

Marshall Memo 785

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

May 6, 2019

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Quotes of the Week

“Teaching is in some ways a position of power, but in other ways, it’s an incredibly vulnerable position.”

Roxanna Elden in “Response: Ways to Have Students Evaluate Classes” by Larry Ferlazzo in *Education Week Teacher*, April 28, 2019, <https://bit.ly/2WzaatL>

“The superintendents I’ve met are pretty evenly split among those ‘doing obsolete things better’ and those striving to ‘do better things.’ Honestly, if a superintendent views his or her role as holding principals’ feet to the fire to boost test scores, I don’t hold out hope for real improvement.”

Ted Dintersmith in “A Venture Capitalist’s Understanding of Public Schooling and Where It’s Succeeding,” an interview with Juli Valentine in *School Administrator*, May 2019 (Vol. 76, #5, p. 26-30), <https://bit.ly/2VINUAN>

“When students draw something, they process it in three different ways, in effect learning it three times over.”

Youki Terada (see item # 4)

“It’s not uncommon for students to graduate from high school believing that every math problem can be solved in 30 seconds or less. And if they don’t know the answer, they’re just not a math person. This is a failure of education.”

Dan Finkel, quoted in “Why Normalizing Struggle Can Create a Better Math Experience for Kids” by Ki Sung in *MindShift*, May 1, 2019, <https://bit.ly/2LlQ7h4>

1. There Aren't Enough Teachers of Color; What Is To Be Done?

(Originally titled "Following the Lead of Teachers of Color")

In this *Educational Leadership* article, consultant Jill Harrison Berg cites research showing that students of color perform better with teachers who look like them. However, educators of color are only 20% of the teaching workforce, and 40% of schools have no teachers of color. Long term, says Berg, we must change those statistics, but short term, all educators can learn from the characteristics that, according to researchers, make teachers of color effective:

- *Positive role models* – Schools need to organize visits by accomplished visitors of color from the community and foster positive interactions with students.
- *High expectations* – “Teachers of color have been observed to be more responsive to students who are struggling, to persevere in reteaching these students until they respond, and to persist in pushing students to work hard,” says Berg. Principals should hold all educators accountable for these qualities.
- *Culturally responsive teaching* – Teachers must recognize “the diverse perspectives, communication styles, and experiences of students, and tap into them as assets that can advance learning,” says Berg. “Students deserve to see themselves in the curriculum and to learn from the perspective of others.”
- *Trusting relationships* – Certain schoolwide routines establish trust, says Berg – student work portfolios celebrating the whole child, conferences with families, and service-learning field trips.
- *Advocating for equity* – “[A]ll educators must commit to being advocates both *for* equity and *against* racism,” says Berg. This means courageous conversations about race and exposing students to materials that deal honestly with race.

“Following the Lead of Teachers of Color” by Jill Harrison Berg in *Educational Leadership*, April 2019 (Vol. 76, #7, p. 87-88), <https://bit.ly/2YJnEnT>

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2. Fair and Unfair Grading Practices

In this *School Administrator* article, Joe Feldman (Crescendo Education Group) says he often asks groups of educators what the final grade should be for two students who received these grades (in sequence) for assignments and homework during a curriculum unit:

- Student A: 64, 70, 78, 90, 98
- Student B: 94, 97, 96, 100, 97

Most people get out their calculators and find the average, saying the first student should get an 81 and the second a 97 – in other words, a B- and an A. But averaging the grades is a problematic approach, says Feldman. The first student started the unit at a much lower place, perhaps because of prior instruction or home disadvantages, but by the end of the unit, had achieved mastery (assuming the final assessment was cumulative). Looked at this way, both students deserve an A.

“It should be clear,” says Feldman, “how averaging performance over time would discourage students who struggle early and who are daunted by the challenge of salvaging their low initial performance. When students receive poor grades early on, they may see the hill to redemption as too steep and simply give up.”

