

# Marshall Memo 1102

A Weekly Round-up of Important Ideas and Research in K-12 Education  
September 1, 2025

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## Quotes of the Week

“The kindest thing you can do for someone is to invite them into your home for a meal around a table. The meal conversation makes us all better people. It’s why we smile, hug, and tell each other we must do this again.”

Michael Nelson in [“What I Learned About School Leadership at My Italian Nonna’s Table”](#) in *Education Week*, August 28, 2025

“If people believed their partner was using AI in the interaction, they rated their partner as less collaborative and more demanding. Crucially, it wasn’t actual AI usage that turned them off – it was the suspicion of it.”

Sara Parker in [“That Sounded Like ChatGPT”](#) in *The Verge*, June 20, 2025

“Having at least one good friend is a seriously strong protective factor; it buffers just about every type of stress.”

Hara Estroff Marano in “Unconventional Wisdom” in *Psychology Today*, October 2025 (Vol. 58, #5, p. 11); Marano can be reached at [askhara@psychologytoday.com](mailto:askhara@psychologytoday.com).

“Keep devices out of the bedroom.”

Jean Twenge (San Diego State University) on one rule parents should have with smartphones and social media, quoted in “How to Teach Kids to Use Tech Wisely” by Christine Mehta, *The Boston Globe*, August 31, 2025

“I don’t know why you think you’re so special.”

An elementary teacher’s mean comment to Katie Fielding, whose student accommodations for cystic fibrosis included a fan and a bottle of water, in [“Digital Accessibility by Design”](#) in *Principal*, Sept./Oct. 2025 (Vol. 105, #1, pp. 34-39)

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## 1. How Should Supervisors Follow Up After Short Classroom Visits?

In this *Edutopia* article, Kim Marshall says short classroom visits are more and more common and have great potential for sparking an ongoing dialogue about teaching and learning. But if a supervisor sends notes right afterward (which feels efficient), much of that potential is lost. Why?

- In a mini-observation, the supervisor has seen only about a quarter of the lesson and doesn't know what happened before and afterward, or how the lesson turned out.
- Feeling the need to type detailed notes limits the administrator's ability to walk around, look over students' shoulders, and ask questions like, "What are you learning today?"
- Feverish note-taking is disconcerting to some teachers – *What is he writing?*  
"Performance anxiety lurks in the minds of even the best teachers," says Marshall.
- Notes sent to the teacher, even what seems like an objective observation – *Danny had his head on the desk* – can, without context, be taken as criticism.
- A written interchange can't capture what's communicated face-to-face in people's tone of voice, facial expressions, and body language.
- It's tricky to criticize a teacher in post-visit notes, which is why supervisors often pull their punches, allowing mediocre or ineffective teaching practices to continue.

Some administrators claim they can take good notes while walking around, figure out the broader context, eyeball the assignment and classroom displays, and dash off a helpful e-mail to the teacher. But this requires a high level of skill, says Marshall, "and even if a supervisor can pull it off, there's still a problem: no dialogue, no teacher agency, probably no buy-in, and in most cases it feels top-down and paternalistic."

What if there's an in-person conversation after the comments are sent? The interchange often gets off on the wrong foot, with the teacher needing to fill in missing information and the administrator needing to revise the notes. "This dynamic is hardly conducive to a good dialogue about pedagogy and curriculum," says Marshall. And in busy schools, the conversation is unlikely to happen, especially if the teacher thinks, well, she's said what she's going to say, whatever.

How can these challenges be overcome? The logical conclusion, says Marshall, is that supervisors should save their feedback for a face-to-face conversation with the teacher. But is that practical? Marshall often hears from school leaders that fitting in follow-up meetings is difficult, and written comments, however imperfect, are the best way to close the loop with teachers.

“This may be efficient,” says Marshall, “but is it effective? Sending write-ups (or rubric scores) before a conversation greatly reduces the chance of making a human connection, building trust, seeing what teachers are dealing with, appreciating good practices, coaching in ways that improve student learning, and spreading good practices around the school. And if teachers suspect that artificial intelligence was used, all bets are off.”

