

# Marshall Memo 1027

A Weekly Round-up of Important Ideas and Research in K-12 Education  
March 11, 2024

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## Quotes of the Week

“The problem isn’t change. The problem is pointless change.”

Teresa Preston in [“Change for the Change-Averse”](#) in *Kappan*, March 2024 (Vol. 105, #6, p. 4); Preston can be reached at [tpreston@pdkintl.org](mailto:tpreston@pdkintl.org).

“We must stop pulling teachers in different directions.”

Arielle Lentz, Laura Desimone, Amy Stornaiuolo, Katie Pak, Nelson Flores, Philip Nichols, Morgan Polikoff, and Andy Porter (see item #2)

“The first step toward improving something is to assess it.”

Dana Smith (see item #3)

“Children need freedom to be able to play the way they choose. The biggest barrier to children’s freedom is us – the adults in their lives – and our need to manage our own fears.”

Mariana Brussoni (see item #5)

“Children should be kept as safe as necessary, not as safe as possible.”

Mariana Brussoni (*ibid.*)

“I learned I was poor on the new lunch lady’s first day at work.”

Psychologist Kenneth Payne, quoted in [“There Is Such a Thing as a Free Lunch: School Meals, Stigma, and Student Discipline”](#) by Thurston Domina, Leah Clark, Vitaly Radsky, and Renuka Bhaskar in *American Educational Research Journal*, April 2024 (Vol. 61, #2, pp. 287-327); this study found that Community Eligibility Programs were associated with lower rates of student suspensions.

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## 1. A Critique of the “College-for-All” Ethos in One High School

In this article in *American Educational Research Journal*, Roderick Carey (University of Delaware) says that as teens approach high-school graduation, many wonder, “So, what happens next?” The question is especially fraught for African-American and Latin students. “Their encounters with racial and ethnic stereotyping,” says Carey, “negative media portrayals, and hypercriminalization constrain their ability to fully imagine and actualize bright futures on their own accounts.”

Many high schools try to overcome these challenges by working to instill a college-going culture, insisting that all students are “college material.” Carey studied one K-12 urban charter school to see how upper-grade boys reacted to its “college-for-all” culture. His analytic lens was students’ vision of their *postsecondary future selves* – how they saw (or didn’t see) their lives after high-school graduation in terms of:

- Postsecondary education – 2-to-4-year college or university or advanced vocational training;
- Career – occupational and employment trajectories over time;
- Life condition – expected financial stability, relational and family prospects, future living arrangements, happiness, and joy.

“Supporting Black and Latinx youth,” says Carey, “in envisioning and planning pathways toward ideal futures – on their own terms – is a paramount social justice issue that this study addresses.”

Students’ concept of their postsecondary future selves involves “dreams, thoughts, and expectations for possible events that motivate, influence, and guide goal attainment,” he says. Their sense of what the future holds is shaped by family, peers, educators, and community members, and how teens weigh the messages they receive in relation to their own interests and assessment of their own abilities and potential – their hopes and their fears. “With limited access to role models for ideal postsecondary future selves,” says Carey, “some Black and Latinx boys must deploy substantial cognitive labor to envision themselves into unseen futures.”

Many urban schools strive to create college-going cultures precisely to counteract these conditions and open students’ imaginations to the power of a college education to shape career and life conditions that are fulfilling and authentic. This includes imparting “college knowledge” on academic criteria, application procedures and financial aid, visits to colleges, and pervasive messaging around the expectation that all students are potential collegians. But Carey is concerned with going beyond the “how” and “what” of college attendance to the

“why” – the reason for going to college versus other options, including more-immediate income and dealing with family responsibilities.

To study these issues, Carey conducted an ethnographic study during the 2013-14 school year of five eleventh-grade African-American and Latin boys in a large K-12 urban charter school with a strong “college-over-everything-else” culture that was central to its reputation and branding vis-à-vis other charter schools in the city (it required students to apply to at least three bachelor-degree-granting colleges or universities and one community college granting associate degrees, and boasted a 100 percent college acceptance rate). He wanted to know how students described their postsecondary future selves and in what ways the school’s college-going culture influenced that conceptualization.