Averaging grades is one of a number of unfair grading practices Feldman sees in his work with schools and districts. Some others: major variations in the grades that different teachers give for the same test or assignment; teacher-to-teacher differences in how tests, homework, effort, extra-credit work, participation, and other factors are counted; grades that don't show students' progress, mastery, or areas of difficulty.

Feldman advocates for practices that he believes will level the playing field and improve both teaching and learning:

- Grade on a zero-to-4 scale.
- Weight more-recent performance more heavily in final grades.
- Base final grades on summative, not formative, assessments.
- Base grades on individual achievement, not a group's work.
- Base grades on required content, not extra credit.
- Don't include class participation and effort in grades.
- Allow students to re-take assessments.
- Use rubrics with which students can self-assess during instruction.

Feldman reports that implementing these ideas results in major decreases in students receiving D's and F's (especially students of color and students with disabilities); less grade inflation; grades that more accurately reflect student achievement; overall improvement in grades; less stress in classrooms; and improved student-teacher relationships.

“Equitable Grading: Tales of Three Districts” by Joe Feldman in *School Administrator*, May 2019 (Vol. 76, #5, p. 38-41), <https://bit.ly/2Y9kEAg>; Feldman can be reached at joe@crescendoedgroup.org.

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3. How to Make Learning Stick

In this article in *School Administrator*, Henry Roediger (University of Washington/St. Louis) and Peter Brown (an independent writer) lament the fact that many students use ineffective study strategies, including:

- Underlining and highlighting important material;
- Reading and rereading;
- Studying only one block of information at a time (for example, fractions);

- Studying for long periods of time (cramming just before an exam);
- Pulling all-nighters.

Why don't these strategies get information into long-term memory? Because none of them make students grapple with the underlying content, and all of them tend to make students overconfident about what they've mastered. "Familiarity with the text creates an illusion of knowing," say Roediger and Brown, "and studies show the content does not stick." In addition, neuroscientists have found that sleep after studying is important to consolidating memories.

This means teachers have a double challenge: they have to teach their subject matter, and they have to wean students from ineffective strategies and teach them what cognitive scientists have discovered about how to study in smarter ways. Some practices that work:

- Self-quizzing;
- Paraphrasing and reflecting on material;
- Spacing short but intense study sessions over time;
- Mixing up topics and subjects during studying (sometimes called interleaving);
- Getting enough sleep.

Teachers should also apply these pedagogical principles on a daily basis:

- Pre-testing before a teaching unit to prime students' brains for what's coming and identify gaps in knowledge and skills;
- Frequent low-stakes quizzing ("retrieval practice") with immediate feedback and correction;
- Less lecturing, more challenging students to puzzle out new material and put it in their own words;
- Getting students working in pairs or small groups to construct their own understanding of new material;
- Having students write to understand.

"The Importance of Testing as a Learning Strategy" by Henry Roediger and Peter Brown in *School Administrator*, May 2019 (Vol. 76, #5, p. 35-37), <https://bit.ly/301A3V6>; Roediger can be reached at roediger@wustl.edu. His book with coauthors Peter Brown and Mark McDaniel is *Make It Stick* (Belknap, 2014)

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4. Drawing As Learning Tool

"Encourage students to draw," says Youki Terada in this *Edutopia* article. "Doing so is a powerful tool to boost student learning because it improves recall by challenging students to explore an idea in different ways... It forces students to grapple with what they're learning and reconstruct it in a way that makes sense to them." Drawing doubles recall, says Terada, by having students process information in several ways.

Studies have found this to be true of college students as well as young children, and it's unrelated to artistic talent or a particular learning style. "Research has debunked the idea that students learn best when teachers try to match instruction to a single modality," says Terada. "Instead, what's happening is that drawing taps into multiple modalities – visual, kinesthetic,

and semantic – which is superior to tapping into only one. When students draw something, they process it in three different ways, in effect learning it three times over.”

Terada suggests several ways teachers can get students drawing in academic classes, across all subject areas:

- Have students create anchor charts, maps, and diagrams to display on the walls.
- Have students write notes on one side of a page, draw on the other side.
- Ask students to collect, study, and present data in visual form.
- Have students make books in which they visually represent information, perhaps in the form of a comic book.
- Assess learning, challenging students to demonstrate their understanding in visual form.

