Marshall Memo 742

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 25, 2018

In This Issue:

Quotes of the Week

"Simply put, there is no way to play tackle football that is safe or that is compatible with the fundamental purposes of education."
Randall Curren and J.C. Blokhuis (see item #1)

"Even in this extraordinary #MeToo era, ordinary women who've experienced harassment at work are often reluctant to share their stories publicly, much less report the incidents to managers or other authorities."
Arianna Prothero (see item #5)

"Teacher-evaluation reform may have crashed and burned, but that's not because the impulse was wrong. Research continues to show that teacher effectiveness varies dramatically from one classroom to the next; our lowest-performing teachers have a hugely negative impact on their students' trajectories."
Michael Petrilli (see item #6)

"People believe they have learning styles, and they try to think in their preferred style, but doing so doesn't help them think."
Daniel Willingham (see item #7)

"[T]eaching without formative assessment is like painting with your eyes closed."
Craig Barton (see item #3)

"Time is the scarcest resource leaders have. Where they allocate it matters – a lot."
Michael Porter and Nitin Nohria (see item #8)

1. The Case Against Tackle Football in Schools

"Simply put," say Randall Curren (University of Rochester) and J.C. Blokhuis (University of Waterloo) in this *Harvard Educational Review* article, "there is no way to play tackle football that is safe or that is compatible with the fundamental purposes of education." Curren and Blokhuis acknowledge the argument that playing football builds character, leadership, and teamwork and "is important to the identity and sense of community of many Americans… Players and fans love the 'hits,' and sportscasters dutifully provide the euphemistic spin essential to keeping all the troubling emotions we should be feeling at bay. Feelings of guilt, shame, anxiety, vulnerability, and helplessness are the inner life of *denial* – a multiform phenomenon of half-knowing, ignoring evidence, not thinking about what we wish were not so, and not doing what we should do." Here is their case against football in schools:

• *Long-term injury to players* – There's a growing body of medical evidence that the earlier children participate in collision sports like football, even if they don't suffer concussions, the greater the likelihood they will suffer cognitive impairment (especially to working memory), traumatic brain injury, and CTE as teenagers or adults. "This is true no matter what kind of helmets or padding players wear," say Curren and Blokhuis, arguing that schools should not sponsor an activity that risks this kind of injury to a significant percentage of students who participate – nor should they allow their facilities to be used by other groups sponsoring football.

• *Incompatibility with the basic mission* – Supporting an activity that harms some students is in direct conflict with schools' fundamental educational and character-building purpose, argue Curren and Blokhuis: "Devoting resources to expenditures that do not substantially advance educational purposes constitutes a failure of fiduciary responsibility."

• *Inefficient use of resources* – "To the extent that the spectators are students," say Curren and Blokhuis, "what the school provides at enormous expense does little more than replicate what most can easily experience outside of school. To the extent that the spectators are non-students, the recreational and social opportunities the school provides are even farther removed from its educational aims."

• *Legal liability* – "The consent of minors to the risks associated with participation in sports has limited moral and legal significance," say Curren and Blokhuis, "especially in the custodial and tutelary environment of publicly funded schools. As a matter of principle, neither consent nor assumption of risk may be invoked by public school officials when children suffer harm playing football on school property. That is, there is no basis for holding that children can

give morally or legally meaningful consent to their exposure to risk or can meaningfully assume responsibility for such risk. Nor can parents give consent that would morally or legally void the responsibilities of schools and public authorities to protect children's interests." It's telling that only half of high-school football players report their injuries due to the intense pressure to perform and their own desire to remain on the playing field.

• *Financial risk* – A number of private schools and public-school districts have cancelled their football programs. Even Marshall, Texas, the football-mad town featured in the TV show *Friday Night Lights*, dropped entry-level tackle football for seventh graders in 2014. "As participation rates decline and as insurance costs rise with every successful lawsuit filed against a school district or sports league for injuries sustained in the course of games and practices," say Curren and Blokhuis, "football in schools is likely to become financially unsustainable… From an ethical perspective, we find it ironic that financial concerns may contribute more to the demise of football in schools than public concern for the welfare and developmental interests of students."