That’s why having face-to-face conversations before written documentation is a much better approach, he says, and most teachers prefer it as long as the debriefs happen soon and are handled well. Marshall’s suggestions for supervisors:

- Be considerate by fitting in debriefs at times that are convenient for the teacher and keeping the conversations short (around 10 minutes).
- If possible, meet in the teacher’s classroom when students aren’t there, providing a home-court advantage and making it easier to look at artifacts and student work. Teachers appreciate this humble gesture by administrators.
- Come to the conversation with a few handwritten notes from the classroom visit; it’s not necessary to have lots of evidence unless you’re tracking an improvement plan or building a case for dismissal.
- Start the conversation with a specific compliment on what was going well. Teachers may think they’re about to be served the “feedback sandwich,” which is why the next step is so important...
- Show curiosity and get the teacher talking about the lesson by asking questions like, *What happened just before I came in? What did you hope I would notice? Why was that student so excited? Did you get your intended learning results?*
- Based on what the teacher says (and what was observed during the classroom visit), decide on one leverage point – a way that even more learning could take place.
- An important point: there doesn’t have to be a suggestion or criticism. With a superb lesson, the feedback can be 100 percent appreciation.
- Agree on an actionable next step – perhaps trying a different way to check for understanding or sharing a new practice at an upcoming faculty meeting.
- Follow up by sending a brief summary (no more than 150 words) electronically, to which the teacher can respond (which won’t be necessary if the summary is accurate).

This process, says Marshall, “puts teachers at ease, invites non-defensive reflection about specific classroom events, and liberates supervisors from the tiresome old scripts.” It’s also time-efficient: each mini-observation cycle takes only about 30 minutes (10 minutes in the classroom, 10 minutes for the focused conversation, and 10 minutes per brief write-up). In a school with 20-25 teachers per supervisor, doing mini-observations once a month computes to an average of two cycles a day, for a total of only 60 minutes.

“*Only 60 minutes,*” says Marshall. “I know what you’re thinking and I understand the challenge; I wrestled with it every day as a principal. But time management is about putting first things first, and every school leader’s number one instructional and equity goal is *more good teaching in more classrooms more of the time*. Naturally there will be days with zero

classroom visits, but a regular routine of mini-observations and debriefs is the heart of instructional leadership.”

In sum, he says, these are the components that make this approach doable and maximize its instructional impact:

- Frequent classroom visits;
- Prompt debriefs on the teacher’s home turf;
- Keeping things low-tech and low-key;
- Hearing the teacher’s perspective;
- Praising good work;
- Focusing on one coaching point at a time;
- Following up with brief written summaries.

“All this makes effective use of time,” concludes Marshall, “brings out the best in administrators, and helps teachers own what’s working in their classrooms and constantly think about how they can do even more for their students. That’s a win-win for everyone.”

[“The Case for Face-to-Face Debriefs After Observations”](#) by Kim Marshall in *Edutopia*, August 26, 2025

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## 2. The Role of “Super-Facilitators” on Teams

In this *Harvard Business Review* article, Jamil Zaki (Stanford University) says that every team needs a *super-facilitator* – someone who “can make everyone around them better, combining each member’s unique strengths into a sort of superorganism that accomplishes what no one could do alone... Super-facilitators integrate diverse expertise, promote equitable contributions, and cultivate trust.” Pro basketball player Chris Paul is the poster child for this skill: each time he’s joined an NBA team, within two years that team has posted its best record ever. He’s done this four times, and it’s become known as the Chris Paul effect.

Zaki and his colleagues have found that super-facilitating is a skill, not just a trait. “That’s good news,” he says, “because it means not only that people who are already natural super-facilitators can be identified and empowered, but also that *anybody* can be trained to be one.” The key insight is that everyone on the team doesn’t need to be a genius for the team to function well; super-facilitators bring out the best in everyone, promoting synergy and making performance more than the sum of individual parts. Here’s how it works:

- *Attunement* – Chris Paul is known for his “floor vision” – being able to read the court, spot opportunities, and set his teammates up to score. Other super-facilitators have a similar perceptive capacity, relying on empathic understanding of colleagues and sensing connections among them, leading the group’s collective intelligence to improve.

- *Communication* – One of the best ways to identify super-facilitators, says Zaki, is to ask teammates, *How well does your leader recognize your potential? Do you know where you stand with your leader?* Effective leaders get positive responses to such questions because their colleagues see their best selves reflected in their leader’s eyes. “Even more powerful,” he says, “when super-facilitators communicate their belief in people clearly, their colleagues *become*

their best selves... People step up to meet high expectations.” A lot of this happens in one-on-one conversations; Chris Paul was known for the way he mentored young players.