“The Science of Drawing and Memory” by Youki Terada in *Edutopia*, March 14, 2019, <https://www.edutopia.org/article/science-drawing-and-memory>

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5. Teaching Students the Skills of Reading and Writing Online

“Although educators increasingly acknowledge the importance of preparing students for their online lives, they do not necessarily teach these skills,” say Mary Hoch, Ryan McCarty, Debra Gurvitz, and Ivy Sitkoski (National Louis University) in this article in *The Reading Teacher*. The authors (citing Leu et al., 2015) believe reading and writing online diverges from paper-based literacy through greater emphasis on:

- Reading to define questions;
- Reading to critically evaluate online information;
- Reading to synthesize information;
- Reading to communicate information;
- Composing that combines sound, video, image, and text;
- Integrating online and paper-based sources.

Based on 50 teachers’ intensive work with struggling students in grades 3-11 in a summer reading program, the authors suggest five principles for developing students’ reading and writing skills with digital media:

- *Motivate and engage students*. Teachers made a point of tapping into students’ curiosity, interests, and social interactions to spark intrinsic motivation in what they read online. Teachers also worked to scaffold difficult material, make students increasingly independent, and wean them from the idea that questions need one right answer.

- *Modulate levels of difficulty*. Teachers chose texts that were easy (independent level), just-right (instructional level), and hard (borderline frustration), and used a combination of independent reading and read-alouds to engage and challenge students. Reading on screens was difficult for some students, and teachers found they needed to show some students how to scroll and manipulate font sizes.

- *Frame instruction as inquiry*. Teachers posed challenging questions and got students to generate their own questions. Some examples:

- Why do inventors invent?

- Is football safe?
- Is technology good or bad?
- How are we connected to the Earth?
- Can cartoons teach us lessons?

Questions like these spurred online exploration, student engagement, and higher-quality work.

- *Support student synthesis.* Students needed the most support with this skill (the authors like Keene’s and Zimmerman’s definition: “organizing the different pieces to create a mosaic, a meaning greater than the sum of each shiny piece,” 2007). Scaffolding included highlighting, color coding, sticky notes, and graphic organizers to help organize information. Online tools like Padlet <https://padlet.com> were also helpful.

- *Write for an authentic audience.* Students worked with teachers to design a writing task based on what they wanted to share with an online audience, choosing graphics, hyperlinks, illustrations, and charts as appropriate. Students then posted their work on the summer program’s Kidblog site, which linked them to other sites – which was highly motivating.

“Five Key Principles: Guided Inquiry with Multimodal Text Sets” by Mary Hoch, Ryan McCarty, Debra Gurvitz, and Ivy Sitkoski in *The Reading Teacher*, May/June 2019 (Vol. 72 #6, p. 689-699), <https://ila.onlinelibrary.wiley.com/doi/10.1002/trtr.1781>; the authors can be reached at mary.hoch@nl.edu, rmccarty@nl.edu, debra.gurvitz@nl.edu, and isitkoski@nl.edu.

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6. Using Multiple Assessments to Improve Teaching and Learning

In this article in *School Administrator*, David Conley (EdImagine and University of Oregon) notes the backlash against standardized testing, which is taking place while a plethora of new assessment tools are becoming available:

- Artificial intelligence methods for scoring student writing;
- Measures of social and emotional learning;
- Classroom-based performance assessments, graded with scoring guides;
- Student demonstrations and projects;
- Student surveys and self-reports;
- Observation tools to gather data on student learning during classroom instruction;
- New ways of displaying data on discipline and attendance.

Conley believes these tools, along with conventional tests, should be shaped into a “next generation system of assessments... designed to gain the greater insight into students that is needed to improve instruction and to increase student self-knowledge and ownership of learning.” He reports on three ways educators are implementing this vision:

- *Student profiles* – Putting together data from a number of sources (test scores, course grades, classroom assessments, demographic information, parental survey responses, teacher observations, and student self-reports) allows educators to spot students who are struggling, inform school improvement efforts, and empower students to take more responsibility for their own learning by building on strengths and addressing weaknesses.