"Friday Night Lights Out: The End of Football in Schools" by Randall Curren and J.C. Blokhuis in *Harvard Educational Review*, Summer 2018 (Vol. 88, #2, p. 141-162), http://hepgjournals.org/doi/abs/10.17763/1943-5045-88.2.141?code=hepg-site; the authors can be reached at randall.curren@rochester.edu and jcblokhuis@uwaterloo.ca.

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2. What Respect Looks Like in the Workplace

In this *Harvard Business Review* article, Kristie Rogers (Marquette University) says studies around the world have found that feeling respected by superiors is at the top of employees' lists of what they value most at work. "Because people's jobs are often central to who they are and how they perceive themselves," says Rogers, "respectful cues in a professional setting are important signals of social worth… Yet employees report more disrespectful and uncivil behavior each year." Studies show that 80 percent of people who experience incivility in the workplace spend significant amounts of time brooding about it, 48 percent deliberately reduce their effort, and the miasma can spread to coworkers and people outside the organization.

Rogers has found that the biggest problem is that leaders "have an incomplete understanding of what constitutes workplace respect – so even well-meaning efforts to provide a respectful workplace may fall short." She suggests that there are two kinds of respect:

- Owed respect – A sense that every member of the organization is inherently valuable;
- Earned respect – Recognition for those who display valued qualities and behaviors.

In organizations where owed respect is lacking, there is micromanagement, incivility, and abuse of power; where earned respect is lacking, good work isn't recognized.

"One of the subtler challenges in creating a respectful atmosphere," says Rogers, "is finding the right balance between the two types of respect." If there's too much owed respect, people can feel that everyone is treated the same regardless of performance. Too much earned respect can produce excessive competition and discourage collaboration, sharing important

knowledge and skills, and admitting mistakes. So what's needed, she says, "is ongoing consideration of the subtle but important ways in which owed and earned respect can be conveyed." Her suggestions:

• *Establish a baseline of owed respect*. Subtle cues like being greeted or ignored in a hallway can prompt people to feel their worth in an organization – or make them feel invisible.

• *Know how to convey owed respect in each context*. This might include active listening, valuing diverse backgrounds and ideas, remaining open to advice, giving people freedom to pursue creative ideas, taking an interest in people's non-work lives, and publicly backing colleagues when the chips are down.

• *Understand that trying to convey respect can backfire*. Done poorly, attempts to show respect can come across as disingenuous or manipulative. "Because employees see honesty as one of the most valuable expressions of respect," says Rogers, "insincere compliments, however well-intentioned, are likely to be counterproductive."

• *Customize the amount of earned respect conveyed*. If collaboration and cohesion are important, lean more toward owed respect; if individual performance counts most, lean toward earned respect – while ensuring that performance standards are transparent and everyone knows that doing the job well is more important than how one's peers are doing.

• *Recognize that respect has ripple effects*. "Leadership behaviors are often mimicked throughout an organization," says Rogers, "and just as incivility can spiral, so too can respect."

• *See respect as a time saver, not a time waster*. Being pressed for time is a "hollow excuse" for not showing respect. Besides, showing respect is largely a matter of *how* we do everyday things – listening, being present with others, affirming their value.

• *Think of respect as infinite*. "Deciding when to bestow respect is not like making a judgment that requires dividing up a fixed pie," says Rogers. "Respect is not finite; it can be given to one employee without shortchanging others. This is true of owed and earned respect."

"Do Your Employees Feel Respected?" by Kristie Rogers in *Harvard Business Review*, July-Aug. 2018 (Vol. 96, #4, p. 62-70), https://hbr.org/2018/07/do-your-employees-feel-respected; Rogers can be reached at kristie.rogers@marquette.edu.

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3. A British Teacher Deconstructs Diagnostic Classroom Questions

"For much of my career, I did not reflect on why I was doing the things I did," says British teacher/podcaster/author Craig Barton in this article in *American Educator*. "I was a relatively successful teacher whose students always got decent results and seemed to enjoy their lessons, and that was good enough for me." But when Barton started interviewing educators around the world and reading research, his "cozy little world began to crumble." A major realization was the importance of on-the-spot (a.k.a. formative) assessments. Barton now believes that "asking and responding to diagnostic questions is the single most important thing I do every lesson… [T]eaching without formative assessment is like painting with your eyes closed." The best label for this approach, he believes, is "responsive teaching" – this captures

the core idea of checking for understanding in real time and improving teaching and learning before it's too late.

