

Marshall Memo 726

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

March 5, 2018

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Quotes of the Week

"Even if difficult or feckless leadership is driving you mad and making work difficult at best, there is always a locus of control you can claim: the good work you do with the people in your charge."

Alexis Wiggins (see item #1)

"Life can be serious, and work can be serious. There is less room for anxiety and stress in your day when you make room for lightheartedness and laughter."

Alexis Wiggins (*ibid.*)

"If students left the classroom before teachers have made adjustments to their teaching on the basis of what they have learned about the students' achievement, then they are already playing catch-up. If teachers do not make adjustments before students come back the next day, it is probably too late."

Dylan Wiliam (quoted in item #2)

"The wise and effective use of assessments is essential to solving inequities within and among our schools."

Kim Marshall (see item #2)

"The trick for school leaders is to turn down the accountability pressure and join with teachers in looking at assessment results with a curious, problem-solving frame of mind."

Kim Marshall (*ibid.*)

"Questioning is an innate human behavior that's actively subverted and systematically shut down."

Hal Gregersen (see item #3)

1. Teaching Well When School Leadership Isn't Up to Par

(Originally titled "Leading from the Bottom")

In this *Educational Leadership* article, department chair/author Alexis Wiggins (Cohort of Educators for Essential Learning) says she's worked with some less-than-stellar administrators in her career. "Sadly, this is a reality for many of us in education," says Wiggins. "Is it possible to feel passionate and motivated under those circumstances?" Some strategies:

- *Focus on your clients.* For teachers, it's the kids; for instructional coaches and middle-level administrators, it's your colleagues. "Even if difficult or feckless leadership is driving you mad and making work difficult at best," says Wiggins, "there is always a locus of control you can claim: the good work you do with the people in your charge."

- *Separate work and life.* If you spend a lot of social time with colleagues, it's easy for negativity to cast a pall. Wiggins advises setting clear boundaries and trying to spend evening and weekend time with people who are not connected with school.

- *Complain less.* Poor leadership can breed kvetching, but after teaching in ten different schools in the U.S. and abroad, Wiggins has learned to put standard teacher complaints in perspective. Too many preps, burdensome duties, large classes? There are teachers elsewhere who have it much worse.

- *Start a professional learning community.* PLCs have been handled poorly in many schools, but that shouldn't be a barrier to teachers having meaningful discussions about student work or about articles and books. "Start by involving teachers who are eager to engage in the process," advises Wiggins, "and don't force those who are reluctant and anxious. Over time, those teachers will come around because the interested teachers will be loud and cheerful advocates for the work."

- *Use social media.* Professional use of Twitter, Twitter chats, Facebook groups, and other online venues can provide collegiality and inspiration beyond the school.

- *Laugh.* "Life can be serious, and work can be serious," says Wiggins. "There is less room for anxiety and stress in your day when you make room for lightheartedness and laughter."

- *Pay into your wellbeing fund.* "Whether it's a massage, facial, yoga, meditation, or reading before bed, make sure you take care of yourself with some indulgent rituals as a reward for the hard work you do every day," says Wiggins. "Pick one thing that makes you feel indulgent and do it, without guilt."

- *Become the leader you wish you had.* Maybe it's time to become a principal and put into action the opposite of what you've experienced.

- *Use food to celebrate and bond.* Wiggins was touched when a colleague baked a cake for her birthday, and she firmly believes in using potluck lunches and other ways to celebrate engagements, babies, returns from illness, and other life events. "If your school doesn't have a sunshine fund, consider starting one," she says, "as these simple gestures are a way to build a greater sense of community no matter what else you may agree or disagree on."

- *Remember it's not personal, it's just business.* "Life is too short to spend it angry or resentful," concludes Wiggins. "We are all trying to do the best we can, and if we can let go of the things we can't control and focus on what we can, our happiness and our health will be the better for it."

"Leading from the Bottom" by Alexis Wiggins in *Educational Leadership*, March 2018 (Vol. 75, #6, online only), <http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/Leading-from-the-Bottom.aspx>; Wiggins can be reached at spiderwebdiscussion@gmail.com. You may recall Wiggins's classic article (summarized in Memo 557) on taking the role of a student for two days in her high school.