- *Distribution* – Like effective point guards in basketball, effective leaders help distribute time and attention across the team so everyone contributes. When some people dominate, morale is harmed and performance drops, says Zaki: “When turn-taking is relatively comparable, each member can contribute their best insights, which translates into more-agile, synthetic problem-solving.” Super-facilitators don’t overparticipate themselves, and they don’t allow groupthink to occur.

[“Every Team Needs a Super-Facilitator”](#) by Jamil Zaki in *Harvard Business Review*, September-October 2025 (Vol. 103, #5, pp. 68-75); Zaki can be reached at [jzaki@stanford.edu](mailto:jzaki@stanford.edu).

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### 3. Courage 101

“Fortune favors the brave, not the cautious,” says Ranjay Gulati (Harvard Business School) in this *Harvard Business Review* article. After conducting more than 200 interviews with leaders and reviewing social and natural science studies, Gulati defines bravery as a willingness to take bold, risky action for a worthy purpose, usually making oneself emotionally vulnerable. As Nelson Mandela put it, courage is not the absence of fear but triumph over it.

Is courage an innate endowment, Gulati asks, something that can’t be taught? His research on leaders who acted courageously suggests that bravery is a choice and it can be developed. Here is a suggested playbook:

- *Create a positive narrative.* “The stories we tell,” he says, “have an enormous influence on our sense of self, our understanding of the wider world, and our ability to behave courageously.” The leaders he studied identified risks, defined a moral purpose for acting, and called on their faith.

- *Cultivate confidence.* Gulati’s exemplars of bravery were deliberate in how they developed the skills and knowledge to overcome obstacles, assembled a toolkit of specific problem-solving tools, and focused on what was within their control in challenging situations.

- *Take small steps.* Contrary to the idea that brave people immediately take big, bold steps, Gulati says it’s better to evaluate the situation objectively (*What am I facing here? Who can I call for help and advice? How can I understand things better?*), scan the environment for clues (*How does what I’m seeing relate to other situations I’ve encountered? What’s my hypothesis?*), and take steps that keep options open. “Avoid becoming too confident in your initial interpretations,” he says. “Stay curious as new information emerges, and be willing to take equally small steps in a different direction.”

- *Find connection.* “Contrary to popular wisdom, there are few lone heroes,” says Gulati. “Courage is a team sport, and behind every brave leader, there is usually a group of less-visible – but extremely important – supporters, as well as an array of constructive critics...” Brave leaders access resources, turn to allies for an emotional boost, and accept feedback.

- *Stay calm.* Under stress, people tend to freeze, flee, or fight, but Gulati says there are ways to mitigate this tendency: practicing self-care (sleep, nutrition, hydration), embracing rituals (meditation, a lucky sweater), and reframing the situation. “Consider what pessimistic, realistic, and optimistic views might look like,” he says. “With this technique, you can fully acknowledge the dangers you face while also tempering your reaction to them.”

[“Now Is a Time for Courage”](#) by Ranjay Gulati in *Harvard Business Review*, September-October 2025 (Vol. 103, #5, pp. 40-49); Gulati can be reached at [rgulati@hbs.edu](mailto:rgulati@hbs.edu).

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#### 4. Instructional Coaches Working Smart with GenAI

In *The Learning Professional*, Jim Knight says artificial intelligence “is already transforming many aspects of our lives, helping us find highly efficient, inexpensive ways to do many tasks.” But one thing that should *not* be assigned to AI, says Knight, is the quintessentially human business of instructional coaching, where a partner with deep understanding of classrooms builds trust with teachers and helps them see reality, apply research, set goals, reflect on practice, and continuously improve student learning.

There’s plenty to worry about with AI, says Knight, including ethical concerns (energy consumption, for one), its hallucinations, and *techno-solutionism* – “the idea that if we just ask the right questions, the machine will give us the right answer and that will be enough.” AI can’t compete with wise instructional coaches as they work with teachers on problems that require empathy, creativity, collaboration, and courage.