Once Barton had this revelation, the first classroom change he made was establishing a culture in which students weren't afraid to make mistakes. He told kids that the math questions they answered were not for grades but *for learning* – to inform students and their teacher how things were going. He also began to use an all-class response system that required all students to answer every question – no opt-out or "I don't know." This meant giving up the time-honored practice of calling on one or two confident volunteers, which, one teacher said, leads to "a small discussion group surrounded by many sleepy onlookers" and is a really ineffective way to see how well the class as a whole is doing.

Barton went through two other mindshifts: (a) changing the types of questions he asked students during class, and (b) planning for the fact that students get wrong answers for a variety of reasons. He used to shun "closed" questions – those with short responses – in favor of thought-provoking "open" questions like, *Why do we need to ensure that denominators are the same when adding two fractions?* and *How would you convince someone that 3/7 is bigger than 4/11?* Open questions are great for tests, extension activities, or homework, says Barton, but they're not good when the teacher's goal is to do a quick mid-lesson check for all-class understanding and decide whether to move on or spend more time on the concept.

However, not all closed questions lend themselves to on-the-spot assessing. For example, *Can a triangle have two right angles?* is a clever question with a Yes/No answer, but it would be impossible for a teacher to know from a class's responses whether students who answered Yes didn't understand the concept of a triangle's angles, didn't grasp the concept of a zero–degree angle, were confused about parallel lines meeting at infinity, or just guessed.

So what types of closed questions will help the teacher accurately and efficiently identify students' mistakes and misconceptions, illuminating all the possible reasons students answered incorrectly? Good diagnostic questions are difficult to write, says Barton. His ideal question has four multiple-choice options, one correct and each of the other three revealing a specific mistake or misconception. "If the question is designed well enough," he says, "then I should gain reliable evidence about my students' understanding without having to have further discussion." Barton has written around 3,000 diagnostic questions (all available on his website, https://diagnosticquestions.com/Quizzes/Collections). His criteria for each question:

- It should test a single skill or concept. This is not the time for interleaving, says Barton: "The purpose of a diagnostic question is to home in on the precise area that a student is struggling with and provide information about the precise nature of that struggle."
- It should be clear and unambiguous. The teacher should be able to accurately infer students' understanding from their answers.
- Students should be able to answer it in less than 10 seconds.
- The teacher should learn something from each incorrect response without further explanation from the student (that's because the teacher has chosen the incorrect answers very carefully).

- It cannot be answered correctly while still holding a key misconception. This is the most important characteristic, and the one that makes formulating questions so difficult.

What's the best way to collect students' responses to diagnostic questions? Barton has tried clickers, cell phones, and small dry-erase boards, but has decided that too much can go wrong with those approaches (dead batteries, weak WiFi signal, etc.). His current system:

- Project the diagnostic question.
- Ask students to consider the question in silence.
- On the count of three, have students raise their hands high in the air, showing one finger for answer A, two fingers for B, three for C, four for D. This gives Barton a quick picture of the overall level of understanding.
- He then asks a student who chose answer A to explain his or her reasoning, then a student for answer B, then C, then D.
- He projects a different diagnostic question on the same skill and has students vote again.
- If some students are still struggling at this point, he helps them during the remainder of the lesson.

Barton says he always asks at least three questions per lesson, with each one taking about two minutes.

"I love good diagnostic questions," Barton concludes. "I know of no more accurate, efficient way of getting a sense of my students' understanding of a concept, and then adjusting my teaching to meet their needs… In the past, I would often find myself on the receiving end of a completely unexpected answer, while standing in front of a sea of 30 confused faces all looking to me for help. I would be forced to think on the spot – attempting to diagnose the error and think of a way of helping resolve it, all while trying to juggle the hundreds of other considerations tumbling through a teacher's mind in the middle of a lesson. Now, I do not need to. By using diagnostic questions and studying the wrong answers in advance, I can plan for these errors, ensuring I have explanations, resources, and strategies ready to help. My thinking is done before the lesson, thus making me much more effective during the lesson."