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2. Nine Ways Assessments Can Improve Teaching and Learning

In this article in *Phi Delta Kappan*, Kim Marshall lists the reasons that tests have come under attack in recent years: the classroom time they take; the stress on students and parents; teachers' well-founded objections to test scores being used as part of their evaluations; and the fact that changing state curriculum standards mean high-stakes tests are a moving target. "Less testing, more teaching" is a battle cry among anti-testers in Marshall's home state of Massachusetts.

But criticism of tests is mainly aimed at high-stakes standardized exams, which aren't the most important; interim and on-the-spot assessments have a far greater impact on teaching and learning. Marshall's concern is that the testing-is-bad movement will distract educators from the power of lower-key assessments to address three troubling equity issues:

- Gaps between the intended, the taught, and the learned curriculum – for example, a high-school senior who's never learned about the Holocaust;
- Teachers who don't take responsibility for their students' learning – *I taught it, and if they didn't learn it, that's on them*;
- The Matthew Effect – the rich getting richer and the poor getting poorer because gaps in the curriculum and ineffective teaching have a disproportionate effect on students who walk into school with any kind of disadvantage.

"Why is assessment so important to meeting these challenges?" asks Marshall. "Because only when teachers and principals have accurate and timely information on what students have (and haven't) learned can they do the kind of minute-by-minute, day-by-day, month-by-month fine-tuning needed to reach all children."

All assessments can be handled badly, but Marshall argues that, used well, assessments are the key to improving learning during each lesson, keeping educators and students focused on where they're going, and shifting instructional conversations to student results. Here's how:

Assessments improve instruction during each lesson

• *Fixing learning problems in real time* – On-the-spot checks for understanding have great potential (and a robust research track record) when they provide accurate information and teachers follow up. Students' facial expressions aren't a good gauge (too many "compliant pretenders"), and teachers asking, "Is everyone with me?" won't uncover embarrassed confusion, willful evasion, and daydreaming. But many teachers are now using a better repertoire of methods that truly reveal students' level of understanding:

- Every student jotting answers on small dry-erase boards and holding them up;
- Students answering well-framed questions via clickers, Plickers, and other high-tech and low-tech response systems;
- Students doing quick-writes with the teacher circulating and looking over their shoulders;
- Think-pair-share with all students discussing a question with an elbow partner and then reporting out;
- The teacher cold-calling students, using popsicle sticks or smartboard apps;
- Students responding to a lesson-closing question on an exit ticket.

Dylan Wiliam summed up the research on formative assessments with this alarming statement: "If students left the classroom before teachers have made adjustments to their teaching on the basis of what they have learned about the students' achievement, then they are already playing catch-up. If teachers do not make adjustments before students come back the next day, it is probably too late."

• *Improving memory through the "retrieval effect"* – Have you ever forgotten where you parked your car in a large garage? That, like students' inability to remember the content of a textbook chapter they studied and highlighted the night before, is a retrieval failure. Recent research by cognitive scientists has revealed that strategically retrieving about-to-be-forgotten information – testing ourselves – is the best way to remember it. "Retrieving a fact is not like opening a computer file," says Henry Roediger III, one of the pioneers of this research. "It alters what we remember and changes how we subsequently organize that knowledge in our brain." This means the best way to study for a test is to read the textbook chapter, close the book, write down as much as we can remember, and then go back and re-study (and re-test) the parts we thought we had mastered but didn't. Retrieval practice works best when we're about to forget something; to commit important information to long-term memory, it needs to be repeated at widening intervals – a day later, a week later, a month later.