Carey found that while the school “inspired some students’ ambitions, it failed to cater to others’ needs” – specifically their career planning and how college meshed with their budding ideas on life conditions. Two of the students in the study were “college unclear” – didn’t buy into the school’s push – and had lower grades and negative encounters with some teachers. In particular, Carey found that the school didn’t work to spark students’ career aspirations and speak to students’ interest in developing “work goals” and “vocational hope.” By fixating on college enrollment, he says, the school “missed an opportunity to foster the holistic development of their postsecondary future selves.” Military service seemed more attractive to some of the students, and their families’ anxieties about the cost of college weighed heavily on students’ decisions.

What was most difficult for the students in the study was imagining a future with a family, hobbies, and happiness and then mapping out the steps to get there, including a good career and postsecondary education. Carey was also struck by the students’ acceptance of the economic and social status quo and concluded that the school had not done a good job getting students to think critically and imagine a more-equitable country – including improved conditions in their own community.

“Supporting Black and Latinx students’ postsecondary educational access is key,” Carey concludes. “Yet educators must widen the scope of college-going cultures to help all students – boys, girls, and nonbinary youth – form linkages between college, career, and their eventual life condition... Adolescents rightly vacillate between interests and change their minds on college, career, and condition goals often. Postsecondary future selves should not guide rigid interventions that box students prematurely into certain pathways... Teachers can deploy postsecondary future selves in lessons to crystallize youths’ visions for what success or joy looks or feels like for them and map out steps to attain it. Educators can deploy postsecondary future selves in curricular experiences using literature, art, or even STEM-related materials so students can dream, design, and creatively build optimal futures.”

[“The Postsecondary Future Selves of Black and Latinx Boys: A Case for Cultivating More-Expansive Supports in College-Going Schools”](#) by Roderick Carey in *American Educational Research Journal*, April 2024 (Vol. 61, #2, pp. 248-286); Carey can be reached at [RLCarey@udel.edu](mailto:RLCarey@udel.edu).

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## 2. What It Takes to Implement a Successful Districtwide Reform Effort

“Making sustainable education policy change is difficult,” say Arielle Lentz (University of Delaware) and seven colleagues in this *Kappan* article. “For decades, researchers have studied how to best support district leaders in implementing new policy reforms, whether it is a new approach to instruction, a new curriculum, or new standards for learning.” Based on their study of school change efforts in 170 districts in California, Massachusetts, Ohio, Pennsylvania, and Texas – using classroom visits, interviews, and surveys – the authors identified six key factors in initiatives that were successful:

- *Balance specificity with flexibility.* A common complaint from teachers involved in reform efforts is having rigid guidelines imposed on them and being given little room for creativity, innovation, and autonomy. Lentz et al. coined the term *flexible specificity* for how successful districts implemented reforms: clarity on outcomes while leaving many implementation decisions to front-line educators. Keeping the lines of communication open to hear about bumps in the road was also important.

- *Implement changes consistent with current policies, practices, and beliefs.* “We must stop pulling teachers in different directions,” say Lentz et al. “When changes are aligned with current norms, educators can understand, adopt, and integrate them into their existing practice more easily.” Teachers have to figure out how to integrate new curriculum materials with legacy materials and make them work for different students, including English language learners and students with special needs. Surveys, meetings, and feedback loops were important to helping teachers accept and integrate new practices.

- *Make power smart, not hard.* Successful reform efforts made a point of not using high-stakes tactics like public A-B-C-D-F grading of schools and using student test scores for teacher merit pay and dismissal. Instead, they encouraged local control and listened to teachers’ input on which instructional materials to adopt and what it would take for changes to work in their classrooms.

- *Consider the history of stability.* “Districts that frequently change direction may have trouble garnering support from educators,” say Lentz et al. “Educators are more likely to invest in changes they think have staying power, and a district’s history of change informs educators’ perceptions of current and future efforts.”

- *Acknowledge and encourage teacher authority.* Many reform efforts founder on the shoals of teacher resistance, passive or active, stemming from not being convinced of the merits of the initiative (*What’s the problem to which this is the solution?*). The researchers found that teachers were listened to less than principals, and special education teachers were heeded least of all. Involving, convincing, and trusting teachers was key to successful implementation.