"On Formative Assessment in Math: How Diagnostic Questions Can Help" by Craig Barton in *American Educator*, Summer 2018 (Vol. 42, #2, p. 33-38, 43), https://www.aft.org/sites/default/files/ae_summer2018_barton.pdf; Barton's website has free math support and resources for teachers and students www.mrbartonmaths.com; his just-published book is *How I Wish I'd Taught Maths: Lessons Learned from Research, Conversations with Experts, and 12 Years of Mistakes* (John Catt Educational, 2018).

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4. San Francisco De-Tracks Math in Grades Six to Nine

In this *Education Week* article, Stephen Sawchuk reports on San Francisco Public Schools' decision to teach math courses at the same level of rigor, in heterogeneous classes, from middle school through high-school Geometry. For the last four years, there have been no honors, gifted, or remedial classes; no eighth-grade Algebra I (which was a California-wide

push starting in 2008); and no weighted GPAs in those grades. "In terms of curriculum, this is about as controversial as it gets," says Sawchuk. "And that's not just because of its math implications, but because of the parental pushback such a plan is guaranteed to generate."

And indeed, there was lots of push-back from parents and others. Algebra has even been an issue in the city's 2018 mayoral race. Opponents make three arguments:

- To take Calculus by the end of high school, students must take Algebra I in 8th grade.
- Many parents and educators believe students need to take Calculus in high school to get into competitive colleges.
- Some policymakers believe that de-tracking holds back high achievers and ultimately degrades the nation's supply of well-trained STEM professionals.

In an attempt to allay these concerns, San Francisco has permitted students to accelerate after completing Algebra I in ninth grade, offering a compressed Algebra 2/Precalculus course for those who want to be on track to take Calculus before leaving high school. "All the acceleration paths are family and student choices," says James Ryan, the district's former STEM coordinator, "not based on test scores or teacher preference. You make the choice when you're 16, when you actually know a bit more about what kind of student you are."

San Francisco school officials also made the argument that Common Core math (which the state has adopted) actually contains a significant amount of algebra in eighth grade, including linear functions. This means students are getting a two-year Algebra I course in grades 8 and 9. The district has also provided professional development based on the work of Stanford math professor Jo Boaler aimed at getting students doing collaborative group work on a series of ambitious math tasks. Teacher training and support have focused on the challenge of decentralizing classroom pedagogy and making sure all students are grappling with math tasks and contributing to solutions.

But the main reason for the district's de-tracking effort was equity and social justice. Math is by far the most heavily tracked subject in middle and high schools, and for students of color, this fork in the road – algebra or basic math – is life-altering. In addition, traditional textbook-driven math teaching tends to reinforce the racial and economic differences with which students enter middle school. "If you have a procedural textbook," says district math supervisor Lizzy Hull Barnes, "not only is there nothing to collaborate about; the 'smart kid' in the group is always the one who gets the computation right."

How has San Francisco's initiative worked out? After four years, the results are encouraging. Black and Hispanic students are doing better; there has been a major decrease in the number of students repeating Algebra I among all racial/ethnic groups; students who would have taken algebra earlier haven't been disadvantaged; about one-third more students are ready for calculus; and the calculus pool is more diverse than it's ever been. There's still lots of work to be done, but district officials are encouraged.

"In San Francisco, a Bold Effort to De-Track Algebra" by Stephen Sawchuk in *Education Week*, June 13, 2018 (Vol. 37, #35, p. 1, 11),
https://www.edweek.org/ew/articles/2018/06/13/a-bold-effort-to-de-track-algebra-shows.html

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5. How Many Educators Are Victims of Sexual Misconduct?

In this *Education Week* article, Arianna Prothero reports on an Education Week Research Center study showing that 25 percent of female and six percent of male educators say they've been victims of sexual harassment or assault at work. Young educators were the most vulnerable, reflecting the power difference between them and the alleged harassers. Of the teachers and administrators who said they had experienced or witnessed sexual harassment or assault, 60 percent said they didn't report it to an authority – this despite the fact that most had been to workshops on reporting abuse and considered the training effective. "Even in this extraordinary #MeToo era," says Prothero, "ordinary women who've experienced harassment at work are often reluctant to share their stories publicly, much less report the incidents to managers or other authorities."