• *Leveraging peer instruction* – Harvard physics professor Eric Mazur explains a concept to his 180-student classes, puts a multiple-choice clicker question on the screen, displays a graph of students' answers, and if 30-70 percent chose wrong answers, says, "Convince your neighbor." While students argue, Mazur walks around listening in on the dialogues. When he re-polls the question, correct answers shoot up – a sign that he's

successfully enlisted the help of scores of peer instructors. After a brief clarification, Mazur continues with the class, using this teach-test-peer instruction-clarify cycle several more times. Engagement is high, student achievement has improved (especially in the conceptual realm), female students' achievement has improved significantly, and Mazur has become a much better professor. The key, he says, is orchestrating peer instruction.

Assessments keep educators and students focused on where they're going

- *Fostering a growth mindset* – Classroom tests often trigger fixed-mindset thinking in students: *I aced it, so I'm a genius; I flunked, I'm just bad at math.* Carol Dweck and her colleagues have shown that students with a fixed mindset (negative *and* positive) tend to avoid challenges, give up easily, see effort as fruitless, ignore useful criticism, and feel threatened by the success of others. But if teachers (and parents) are sensitive to this cognitive trap and choose their words carefully, tests are an opportunity to foster a growth mindset. The key message: tests show how much you've learned, how hard you've worked, and the strategies you've used. Those are also the words adults should use to praise – or, if things haven't gone well, to give specific suggestions for improvement. When we succeed in getting students to shift to a growth mindset (sometimes one subject, sport, or activity at a time), they are more likely to embrace challenges, persist in the face of failure, see effort as the path to mastery, learn from setbacks and criticism, and find lessons and inspiration in the success of others.

- *Generating helpful graphic displays* – “Tests produce detailed information on student learning,” says Marshall, “and data displays can help students, teachers, and school leaders track progress, identify weak areas in the curriculum and test items, diagnose learning problems, set goals, and celebrate success... Well-constructed graphic displays can motivate students, inform teacher team discussions, and give administrators and instructional coaches key insights to support teachers' work.”

- *Growing students' ability to monitor their own learning* – An important long-term goal in every school is getting students to take increasing responsibility for their learning. “Working with assessment results,” says Marshall, “helps students think like assessors, measure progress toward goals, zero in on weak areas, recognize a fixed and growth mindset, and understand retrieval practice.”

Assessments can shift the instructional conversation to student learning results

- *Providing substance for teacher collaboration* – Data from common interim assessments and performance tasks are the ideal focus for same-grade/same-subject teacher team meetings. Key prerequisites are well-crafted assessments, enough time for substantive discussion, an adult culture of humility and trust (so one teacher can say to another, “Your kids did better on this item than mine. What did you do?”), and systematic follow-up with students who aren't yet successful. “The ideal dynamic,” says Marshall, “is a balance of common curriculum goals and assessments, teacher autonomy and creativity around instructional methods, constant experimentation with new ideas in classrooms, and an ethos of seizing on the best ideas and spreading them to all teachers on the team.”

• *Helping school leaders supervise with an eye to learning* – The idea of using student test scores as part of teachers’ evaluations is now largely discredited, but advocates of test-based accountability do have a point: student learning should be part of the conversation. “The trick for school leaders,” says Marshall, “is to turn down the accountability pressure and join with teachers in looking at assessment results with a curious, problem-solving frame of mind.” School leaders and instructional coaches have plenty of opportunities to do just that:

- Checking in with students during classroom visits (*What are you learning today?*);
- Chatting with teachers after classroom visits about intended and actual outcomes;
- Looking with teachers at on-the-spot assessments and exit tickets;
- Sitting with teacher teams as they plan assessments for upcoming curriculum units;
- Observing teacher teams as they analyze student work and test results;
- Getting reports from teacher teams on before-and-after evidence of learning through the year.

“The best leaders,” says accountability advocate Douglas Reeves, “will use assessment results not as a hammer to embarrass teachers, but as a lever to prod even the best and most experienced to improve their practices.”

