disagreed on what that looks like in the classroom. Some called for curriculum that builds on the cultural assets of communities of color, elevating communal obligations and activities that shape learning for children of color, versus the individualistic approach currently used in many preschools. And some experts advocated for including anti-bias content related to race, gender, and disability, addressing the causes and manifestations of social inequities.

- *Agency for all children* – Some experts interviewed by Reid and Kagan said children should have “substantive control over what and how they learn,” with children empowered “to plan and review their learning activities, engage in open-ended experimentation, design projects with their peers, and solve problems in creative ways.” There is a social class divergence on this issue, say the authors, with affluent preschools giving children much more freedom and agency, while classrooms in low-income communities are more teacher-directed and focused on behavioral compliance.

Reid and Kagan conclude by calling for a consensus on curriculum and pedagogy for U.S. preschools. They hope that a [soon-to-be-released study](#) by the National Academies of Sciences, Engineering, and Medicine (NAEM), along with an analysis of preschool curriculum in other countries, will be helpful in setting a wise course for U.S. preschools.

[“Reaching for Consensus About Preschool Curricula”](#) by Jeanne Reid and Sharon Lynn Kagan in *Kappan*, October 2022 (Vol. 104, #2, pp. 50-55); the authors can be reached at [jl29@tc.columbia.edu](mailto:jl29@tc.columbia.edu) and [sharon.kagan@columbia.edu](mailto:sharon.kagan@columbia.edu).

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### **3. Helping High-School Seniors Think About their Futures**

In this *Edutopia* article, Wisconsin high-school teacher Kimberly Hager suggests ways to get seniors engaged in activities that combat “senioritis” and thinking more about where they’re headed:

- *Job shadowing* – Students spend at least one half-day with an adult who works in a field that interests them. “Most students know this is something they should do,” says Hager,

“but I have found that unless they get a nudge or push, they simply don’t.” Students who are uncertain about what lies ahead are encouraged to shadow in more than one work setting.

- *Interviews* – Seniors ask a series of questions of people in the field they’re considering, and also interview an adult who seems happy and successful.

- *A different type of career paper* – Students research the myths and little-known facts about a path they’re considering. Writing this paper “is often an eye-opening experience,” says Hager.

- Exploring the “why” behind their plans – Over several weeks of job visits, interviews, and research, students are asked to respond to a series of writing prompts:

- What are things that energize you?
- What drains your energy?
- What are your ten top values?
- Describe activities where you experience “flow,” losing track of time.
- What is your dream job?

Students also create three collages: one of what interested them as a child; one of their current interests; and one of their future selves. In addition, students write an alphabetical autobiography (a descriptive word for every letter of the alphabet) and explore articles about the value of work and how it can be more than a paycheck.

As graduation approaches, students are challenged to look over all this material and pull out the connections. Some might be obvious – an early interest in Legos, robotics in high school, a career in engineering. Or there might be a looming contradiction: family as a stated value but interest in a career that will involve working 60 hours a week.

“Near the end of this process,” says Hager, “students craft their purpose statement. We then discuss how that statement can help guide them right now and how it will change as they continue to gain experiences and knowledge. We use all this work of self-exploration as a catapult to throw us into personal essays that can be used for admissions, scholarships, or interview prep. Students also pull from their self-discovery work when we prepare professional resumes.”

[“Battling ‘Senioritis’ with Forward-Looking Assignments”](#) by Kimberly Hager in *Edutopia*, October 12, 2022

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#### **4. How Can Direct Instruction (a.k.a. Lectures) Support Inquiry Learning?**

In this article in *Social Education*, David Neumann (Cal Poly Pomona) says that in recent years, history teachers have been urged to shift to inquiry-based learning, get students more actively involved, and cut down on classroom lectures. Despite this push, says Neumann, “lecture and textbook reading continue to dominate many history classrooms.” Paradoxically, he argues, the best way to increase the amount of inquiry-based learning is to conduct carefully-chosen, well-timed, skillfully orchestrated mini-lectures.

Why? Because, says Neumann, one of the biggest impediments to effective inquiry-based classes “is the lack of thoughtful attention to factual and conceptual knowledge.”