That said, Knight and his coaching colleagues have found a number of ways GenAI can enhance their effectiveness:

- *Data analysis* – Large language models can quickly process big sets of student achievement data, classroom observation notes, video recordings and transcripts of lessons, and feedback from students and teachers, identifying patterns and trends for discussion.

- *Synthesizing research* – “Keeping up with the ever-expanding and sometimes confusing research base can feel overwhelming,” says Knight. AI can crunch journal articles, studies, books, blogs, and policy documents and produce actionable suggestions.

- *Strategy suggestions* – GenAI can suggest ideas for a specific grade level, content area, instructional challenge, and teacher goal, which the coach can filter for appropriateness to each teacher.

- *Creating checklists* – One thing AI does well is quickly generating detailed steps for implementing a specified practice – very helpful as instructional coaches explain classroom ideas and teachers execute them.

- *Modeling* – AI can generate sample lesson plans, question sequences, and simulated student responses, and can suggest classroom videos from which coaches can choose those that will help teachers anticipate challenges and fine-tune their classroom moves.

• *Dealing with roadblocks and surprises* – “Sometimes strategies need to be taught differently,” says Knight, “and sometimes new strategies need to be identified.” AI can be helpful, with coaches screening the output to find what works best for a particular teacher.

[“In the Age of AI, We Need Coaches More Than Ever”](#) by Jim Knight in *The Learning Professional*, August 2025 (Vol. 46, #4, pp. 29-32)

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## 5. Using Students’ Writing as Exemplars for Classmates

In this *Cult of Pedagogy* article, high-school English teacher Marcus Luther says that at the beginning of each school year, he has an empty bulletin board, on the opposite side of the room from the door, with a small sign in the middle, *Beautiful Language Wall*. As the year progresses, he reads students’ writing and watches for especially well-written sentences. He calls them out in class – *Here’s something I loved about this sentence one of you wrote* – and they serve as “an inspiration of what is possible,” he says, “all the more powerful because it emerged from our own classroom.” After class, he posts these gems on the wall, without students’ names.

“Slowly but surely,” he says, “that bulletin board tucked in the corner becomes a place students gravitate to in our classroom: arriving early to class to see new arrivals on the wall, hanging back after class with peers to hunt for their own writing I had bragged about earlier in the lesson, bringing other friends not even in the class to show off how their sentences ‘made the wall.’”

What kinds of writing are honored? A good title, the best opening line, the “hook,” a poignant sentence, the strongest closing. Students with the best exemplars get a cardboard crown, signed by other winners, and wear it proudly for the rest of the lesson. “Too often, I think, the only form of celebration that takes place in the classroom is the grade students receive,” says Luther, “and frequently students who don’t get the grade they were aiming for look at their work as a complete failure. Instead, by shifting to looking for and highlighting various specific components, it allows you to build confidence in your students in a genuine way while also building the culture of celebration in your classroom.”

In a variation on this, Luther clips out five or so exemplar sentences for a particular assignment (for example, comparing *King Lear* and a 21<sup>st</sup>-century poem of their choice), posts them around the room (without students’ names), and has the class do a gallery walk and take notes on especially noteworthy sentences and discuss how different approaches to the same assignment worked. Of course, students who wrote the exemplars know which ones are theirs and are quietly proud. Luther says one of his goals is to make students better – and more confident – writers, and this activity really helps.

Luther shares one more strategy. At the end of a semester, he asks students to take turns reading an unfamiliar poem aloud. As they read, students realize that the poem is a made up of lines from poems they each wrote a month earlier, with one line from each student woven into

a composite poem. “Hey, I wrote that,” says a student. “That’s from my poem,” says another. “I did this,” says a third. “Shhhh, keep reading,” says Luther.

At the end of one school year, a student remembered this exercise: “It shows how each person, aware or not, is given a spot to be, which seems pretty meaningful to me. The poem truly became a symbol of the community we created – even in a classroom setting.”

[“The Power of Centering Student Exemplars”](#) by Marcus Luther in *Cult of Pedagogy*, August 31, 2025

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## 6. Better Strategies for Third Graders as They Solve Math Word Problems

In this article in *The Reading Teacher*, Grace Douglas, Alison Hardy, Katie MacLean, and Sarah Powell (University of Texas/Austin) say that word problems are notoriously challenging for students who are having difficulty with mathematics, especially those with disabilities and emergent bilinguals. According to one analysis, word problems make up over 90 percent of the items on high-stakes math tests, so figuring out how to help students improve is an important instructional goal.