• *Ensuring that all students learn the right stuff* – Marshall remembers the pedagogical freedom he had teaching Boston sixth graders in the 1970s and concludes that laissez-faire curriculum policies have a major problem: “Disadvantaged students emerge with lots of gaps in knowledge and skills while advantaged students pick up what’s not taught in school in their homes and communities.” The best policy approach is:

- A well-thought-out K-12 curriculum (the *what*);
- Lots of room for creativity at the school and classroom level (the *how to*);
- High-quality tests that don’t consume too much time;
- Stakes attached to test results so everyone takes them seriously, but with sufficient time and support to reach the standards;
- Prompt and helpful data on students’ progress;
- Frequent, structured opportunities for teachers to share effective practices.

This approach creates a sense of urgency (but not panic) at the school level, getting people on the same content and skill page, while still allowing freedom to experiment with effective practices – always asking what’s working and what isn’t.

The bottom line, says Marshall: “The wise and effective use of assessments is essential to solving inequities within and among our schools... Let’s use assessments so that all students have the skills, knowledge, and habits of mind to enter adulthood as well-educated, responsible citizens – who can sit down with any challenging test and say, ‘I’ve got this.’”

“In Praise of Assessment (Done Right)” by Kim Marshall in *Phi Delta Kappan*, March 2018 (Vol. 99, #6, p. 54-59), <http://bit.ly/2oPOsCX>

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3. A New Way of Brainstorming, Using Questions

In this *Harvard Business Review* article, Hal Gregersen describes leading an unproductive brainstorming session 20 years ago in one of his MIT Sloan School business classes. He felt like they were “wading through oatmeal... After a lot of discussion, the energy level in the room was approaching nil.” Frustrated, Gregersen suggested that students come up with some *questions* they might ask about the problem. “To my surprise,” he says, “the room was quickly energized. At the end of the session, people left talking excitedly about a few of the questions that had emerged – those that challenged basic assumptions we had been making.”

What was so unusual about this class is that students are rarely asked to generate questions. Teachers and professors ask questions, students answer them. Young children are bubbling with curiosity, says Gregersen, but as they move through school, “they’ve been conditioned not to ask questions... Questioning is an innate human behavior that’s actively subverted and systematically shut down.” All too often in classrooms, there’s a cursory, “Any questions?” and instructors quickly move on. Questions come to be seen as a waste of time and a sign of cluelessness; students stop asking them because of negative reactions from teachers and classmates. They learn to repeat back well-rehearsed answers to keep things moving and get good grades.

Reflecting on what happened in his classroom that day, Gregersen realized that he’d stumbled on a new way of brainstorming that truly opened the door to student questions. He’s been using and refining this approach ever since, both in university classes and advising business clients on how to tackle stubborn problems. The key, he says, is that “fresh questions often beget novel – even transformative – insights... Brainstorming for questions rather than answers makes it easier to push past cognitive biases and venture into uncharted territory... It helps people adopt a more creative habit of thinking and, when they’re looking for breakthroughs, gives them a sense of control. There’s actually something they can do other than sit and wait for a bolt from the blue.”

Gregersen has fine-tuned the “question burst” approach over time, experimenting with different group sizes, time allotments, number of questions, degree of structure, ways to capture ideas, and coaching. Here is his latest thinking on how to proceed:

- *Set the stage.* For starters, choose a challenge you care deeply about, something that will command your full attention – and that others should be thinking about too. Then convene a few colleagues, preferably people who have no direct experience with the problem and whose cognitive style or worldview is different from your own. “They will come up with surprising, compelling questions that you would not,” says Gregersen, “because they have no practiced ways of thinking about the problem and no investment in the status quo. They’re more likely to ask third-rail questions and point to elephants in the room – they don’t know not to.” Kick off the discussion with a very brief description of the problem – under two minutes – so people won’t be bogged down with details: just the highlights, how things would change for the better if the problem were solved, and why it hasn’t been solved up to now.

- *Brainstorm questions.* Set a timer and spend the next four minutes collectively generating as many questions about the challenge as possible, the more surprising and provocative, the better. Try for 15 questions. The time and quantity pressure helps get people's juices flowing and prevents overthinking. Don't allow pushback or discussion, and immediately redirect any attempts to offer solutions. This is important, since many people find it excruciating not to solve problems raised by the questions. Gregersen recommends getting all the questions down verbatim on paper, a laptop, or tablet – not a whiteboard (which will be erased). “As you're recording,” he suggests, “add your own questions to the mix. That will often reveal patterns in how you have habitually framed a problem (and might have unknowingly perpetuated it).”