- *Graduate profiles* – The Fairfax County Schools in Virginia have developed a Portrait of a Graduate, which defines the competencies the district seeks to cultivate, including collaboration, creativity, resilience, critical thinking, and focus on goals. Students play an active role through daily reflections on learning, student-led conferences, and capstone projects involving community engagement.

The Mastery Transcript Consortium of 230 schools organizes data on students around performance areas rather than academic disciplines, defines mastery levels required for graduation and advanced work, and uses those levels to target specific skills, knowledge, and habits of mind. “The goal,” says Conley, “is to move away from grades, which can be untethered from actual student knowledge and skills, and toward better, more-reliable and valid measures of what students actually know and can do.”

Summit charter schools, headquartered in California, used detailed student profiles to get insights into the underperformance of English language learners. It turns out that a key factor was students’ mindsets about learning, and once that was addressed, half of the ELL/regular education achievement gap was closed in a year.

- *Data dashboards* – These measure progress on key performance indicators (including grit, growth mindset, self-management, social awareness, self-efficacy, perspective-taking, emotional regulation, and effort), allowing educators to set improvement goals and provide early warning on students who are not on pace to pass ninth grade or graduate and bring in additional resources.

Conley closes with four suggestions for leaders implementing next-generation assessment systems:

- Develop assessment literacy at all levels.
- Decide whether to grow your own system or purchase one developed elsewhere.
- Avoid high-stakes use of low-stakes assessments.
- Don’t underestimate the time and work it will take to implement better assessments.

“The Promise of Next Generation Systems of Assessments” by David Conley in *School Administrator*, May 2019 (Vol. 76, #5, p. 16-18, 20-22), <https://bit.ly/2PNi9AN>; Conley can be reached at david_conley@edimagine.com.

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7. Robert Slavin on What Works in Writing Instruction

“Good writing is the mark of an educated person,” says Robert Slavin (Johns Hopkins University) in this article on his website. Yet writing plays “third fiddle” to other subjects through the grades, and as a result, he says, “College professors, employers, and ordinary people complain incessantly about the poor writing skills of today’s youth.”

What does the research say about the best way to teach writing? Slavin and his colleagues located scores of high-quality studies and found a surprising consensus on several factors among the most successful programs:

- *Motivation and joy in self-expression* – “Good writing starts in the heart, with an urge to say something of importance,” says Slavin. “The brain shapes writing to make it readable,

but writing must start with a message that the writer cares about.” Students need to find exciting and interesting topics to express, which often come from reading and life experience.

- *Cooperative learning* – Slavin believes group collaboration in classrooms “makes particular sense in writing, as a writing team gives students opportunities to give and receive feedback on their compositions, facilitating their efforts to gain insight into how their peers think about writing, and giving them a sympathetic and ready audience for their writing.”

- *Writing process* – It’s helpful for students to follow this time-honored sequence: plan, draft, revise, edit. A key element is getting ideas down without worrying too much about mechanics, then revising and editing. “These steps help students reluctant to write at all to take risks at the outset,” says Slavin, “confident that they will have help from peers and teachers to progressively improve their writing.”

- *Extensive professional development* – “Teachers need opportunities to learn new strategies and to apply them to their own writing,” he concludes. Good writing programs provide sustained, high-quality, motivating training in which teachers work with colleagues and catch the spirit of writing themselves.

“What Works in Teaching Writing?” by Robert Slavin on his website, March 21, 2019, <https://robertslavinsblog.wordpress.com/2019/03/21/what-works-in-teaching-writing/>; Slavin can be reached at rslavin@jhu.edu.