- *Use flexible specificity, consistency, smart power, and stability to build authority.* Essential to successful reform efforts and teacher morale, the researchers concluded, was finding the sweet spot on each of these characteristics:

- Specificity – detailed but not top-down, allowing teachers to use professional judgment;

- Consistency – aligned with existing policies and practices;
- Authority – resources to support the policy and educator buy-in;
- Power – using “smart,” not “hard” power to create a non-threatening environment;
- Stability – implementing and maintaining over time, while adjusting based on input.

[“Changes That Stick”](#) by Arielle Lentz, Laura Desimone, Amy Stornaiuolo, Katie Pak, Nelson Flores, Philip Nichols, Morgan Polikoff, and Andy Porter in *Kappan*, March 2024 (Vol. 105, #6, pp. 8-11); Lentz can be reached at [alentz@udel.edu](mailto:alentz@udel.edu).

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### 3. Taking Inventory of Your Emotional Well-Being

Dana Smith and her *New York Times* colleagues drew on interviews with psychologists and other mental health experts to compile a questionnaire on emotional well-being. The goal is to “get you thinking about different aspects of your life and mental health, and help you identify what’s working and where you might make adjustments,” says Smith. “While some aspects of well-being are out of our control, many are within it. And the first step toward improving something is to assess it.”

Here are the questions; click the full article below for an explanation of why each one matters:

- *Mood* – How would you describe your mood most days? Is it generally positive, generally negative, or a mix? Do you tend to feel more positive or negative emotions through the day – joy, love, or awe versus anger, sadness, or anxiety?

- *Inner monologue* – Is your inner monologue more self-critical or self-compassionate? When trying something new, do you think you will succeed, or are you sure you will fail? If you make a mistake, do you beat yourself up afterward, or do you give yourself the benefit of the doubt?

- *Physical health* – How is your physical health, generally? How often do you sleep for seven to nine hours a night? How much physical activity do you do each week?

- *Relationships* – Do you feel that you have strong relationships with family, friends, neighbors, and co-workers? How often do you see people socially every week? Do you have someone you could call in an emergency?

- *Meaning and purpose* – Are there things in your life that give you a sense of meaning or purpose? This could be through work, volunteering, hobbies, a religious community, or caring for others.

- *Competence* – Do you feel as if there are things in your life that you’re good at? Are there parts of your life that give you a sense of accomplishment? Do you feel as if you are generally a capable person?

- *Flow* – How often do you feel completely absorbed in what you’re doing? Do you ever lose track of time while you’re working or doing a hobby? Do you look forward to participating in those activities?

• *Control and autonomy* – Do you feel as though you are generally in control of your life? Do you feel as though you have autonomy and agency, at work and at home? Do you make the major decisions about your life, or does someone else?

• *Money and resources* – Do you have enough financial resources to support yourself and your family? Do you ever have to worry about necessities, like food or housing? Do you have the resources and support you need to do your job well?

• *Fairness* – Do you feel that the world is generally a fair place? Are there systems that stymie you? Do you feel as though you have as many opportunities as the next person?

• *Life satisfaction* – Generally speaking, how satisfied are you with your life? Have you achieved, or are you on the path to achieve, most of the important things you wanted? Are there major aspects of your life that you would change?

[“How Are You, Really?”](#) by Dana Smith in *The New York Times*, March 5, 2024

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#### **4. Responding to Traumatized Students with Compassion (versus Empathy)**

(Originally titled “Let’s Be Trauma-Sensitive to Teachers, Too”)

In this *Educational Leadership* article, Jo Lein (Johns Hopkins University and Tula Public Schools) draws a distinction between empathy and compassion. Empathy, while good-hearted, can lead teachers to feel overwhelmed, anxious, and helpless as they share the emotional burden of students who have experienced trauma. Compassion for the same students involves an emotional connection followed by providing care to alleviate students’ suffering. Compassionate teachers are more likely to maintain their own emotional well-being and not burn out. Here are some examples:

• Empathy response: *I feel your frustration. This experience is so hard for you.*

Compassionate response: *I understand this is challenging. Let’s work on it together.*