When the timer goes off, he recommends doing a quick check on everyone's emotional state about the issue. Are we more positive? Often after question brainstorming, people feel better, but if not, consider repeating the process after a break, or the next day with a different group. Gregersen has found that it often takes three question bursts to get to the heart of the matter. Even with three rounds, the time taken is minimal, and once people get the hang of it, they become more proficient at generating helpful questions.

- *Identify a solution and follow up.* On your own, Gregersen recommends, study the list of questions, looking for those that suggest new approaches to the problem. “About 80% of the time,” he says, “this exercise produces at least one question that usefully reframes the problem and provides a new angle for solving it.” It's often helpful to follow up with the “Five whys” strategy. “By better understanding why a question really matters and what obstacles you might face in addressing it, you deepen your resolve and ability to do something about it and further broaden the territory of possible solutions.” Finally, decide on one new pathway, write an action plan – the concrete actions you will personally take in the next three weeks to solve the problem – and commit to following through. “Few things are more annoying than a colleague who only asks questions,” says Gregersen. “People must take responsibility for exploring the pathways those questions open up and discovering valuable answers. This is especially true for leaders.”

- *Shape the culture.* People develop as questioners “in organizational cultures where they feel safe doggedly pursuing the truth,” concludes Gregersen, “no matter where it takes them. “To create such cultures, MIT's Ed Schein says, leaders must show humility, vulnerability, and trust, and they must empower others and treat them equitably. When these conditions aren't present, questions tend to be constrained or, worse, crushed.”

“Better Brainstorming” by Hal Gregersen in *Harvard Business Review*, March-April 2018 (Vol. 96, #2, p. 64-71), <https://hbr.org/2018/03/better-brainstorming>; Gregersen can be reached at hbg@mit.edu.

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4. Sobering Data on Sexual Harassment and Assault

In this *New York Times* article, Susan Chira reports on a January 2018 survey of a nationally representative sample of 1,000 women and 1,000 men on their experience with sexual harassment and assault. Some details:

- Occurrences, by gender:
 - Verbal sexual harassment – 77% of women, 34% of men
 - Unwelcome sexual touching – 51% of women, 17% of men
 - Online sexual harassment – 41% of women, 22% of men
 - Being physically followed – 34% of women, 12% of men
 - Genital flashing – 30% of women, 12% of men
 - Sexual assault – 27% of women, 7% of men
- Locations:
 - A public space – 66% of women, 19% of men
 - Workplace – 38% of women, 13% of men
 - Own home – 35% of women, 13% of men
 - Nightlife venue – 33% of women, 12% of men
 - School through 12th grade – 30% of women, 14% of men
 - By phone – 28% of women, 13% of men
 - Someone else’s home – 27% of women, 11% of men
 - Mass transportation – 26% of women, 8% of men
 - Online – 25% of women, 11% of men
 - A car – 20% of women, 6% of men
 - College or technical school – 16% of women, 6% of men
 - Other location – 13% of women, 6% of men
 - Hobby/club – 6% of women, 3% of men
 - Health care facility – 5% of women, 2% of men
 - Religious space – 4% of women, 2% of men
 - Taxi or ride-sharing vehicle – 3% of women, 3% of men

Some demographic details: there were few differences by race and ethnicity, except that among males, Hispanic men reported the most sexual harassment and assault. People with disabilities were much more likely to experience sexual harassment and assault; lesbians, bisexuals, and gay men were more likely than straight men and women to experience sexual assault.

The most common reaction to sexual harassment and assault is anxiety and depression: 31 percent of women and 20 percent of men reported those emotions in the aftermath of an incident. The survey found that fewer than 2 percent of people confront their harassers, and only 10 percent of women and 5 percent of men file an official complaint.

[These findings drive home the importance of K-12 schools educating students to understand, resist, and refrain from these startlingly common practices. K.M.]