One educator who did, a teacher in Prince Georges County, Maryland, saw her assailant brought to trial and found not guilty. She felt ostracized by her colleagues and eventually transferred from the school where the incident took place. She second-guessed her decision to come forward and went through depression and therapy before regaining her footing in another school. "I handle it by asking myself, what would I tell my students to do?" she said. "I need to live the life I would tell my students to live."

It's vital for victims to report, says Linda Seabrook, a lawyer at Futures Without Violence. "Most harassers are not single-victim harassers," she says. "Workplaces generally know who those people are. To see that person get promoted, get the best office, move up the chain unfettered and without consequences, it's just demoralizing to the entire workplace."

"20% of Educators Say They've Been Sexually Harassed or Assaulted at Work" by Arianna Prothero in *Education Week*, June 21, 2018, https://www.edweek.org/ew/articles/2018/06/21/20-of-educators-say-theyve-been-sexually.html

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6. Michael Petrilli on Low-Hanging Fruit for School Improvement

In this *Education Gadfly* article, Michael Petrilli suggests two relatively easy ways for school districts to bring about dramatic improvements in student achievement:

• *Adopting high-quality curriculum materials* – Thoughtful, independent reviews are more available than ever through state agencies and services like EdReports, rating print and online materials on quality, usability, and alignment to standards. According to a recent *Education Week* study, the highest-rated materials are being used by only 10-15 percent of schools, and many districts are spending millions of dollars on mediocre and even poorly-rated materials.

• *Not awarding tenure to mediocre and ineffective teachers* – "Teacher-evaluation reform may have crashed and burned," says Petrilli, "but that's not because the impulse was wrong. Research continues to show that teacher effectiveness varies dramatically from one classroom to the next; our lowest-performing teachers have a hugely negative impact on their students' trajectories." However, once teachers have tenure, it's very difficult to dismiss them.

Petrilli contends that there is ample time in the 3-4 years prior to the tenure decision to develop talent and decide which teachers can't be successful in the classroom. Schools need to quit treating tenure as a rubber stamp and make it a genuine accomplishment – "a true honor, complete with a ceremony welcoming newly tenured teachers into the most important profession in the world."

Petrilli believes these two actions would, over time, bring about real improvements in the quality of classroom teaching.

"Why Don't Districts Do the Easy Tings to Improve Student Learning?" by Michael Petrilli in *The Education Gadfly*, June 20, 2018 (Vol. 18, #25), https://edexcellence.net/articles/why-dont-districts-do-the-easy-things-to-improve-student-learning; Petrilli can be reached at mpetrilli@edexcellence.net.

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7. Daniel Willingham With a New Twist on Learning Styles

In this article in *American Educator*, cognitive psychologist Daniel Willingham (University of Virginia) revisits a frequently asked question: should teachers gear lessons to individual students' visual, auditory, reading/writing, or kinesthetic learning styles? [For Willingham's previous articles on this topic, see Memo 95, 423, and 702.] Willingham says that studies continue to show this is an unproductive approach, and it's not a good use of classroom time to assess learning styles and tell students their preferences. But there's "one new twist," he says. Researchers have found that people *believe* they learn best in certain ways – "I'm a visual learner" "I like to think in words" – and they act on those beliefs – for example, visualizers choosing to think in pictures rather than words. "But doing so confers no cognitive advantage," says Willingham. "People believe they have learning styles, and they try to think in their preferred style, but doing so doesn't help them think."

Willingham shares two other findings. First, it's possible for people to control the type of processing they do in a specific situation – for example, shifting from their preferred visualizing style to a less-preferred verbal one – and this doesn't detract from success with the task. Second, certain tasks are best addressed using a particular cognitive style, and the smart approach is to use the mode of processing best suited to the task at hand. "Students can be taught useful strategies for committing things to memory," Willingham concludes, "reading with comprehension, overcoming math anxiety, or avoiding distractions, for example. Learning styles do not influence the effectiveness of these strategies."