Students need specific background information to tackle difficult texts, understand primary-source documents, and engage successfully in rigorous inquiry. Without that knowledge, inquiry learning is rudderless, lacks rigor, and often flops.

But “used thoughtfully,” he says, “direct instruction serves an essential pedagogical purpose in inquiry instruction, framing student investigation and providing the context necessary for high-level student work.” Short classroom lectures can be effective, Neumann believes, if teachers follow these steps:

- Decide when direct instruction is appropriate – what content needs to be explained.
- Choose the format – a short lecture, appropriate reading, a film segment.
- Frame the topic with an essential question that highlights big ideas.
- Organize the presentation for maximum impact.
- Engage students’ prior knowledge and connect with other historical events.
- Address misconceptions and misinformation.
- Introduce discipline-specific vocabulary and concepts.
- Use visual representations to illustrate or dramatize content – maps, timelines, charts, infographics, data.
- Check for understanding and make necessary corrections and clarifications.
- Plan a summary to conclude the presentation and transition to the inquiry activity.

[“Rethinking the Role of Direct Instruction in History Education”](#) by David Neumann in *Social Education*, October 2022 (Vol. 86, #5, pp. 325-332); Neumann is at [djneumann@cpp.edu](mailto:djneumann@cpp.edu).

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## 5. A Highly Engaging K-12 Mathematics Routine

In this article in *Mathematics Teacher*, Jen Munson (Northwestern University), Geetha Lakshminarayanan (Stanford University), and Thomas Rodney (ATech High School, New York City) describe how a novel classroom routine in Rodney’s classroom got students so engaged that he said, “My heart fills with joy.” Here’s what happened.

In January 2021, in the midst of the pandemic, Rodney was teaching a 10th-grade geometry class via Zoom, and most students had their cameras off. Rodney’s coach, Geetha Lakshminarayanan, suggested that he try *Off You Go*, an activity that challenges students to find something in their environment that represents the math topic or concept being discussed in class.

Rodney’s students were learning about triangle congruence theorems, a topic that is “often difficult to teach,” he says, “because of the various levels of understanding about triangles and proof.” In the chat and on the digital learning platform, students discussed the various properties of congruence, and then Rodney sent them off to work asynchronously finding examples of congruence before the next class.

The following day, not at all sure of what the response would be, he opened the class by inviting students to share what they had found. “Black rectangles flicker to life,” he says. “Students are asking to share their ideas, and I have a hard time choosing who can go first. Their responses are all so amazing. Evelyn shares two slices of pizza she had for dinner the

previous night. Frank tells of several coat hangers in the closet that were bought at Target for a new coat. Julian shares the triangle buttons on his video game controllers; they are congruent because he measured all three sides of both triangles even though they are different colors. Aliyah shares several hairclips used to style siblings' hair. Michael offers a pair of triangular wooden Cracker Barrel peg games he got on a road trip to the South; they are congruent because they overlap when you place one game on top of the other. Demetri shares a couple of triangular trowels he uses to smooth the edges of newly laid concrete when he works with his dad, who is an excellent bricklayer. Catherine shares the triangle reflectors that were in the trunk of a newly acquired first car."

It took the entire class period for students to share their findings and debate whether some items were truly congruent. "We even got into a heated discussion about whether we could determine if three-dimensional objects were congruent," says Rodney, "since we cannot necessarily measure the angles. The class ends with students vowing to find more – and more precisely – congruent items for next time and providing better evidence." This was the first time many students turned on their cameras and spoke. The teacher was ecstatic.

Monson, Lakshminarayanan, and Rodney say *Off You Go* can be used as a class activity, a homework assignment, and an asynchronous activity for remote learning (like Rodney's congruent triangle challenge). The routine works best when students have an initial understanding of a concept and need depth and a meaningful context. Here's how a teacher might introduce the activity:

- Show students a clear, real-world example of the concept.
- Have students go off individually, with a partner, or with a small group to look for additional representations. This might be in the classroom, the school, school grounds, the neighborhood, or at home.
- Students make sketches, take photos or videos, or collect actual objects.
- The class looks at what students found, share their ideas, and debate distinctions.