“Why #MeToo Took Off: Sheer Number Who Can Say ‘Me, Too’” by Susan Chira in *The New York Times*, February 24, 2018, <http://nyti.ms/2BHjILo>

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5. Two-Way Conversations Nurture Young Children’s Language Skills

In this *Education Gadfly* article, Jeff Murray reports on an MIT study on a key characteristic of adult-child verbal interactions that boosts children’s language abilities: “conversational turns.” These are an adult utterance, followed by a child utterance (or vice versa), with no more than a five-second gap between them. The more of these reciprocal interactions children had (the researchers studied average 4-6-year-olds), the more brain activity they had in Broca’s area (the part of the brain that handles language production and processing), and the better the children did on standardized tests of vocabulary, grammar, and verbal reasoning. This was true regardless of socioeconomic status, parents’ educational attainment, or the number of words to which they were exposed at home. Lead researcher Rachel Romeo said conversational turns were “almost magical” in their power to build children’s language ability.

“Conversation and Language Development” by Jeff Murray in *The Education Gadfly*, February 28, 2018 (Vol. 18, #9), <https://edexcellence.net/articles/conversation-and-language-development>; the full study is “Beyond the 30-Million-Word Gap: Children’s Conversational Exposure Is Associated with Language-Related Brain Function” by Rachel Romeo et al., *Psychological Science*, February 2018
<http://journals.sagepub.com/doi/abs/10.1177/0956797617742725>

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6. Resources for Family Math Nights

In this article in *Mathematics Teaching in the Middle School*, Lynn Liao Hodge and Michael Lawson (University of Tennessee) suggest these online resources for family math nights:

- NCTM’s Figure This <http://figurethis.nctm.org>
- NCTM’s Illuminations <http://illuminations.nctm.org>
- Family Math Night <http://familymathnight.com>
- Ken-Ken <http://kenkenpuzzle.com>
- YouCubed <https://www.youcubed.org>

“Strengthening Partnerships Through Family Math Nights” by Lynn Liao Hodge and Michael Lawson in *Mathematics Teaching in the Middle School*, March 2018 (Vol. 23, #5, p. 284-287), available for purchase at <http://bit.ly/2oHLwli>

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7. Short Items:

a. School climate surveys – Developed by PBISApps, a nonprofit associated with the University of Oregon, these brief questionnaires for elementary and secondary schools provide helpful data on student perceptions of school connectedness, school safety, school orderliness, and peer and adult relationships. Available free at:

<https://www.pbisapps.org/Resources/SWIS%20Publications/School%20Climate%20Survey%20Suite%20Manual.pdf>

“School Tools: Surveying School Climate” in *Educational Leadership*, March 2018 (Vol. 75, #6, p. 9)

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b. A survey on a school’s “vibrancy” – The Vibrant School Scale, designed by Megan Tschannen-Moran, Davis Clement, and colleagues at the William and Mary School of Education, is available free at:

https://wmsurveys.qualtrics.com/jfe/form/SV_4O9tJIHywemUOLj

“Fostering More Vibrant Schools” by Megan Tschannen-Moran and Davis Clement in *Educational Leadership*, March 2018 (Vol. 75, #6, p. 28-33), available for purchase at <http://bit.ly/2I5iQkH>; the authors can be reached at mxtsch@wm.edu and dclement@email.wm.edu.

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c. College tuition cost website – Wellesley College has developed an online tuition calculator for 30+ participating colleges and universities: <https://myintuition.org>. Students are asked six questions about their family’s finances and get an estimate of how much it will cost them to attend, factoring in financial aid, grants, and work-study programs that might reduce the sticker price. The website is dedicated to the proposition that many students from low- and middle-income families may have misconceptions about elite colleges being financially out of reach.

“Getting a Handle on Tuition Costs” in *Phi Delta Kappan*, March 2018 (Vol. 99, #6, p. 6)

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*If you have feedback or suggestions,
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About the Marshall Memo

Mission and focus:

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

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

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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
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
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