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8. Literacy Coaches Working with Teachers and Students

In this article in *The Reading Teacher*, Bethanie Pletcher (Texas A&M University/Corpus Christi), Alida Hudson (Texas A&M University/College Station), Lini John (The Woodlands Christian Academy), and Alison Scott (Tomball Independent School District) share strategies for balancing the role of literacy coach (working primarily with teachers) and reading interventionist (working directly with struggling students). Here’s how they see the tasks of a hybrid literacy professional:

- Providing supplemental reading support for small groups of students;
- Giving reading assessments to students to support core instruction and intervention;
- Meeting regularly with individual teachers for coaching, including modeling lessons;
- Meeting with teacher teams to help with planning lessons and analyzing assessments;
- Presenting PD for the school faculty;
- Leading discussions, book studies, and strategy studies with groups of teachers;
- Meeting with administrators to discuss school goals, analyze student assessment data, and strategize how best to support teachers and students.

Based on their experience working in a variety of schools, the authors say coaches need to:

- Get the support of school leaders and coordinate with their goals and activities;
- Pick topics that balance the needs of students, teachers, coaches, and school leaders;
- Start small (resisting the impulse to take on too many coachees and students);
- Hold brief but efficient coaching conversations with teachers;
- Stick to a schedule (while being flexible for unexpected events).

- Leverage the skills of highly effective teachers.

On this last point, Pletcher, Hudson, John, and Scott suggest freeing up colleagues to observe each other and build the confidence and impact of the best teachers. “Although the one-to-one coaching conversation is a highly beneficial practice among coaches and teachers,” they say, “overall school improvement will be limited if the knowledge and experience of expert classroom teachers is not harnessed... This not only builds teacher capacity but also alleviates some of the demands on the school literacy professional and empowers teachers.”

“Coaching on Borrowed Time: Balancing the Roles of the Literacy Professional” by Bethanie Pletcher, Alida Hudson, Lini John, and Alison Scott in *The Reading Teacher*, May/June 2019 (Vol. 72 #6, p. 689-699), <https://bit.ly/2YeHbvF>; the authors can be reached at bethanie.pletcher@tamucc.edu, alida.hudson13@gmail.com, linijohn20@gmail.com, and alison.scott31@yahoo.com.

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9. The Problem with Saying We “Like” and “Love” Students’ Work

In this article in *Education Week Teacher*, author Starr Sackstein pushes back on praising students’ work with comments in this vein: “I like this transition” or “I love this line in your essay.” Praise like this is well-intentioned and conveys warmth and approval, but it draws too much attention to what we feel rather than the content, says Sackstein, and it tends to make the student reliant on the teacher for approval.

She believes our focus should be on giving students ownership and a sense of efficacy for the skill they’re working on, and pointing them toward what they can do to make it even better. For example: “This transition is effective because it helps the reader see the connection between what you did before and where you are going. It could be even more coherent if you built in an extra sentence in the previous paragraph.”

The same principle applies to criticism. Rather than saying, “I’m not impressed with your introductory paragraph as it lacks clear context and a thesis statement,” consider this alternative without the personal, judgmental tone: “Your introductory paragraph needs to be more robust. Make sure to add some context as we’ve discussed, and the thesis needs to be more concise so the reader knows what to expect in your paper.”

Sometimes it’s helpful to ask up front what they’d like feedback on. “This is exceptionally true with adult learners,” says Sackstein. “Knowing the reason they are looking for feedback and what they hope to accomplish will provide a lens through which you can share your thoughts that could be most helpful for them.”

“PSA: When Giving Feedback, Don’t Lead with ‘I Love’ or ‘I Like’” by Starr Sackstein in *Education Week Teacher*, April 21, 2019, <https://bit.ly/2E38Bgr>; Sackstein can be reached at mssackstein@gmail.com.

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10. Advice on the College Rat Race

In this *New York Times* article, Kwame Anthony Appiah (New York University) responds to a crestfallen high-school senior who got rejection letters from first-choice colleges. The student was admitted to a good state university close to home, but not into its honors program (like some classmates), and other acceptances are far from home and don't have the right accredited programs. "I can't see myself being happy with any of the options I have," the student writes. "In addition, it is quite painful to see others celebrating acceptances to my dream schools when I am still, quite frankly, in mourning over what could have been... Is it that I am stupid and no one ever let me know?"