With each item, some possible questions:

- Is it a \_\_\_\_\_? Why or why not?
- How did you look for examples? What were you paying attention to?
- How did you decide what object(s) to collect?
- What can a \_\_\_\_\_ look like?
- What is a \_\_\_\_\_?
- How did you decide if something was too little, too much, or about right?

The discussion clarifies the properties of the concept, how it's represented in the world, and why any of the representations are accurate. All of this greatly sharpens students' collective understanding.

Monson, Lakshminarayanan, and Rodney say *Off You Go* can be used at any grade level primary to grade 12 to make connections between classroom learning and students' lives. Some possible topics getting students to define concepts with precision:

- K-2 – A half, a quarter, a third; triangles; rectangles; equal groups; patterns.
- Grade 3-5 – Quadrilaterals, angles, symmetry, arrays, fractions, perpendicular lines.

- Grade 6-8 – Congruence, similarity, proportional relationships; rectilinear solids, solids composed of prisms; ratios of 2:1, 3:1, 3:2; a collection that can be described by its mean or median.
- Grade 9-12 – Angle relationships, parallel lines and transversals; three-dimensional figures; a relationship that can be modeled by a linear function; a situation that has a maximum or a minimum.

And here are topics involving estimating with precision:

- K-2 – A collection of about 100; something about an inch long; something about 1 centimeter long; something about a foot long.
- Grade 3-5 – Something about 3 inches long; something about 50 centimeters long; something that takes about 1 minute to do; something with a volume of about 1 liter; something that weighs about 1 pound.
- Grade 6-8 – Something with an angle measuring between 45 and 90 degrees; something with a surface area of about 1 square foot; an outcome with a very high, but not 100% probability; a situation with multiple outcomes that are not equally likely.
- Grade 9-12 – Objects that look congruent; objects that look similar; objects for which you could use trigonometry to estimate distance or height; a collection or population that could be described as having a high (or low) standard deviation; a relationship where you expect the variables to have a high (or low) correlation.

Monson, Lakshminarayanan, and Rodney believe *Off You Go* is also a way to make mathematics instruction more culturally responsive. “We each, teachers and students alike, enter the classroom containing and swimming in culture,” they say. “Culture is the medium through which we make sense and, given sense making’s central role in mathematics, our students’ cultures and how they intersect with mathematical thinking must be equally central to our teaching. *Culturally responsive teaching* recognizes that students’ cultures are assets for learning. By drawing out and drawing on students’ cultures, we as educators support individual children and our classroom communities in constructing mathematical ideas, simultaneously engaging in the practices of mathematics.”

When students explain what they have found, and debate with classmates about whether their objects are accurate representations, bridges are built – between abstract and concrete understanding of math, and among children’s and teachers’ very different worlds. The authors say this happens for three reasons:

- *Off You Go* allows teachers “to get to know students as whole people who have lived experiences outside the classroom that support learning inside the classroom.”
- The routine connects school mathematics and students’ outside lives – where math occurs every day.
- *Off You Go* positions students’ home resources and cultures as strengths to build on in support of the whole class’s learning.

“Teachers and students then see and are seen, as humans and as mathematicians, more fully,” the authors conclude. “Teachers can then respond both to a diverse set of mathematical representations and to students’ cultural assets, building on each and bridging school

mathematics with the more-complex and hidden mathematical terrain we each encounter in our lives. Students are, in turn, positioned with the authority to author the curriculum – one for which there is quite clearly no answer key.”

[“Cultural Responsiveness and Mathematical Practices”](#) by Jen Munson, Geetha Lakshminarayanan, and Thomas Rodney in *Mathematics Teacher: Learning & Teaching PK-12*, October 2022 (Vol. 115, #10, pp. 698-706); the authors can be reached at [jmunson@northwestern.edu](mailto:jmunson@northwestern.edu), [slakshmi@stanford.edu](mailto:slakshmi@stanford.edu), and [ThomasJRodney@gmail.com](mailto:ThomasJRodney@gmail.com).