What students find most difficult in word problems, teachers say, is not the computation but grasping what’s going on in each problem. That involves decoding, understanding vocabulary in context, comprehending sentences, deciding on which mathematical operation to use, translating the scenario into computation, sometimes using diagrams and equations, keeping all this in working memory as they solve the problem, and finally, computing the answer.

Teachers do their best to help students deal with all this, often using the keyword strategy – telling students to watch for certain words that tell them which operation to use – for example, the word *more* means add, *left* means subtract. Some problems are consistent and lend themselves to this approach, for example:

*There were 12 butterflies in the garden. Then 4 more flew in. How many butterflies are in the garden now?*

But researchers have found that using keywords is not helpful in about 50 percent of word problems. Here’s one that’s inconsistent:

*There were some butterflies in the garden. 4 more butterflies flew in. Now there are 16 butterflies in the garden. How many butterflies were in the garden to start?*

A student zeroing in on the keyword *more* would add  $4 + 16$  and get the wrong answer.

“When we reinforce the ineffective keyword strategy,” say Douglas, Hardy, MacLean, and Powell, “we are setting students up for failure, particularly with inconsistent problems. More importantly, relying on the keywords strategy hinders comprehension and the development of transferable problem-solving skills.”

What’s a better way to solve word problems? The authors recommend four evidence-based approaches:

- *An attack strategy* – This is a framework for solving word problems, a systematic approach to guide students as they confront a new word problem:

- *First, you have to understand the problem.*
- *After understanding, make a plan.*
- *Carry out the plan.*
- *Look back at your work. How could it be better?*

There are variations on this strategy, but they have one thing in common: the first step is urging students to read and understand what’s going on, because many students skip this stage. The second step is choosing a simple attack strategy, ideally with a catchy mnemonic that students can remember – for example, RCUBES:

- *Read the problem.*
- *Circle the numbers.*
- *Underline the question.*
- *Build a model.*
- *Evaluate, solve, and check.*

Students are coached to write the acronym down before solving a problem and follow it step by step.

“Equipping students with an attack strategy,” say Douglas, Hardy, MacLean, and Powell, “ensures that every student has an entry point for tackling word problems, which can lessen anxiety about where and how to start. Teachers can feel confident that equipping students with an attack strategy is an efficacious use of their instructional time.” Studies show that this approach is especially effective with low-SES students and emergent bilinguals.

- *Schema instruction* – Often paired with an attack strategy, this teaches students to identify the underlying structure of word problems. In the early elementary grades, there are three basic kinds of word problems:

- Total – a straightforward example, *Diego has 5 toy trucks and 8 toy cars. How many toys does he have together?* But total problems can have multiple parts, and one of them might be unknown, possibly involving subtraction.
- Difference – for example, *Diego has 5 toy trucks and 8 toy cars. How many fewer trucks does he have than cars?* But difference problems don’t always involve subtraction if there’s an unknown number.
- Change – for example, *Diego has 5 toy trucks. He found 4 more under his bed. How many trucks does he have now?* Change problems can involve an increase or a decrease, calling for addition or subtraction.

Students should be taught to watch for these three types of problem rather than thinking in terms of keywords or addition and subtraction. They should learn the schema one at a time, at first with word problems without numbers, then watch the teacher modeling solutions, learn how to use graphic organizers, and practice solving each kind.

- *Exposure to a variety of word problems* – Once students learn the three different types of word problem, they need lots of practice differentiating among them, starting with simple, straightforward problems and moving on to a mixture of consistent and inconsistent problems and those with unknown numbers. There needs to be a continuing emphasis on reading and making sense of each problem and checking to see if the solution makes sense.

• *Embracing equity* – By this, the authors mean having high expectations for all students, valuing students’ cultural identities, developing critical thinking skills, maintaining engagement, and making problems accessible for students with varying levels of preparation and language skills. A key message: all students can be effective problem solvers. “Making word problems more accessible,” say Douglas, Hardy, MacLean, and Powell, “does not mean making them easier, and it does not mean lowering expectations.”