Appiah commiserates with the student (getting into selective colleges is a lottery with winners chosen through a wide assortment of criteria) and then offers some advice:

- It's a delusion to think that the "right" college determines life success. Only 14 CEOs of the Fortune 100 companies attended Ivy League schools, and studies show that the connections made in prestigious colleges are helpful mainly for students who enter with disadvantages. "The real point," says Appiah, "is that getting a college degree is, for a variety of reasons, enormously helpful; the prestige value of the college that grants it is of far less importance. The more you come into your own, the less significant such borrowed glory becomes."

- It's an ethical trap to compare yourself to others. Using this approach, pretty much anyone will feel inadequate, including this students' classmates who got into an honors program. Focus on your own abilities, Appiah advises – short-story writing, guitar, being a good friend – and develop those: "The goal, therefore, isn't to be the best; it's to do your best. And don't think this lets you off the hook. To become a better version of yourself is quite demanding enough... The race you're running has only one competitor, and it's you."

- *Carpe diem*. "Lots of things that happen to you – a good number of which will be a matter of sheer luck – will affect the life you make," Appiah concludes. "But what will make your life a good one, along with luck, is a willingness to run with the opportunities that come your way."

"The Ethicist: Almost All the Colleges I Wanted to Go to Rejected Me. Now What?" by Kwame Anthony Appiah in *The New York Times*, April 30, 2019, <https://nyti.ms/2JiZ1Jy>; Appiah can be reached at anthony.appiah@nyu.edu.

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11. More Children's Books About Women Leaders

In this article in *Social Studies for the Young Learner*, Jesse Haight and Vanessa Boryenace (Clarion University of Pennsylvania) suggest books featuring strong female advocates, social reformers, political activists, and notable youth. Each is followed by the Lexile readability level (L), if available; AD means adult-directed:

- *Before She Was Harriet* (about Harriet Tubman) by L. Cline-Ransome (Holiday House, 2017) not listed (100-600)

- *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1906* (about Clara Lemlich) by M. Markel (Balzer and Bray, 2013) 760L
- *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* by T.L. Stone (Square Fish, 2008) 700L
- *Hillary Rodham Clinton: Some Girls Are Born to Lead* by M. Markel (Balzer and Bray, 2013) not listed (100-500)
- *I Dissent: Ruth Bader Ginsburg Makes Her Mark* by D. Levy (Simon and Schuster Books for Young Readers, 2016) 710L
- *Luba: The Angel of Bergen-Belsen* (about Luba Trzszynska) by A. Marshall (Tricycle Press, 2003) AD750L
- *My Name Is Truth: The Life of Sojourner Truth* by A. Turner (HarperCollins Children's Books, 2015) 1180L
- *She Sang Promise: The Story of Betty Mae Jumper, Seminole Tribal Leader* by J. G. Annino (National Geographic Children's Books, 2010) 820L
- *Voice of Freedom: Fannie Lou Hamer: Spirit of the Civil Rights Movement* by C. B. Weatherford (Candlewick, 2015) 820L
- *Malala's Magic Pencil* by Malala Yousafzai (Little, Brown, 2017) 600L
- *Nasreen's Secret School: A True Story from Afghanistan* (about Taliban rule and denial of education) by J. Winter (Beach Lane Books, 2009) AD630L
- *Through My Eyes* by Ruby Bridges (Scholastic, 1999) 860L
- *The Tree in the Courtyard: Looking Through Anne Frank's Window* by J. Gottesfeld (Knopf Books for Young Readers, 2016) AD590L

“Inspiring Young Girls’ Civic Engagement with Biographies of Women” by Jesse Haight and Vanessa Boryenace in *Social Studies and the Young Learner*, March/April 2019 (Vol. 31, #4, p. 9-14), <https://bit.ly/2vsMATy> (see Memo 784 for other book recommendations from this article).

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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 (formerly Reading 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