"Does Tailoring Instruction to 'Learning Styles' Help Students Learn?" by Daniel Willingham in *American Educator*, Summer 2018 (Vol. 42, #2, p. 28-32, 43), https://www.aft.org/sites/default/files/ae_summer2018_willingham.pdf; Willingham can be reached at willingham@virginia.edu.

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8. Time Management Tips for Leaders

"Time is the scarcest resource leaders have," say Michael Porter and Nitin Nohria (Harvard Business School) in this *Harvard Business Review* article. "Where they allocate it matters – a lot." Porter and Nohria studied 27 CEOs over 13 weeks and found a number of key time-management practices, among them: the importance of face-to-face conversations; developing people and relationships; knowing what's going on; monitoring and improving processes; limiting routine responsibilities; making meetings shorter and more effective; not being consumed by e-mail; delegating effectively; carving out uninterrupted "alone time" for reflection; and having an effective executive assistant. Porter and Nohria say assistants are key to "shielding CEOs from distractions and unnecessary activities and ensuring that leaders' limited time is used well." The executive assistant's role is tricky, because they have to say no to colleagues in order to keep the boss from being scheduled 24/7, but run the risk of overdoing their gatekeeper role and making the boss seem aloof, inaccessible, and out of touch. The authors identified these critical skills for assistants:

- Understanding the leader's priorities;
- Including all the relevant players in meetings;
- Leaving enough space in each day's calendar for unexpected events and spontaneous interactions by the leader (managing by walking around);
- Zealously protecting the boss's time for family, friends, exercise, and rest.

"How CEOs Manage Time" by Michael Porter and Nitin Nohria in *Harvard Business Review*, July-August 2018 (Vol. 96, #4, p. 42-51), https://hbr.org/2018/07/the-leaders-calendar

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9. Four Big Questions for High-School Students

In this *Education Week* article, Judy Halbert and Linda Kaser (Networks of Inquiry and Innovation and the Aboriginal Enhancement Schools Network) share the questions they recommend educators ask older students:

- *Can you name two people in this school who believe that you will be a success in life? How do they let you know?*
- *What are you learning? Why is it important? How does this learning connect to your life outside of school?*
- *How are you doing with your learning?*
- *What are your next steps?*

"These questions may seem deceptively simple," say Halbert and Kaser. "When used as a regular routine, however, educators have found that they have a profound effect on shifting learning practices to increase learner sense of belonging and ownership. The first question quickly helps educators identify learners who do not feel connected to adults within the school – and propels them to immediate action. The next three questions help move educator thinking from a preoccupation with content coverage to a focus on what learners are actually experiencing and the extent to which they are developing agency and depth."

"Listening to Learners: The Starting Point for Real Change" by Judy Halbert and Linda Kaser in *Education Week*, June 21, 2018, http://blogs.edweek.org/edweek/learning_deeply/2018/06/listening_to_learners_the_starting_point_for_real_change.html

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10. The Value of Depth vs. Breadth in Career and Technical Education

In this *Education Gadfly* article, Amber Northern reviews a new study by Daniel Kreisman and Kevin Stange. They found that students in career and technical schools who take more-specialized or upper-level courses (versus an assortment of introductory courses in multiple areas) derive the greatest career and wage benefits.

"How Career and Technical Education Affects Students' Future Wages" by Amber Northern in *The Education Gadfly*, June 20, 2018 (Vol. 18, #25), https://edexcellence.net/articles/how-career-and-technical-education-affects-students-future-wages

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11. Short Items:

a. It's hard to make a world map in two dimensions – This six-minute Vox video https://www.youtube.com/watch?v=kIID5FDi2JQ does a great job demonstrating the perennial challenge of portraying the Earth in a flat map.

"Why All Maps Are Wrong" by Johnny Harris, Gina Barton, Alvin Chang, and Phil Edwards in *Vox*, December 2, 2016

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b. Why Fahrenheit? – This five-minute Vox video tells the story of Fahrenheit and Celsius https://www.youtube.com/watch?v=1TV6JFxMEcI and the U.S.A.'s outlier status in how we measure temperature.

"Why America Still Uses Fahrenheit" by Dion Lee and Zack Beauchamp in *Vox*, August 29, 2017

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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 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
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Literacy Today
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