Some strategies for leveling the playing field for all students as they tackle word problems: explicit teaching of unfamiliar vocabulary; translating problems for emergent bilinguals; encouraging students to engage in translanguaging – collaborating with peers across languages; and showing brief, engaging videos or visuals to make word problems more vivid and engaging.

[“More’ Effective Ways to Solve Word Problems”](#) by Grace Douglas, Alison Hardy, Katie MacLean, and Sarah Powell in *The Reading Teacher*, September/October 2025 (Vol. 79, #2, pp. 1-30); Douglas can be reached at [gpdouglas@utexas.edu](mailto:gpdouglas@utexas.edu).

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## **7. Defusing Anger: What Works and What Doesn’t**

“Anger is an unpleasant emotion that most people want to get rid of,” say Sophie Kjaervik (Norwegian Institute for Research on Violence and Traumatic Stress) and Brad Bushman (Ohio State University) in *Clinical Psychology Review*. “Of all the negative emotions, anger is the one people have the most difficulty regulating.” The researchers conducted a meta-analysis of 154 studies on ways to defuse anger. Their conclusions were stable over time for participants across different genders, races, ages, cultures, for individuals with and without intellectual disabilities, and among criminals and non-criminals:

- Going for a run is good for your heart but not for managing anger; it elevates anger.
- Venting, contrary to popular wisdom, does not reduce anger and aggression.
- Activities that decrease arousal – including breathing, meditating, mindfulness, and yoga – are the best way to get anger under control.

“This meta-analysis,” say Kjaervik and Bushman, “also found that the effectiveness of anger-management activities improved when both cognitive and arousal-decreasing components were implemented, compared to only the arousal component. Many arousal-decreasing activities include cognitive components – for example, meditation and mindfulness increase a sense of connection, compassion, and empathy for others, as well as the ability to regulate emotions.”

[“A Meta-Analytic Review of Anger Management Activities That Increase or Decrease Arousal: What Fuels or Douses Rage?”](#) by Sophie Kjaervik and Brad Bushman in *Clinical Psychology Review*, April 2024 (Vol. 109, pp. 1-54); the authors can be reached at [sophie.lyngesen.kjervik@nkvts.no](mailto:sophie.lyngesen.kjervik@nkvts.no) and [bushman.20@osu.edu](mailto:bushman.20@osu.edu).

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## 8. Don'ts and Do's for Leadership Coaches

In this *Leadership Freak* article, Dan Rockwell presents a rogue's gallery of leadership coaches using ineffective strategies: Fix-it Freddy, Directive Diane, Interrupting Ike, Evaluative Eddie, Vague-asaurus Rex, Cliché Carl, Detour Dave, Support-Me-Not Susan, Critic Connie, and Leaky Linda (hurtful comments ooze out).

“Self-awareness is key to developing yourself and others,” says Rockwell. His guidelines for effectively supporting a colleague:

- Define coaching goals clearly.
- Determine best practices.
- Get a mentor or coach for yourself.
- Evaluate your skills.
- Seek feedback from people you coach.

[“A Guide to Lousy Coaching”](#) by Dan Rockwell in *Leadership Freak*, August 29, 2025; Rockwell can be reached at [dan@leadershipfreak.com](mailto:dan@leadershipfreak.com).

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If you have feedback or suggestions, please e-mail [kim.marshall48@gmail.com](mailto: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 54 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 early Tuesday (there are 50 issues a year). Every week there's a podcast and HTML version. Artificial intelligence is not used.

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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  
Cult of Pedagogy  
District Management Journal  
Ed Magazine  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Exceptional Children  
Harvard Business Review  
Harvard Educational Review  
Independent School  
Journal of Adolescent and Adult Literacy  
Journal of Education for Students Placed At Risk (JESPAR)  
Kappa Delta Pi Record  
Kappan (Phi Delta Kappan)  
Knowledge Quest  
Language Arts  
Language Magazine  
Learning for Justice (formerly Teaching Tolerance)  
Literacy Today (formerly Reading Today)  
Mathematics Teacher: Learning & Teaching PK-12  
Middle School Journal  
Peabody Journal of Education  
Principal  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
Teachers College Record  
Teaching Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The Journal of the Learning Sciences  
The Language Educator  
The Learning Professional (formerly Journal of Staff Development)  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Time  
Urban Education