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## 6. Five-Minute Routines to Launch Elementary Math Classes

In this *Edutopia* article, Ashley Marlow (All Learners Network Vermont) suggests these strategies to get elementary math classes off to a focused, energizing start for all students:

- [Notice and wonder](#) – Students look at a photo (a parking lot full of fast cars, a row of vegetables in a garden, a vending machine full of treats) and talk about what they notice about the objects’ type, color, and the way they’re organized.

- [Which one doesn’t belong](#) – The teacher displays four images (for example, a frosted cookie, a chocolate-covered doughnut, a brownie, and a sandwich cookie) and asks students to identify the outlier. There isn’t a single right answer and students debate their choices.

- [Would you rather](#) – Students give their reasons for making a choice – for example, between eating two slices from a circular pizza with a 12-inch diameter sliced into eighths, or one slice from a rectangular pizza 15 x 10 inches cut into six pieces.

- [Number strings/problem strings](#) – Students solve a linked series of problems in which solving each step helps solve the next, and look for patterns – for example,  $7 \times 8 = \underline{\quad}$ , then  $14 \times 8 = \underline{\quad}$ , then  $28 \times 8 = \underline{\quad}$ . These are “low-floor/high-ceiling” tasks, says Marlow, open-ended enough to give all students the opportunity to get engaged.

[“4 Great Ways to Start Math Class”](#) by Ashley Marlow in *Edutopia*, October 12, 2022

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## 7. Books That Students Might Want to Read After Viewing New Films

In this *School Library Journal* feature, Abby Johnson recommends books with links to popular new films and TV shows:

*Lyle Lyle Crocodile* (not yet rated):

- *Broadway Bird* by Alex Timbers, preschool-grade 2
- *Chez Bob* by Bob Shea, preschool-2
- *Pokko and the Drum* by Matthew Forsythe, preschool-3

*White Bird: A Wonder Story* (not yet rated):

- *Hidden* by Loïc Dauvillier, illustrated by Marc Lizano, grade 3-7
- *Number the Stars* by Lois Lowry, grade 4-7
- *T4* by Anne Clare LeZotte, grade 6 and up

*Black Panther: Wakanda Forever* (not yet rated):

- *Shuri* (a series) by Nic Stone, grade 5-7
- *Akata Witch* by Nnedi, grade 6-9
- *Children of Blood and Bone* by Tomi Adeyemi, grade 9 and up
- *A Song of Wraiths and Ruin* by Roseanne Brown, grade 9 and up

*The School for Good and Evil* (PG-13):

- *Witchlings* by Claribel Ortega, grade 4-7
- *The Unwanteds* by Lisa McMann, grade 4-7
- *A Tale Dark and Grimm* by Adam Gidwitz, grade 5-8

*The Midnight Club* (not yet rated):

- *Thirteen Chairs* by Dave Shelton, grade 7 and up
- *The Mary Shelley Club* by Goldy Moldavsky, grade 9 and up
- *The Taking of Jake Livingston* by Ryan Douglass, grade 9 and up

“Show-Stopping Read-Alikes” by Abby Johnson in *School Library Journal*, October 2022 (Vol. 68, #10, pp. 40-43)

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# About the Marshall Memo

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

This weekly publication keeps principals, teachers, instructional coaches, superintendents, and other educators well-informed on current K-12 research and ideas. Kim Marshall, drawing on 53 years 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 150 articles each week, and selects 8-10 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 Tuesday (with occasional breaks; there are 50 issues a year). Every week there’s also a podcast and HTML version.

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[www.bestofmarshallmemo.org](http://www.bestofmarshallmemo.org)

## ***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 Express  
Cult of Pedagogy  
District Management Journal  
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  
English Journal  
Exceptional Children  
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  
Learning for Justice (formerly Teaching Tolerance)  
Literacy Today (formerly Reading Today)  
Mathematics Teacher: Learning & Teaching PK-12  
Middle School Journal  
Peabody Journal of Education  
Phi Delta Kappan  
Principal  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
Teachers College Record  
Teaching Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
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  
Urban Education