• Empathy response: *I cannot believe you went through that. It is heartbreaking.*

Compassionate response: *Thank you for sharing. I am here to support you through this.*

• Empathy response: *I cannot believe you would do that. It is so disappointing.*

Compassionate response: *I see you are having a tough time. Let’s discuss what happened.*

• Empathy response: *I am so worried about you. This anxiety is affecting me, too.*

Compassionate response: *I notice you’re feeling anxious. How can I help you manage it?*

• Empathy response: *Your poor grades upset me. I am disappointed.*

Compassionate response: *Your grades do not define you. Let’s figure out how to improve them.*

• Empathy response: *Why don’t you care about this? It is frustrating for me.*

Compassionate response: *I sense you are not engaged. Talk to me about that.*

Lein suggests that school leaders keep an eye out for teachers caught up in empathy stress and, in one-on-one coaching meetings, steer them toward compassionate responses.

[“Let’s Be Trauma-Sensitive to Teachers, Too”](#) by Jo Lein in *Educational Leadership*, March 2024 (Vol. 81, #6, pp. 62-65); Lein can be reached at [jo.mabee@gmail.com](mailto:jo.mabee@gmail.com).

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## 5. Bringing Back Unstructured Play for Children

In this online article in *After Babel*, Mariana Brussoni (University of British Columbia) reports on two decades of research on children’s play. In previous generations, children often had much more freedom to play in their neighborhoods, parks, and abandoned places, often with little or no adult supervision. Looking back on those halcyon days, says Brussoni, today’s adults “often recall a sense of joy, fun, and freedom as they would run, jump, and move their bodies in ways that weren’t allowed indoors. They felt independent, taking risks and figuring things out for themselves... climbing higher than they usually do, building secret dens, or racing on their bikes.”

“Children are wired for risky play,” says Brussoni, “in which they take physical risks, seek excitement, and satisfy curiosity.” And sometimes they get hurt. But since the 1970s, the amount of unstructured free-range play has steadily declined, while supervised, indoor, academic, screen-based activities have increased. Parents are encouraged to keep their children safe and micromanage their lives, scheduling a series of structured activities to confer an advantage for what lies ahead.

But this approach has “negligible benefits at best,” says Brussoni, and something important is being lost. In fact, she argues, we are harming children’s social and physical development when we remove all risk from their lives. Free, risky outdoor play “provides children with low-cost opportunities to develop the physical and cognitive skills to master the challenges that they will face as they grow older... Physically, risky play allows children to explore more diverse movements and gain physical movement skills. Cognitively, it helps them overcome their fears, build their critical thinking skills, and become accustomed to coping independently with difficult situations.”

Risky play can also help children overcome anxiety disorders and the cognitive distortions that accompany them. “Anxious children have difficulty tolerating uncertainty,” says Brussoni, “tend to interpret ambiguity negatively, and underestimate their ability to cope in uncertain situations. Through risky play, children practice dealing with strong ambiguous emotions (thrill and excitement could also be interpreted as fear and terror) and situations that abound with uncertainty.” It can help them be more resilient and able to deal with situations where things don’t go as planned.

In short, says Brussoni, “we’ve prioritized safety over freedom, achievement over play, and screen time over outdoor time. The results are predictable: compromised mental and physical health, cognitive development, and emotional competence.” Ironically, she says, by driving young children around and organizing their lives, we’ve reduced the number of injuries and accidents in childhood but increased teens’ accidents and deaths due to unsafe activities and suicides.

“Children should be kept as safe as necessary, not as safe as possible,” says Brussoni.

The key is providing the three ingredients necessary for thriving play environments for children:

- *Time* – Kids need an unstructured part of the day, including in school (especially important for children who don't have safe outdoor spaces in their neighborhoods).
- *Space* – Flexible, stimulating places with stand-back adult supervision (intervening only when necessary) where kids can use their imaginations and explore risks, including adventure playgrounds and spaces with “loose parts” (which adults think of as junk but kids love).
- *Freedom* – “Children need freedom to be able to play the way they choose,” says Brussoni. “The biggest barrier to children’s freedom is us – the adults in their lives – and our need to manage our own fears. Getting over those fears can be difficult, but it is much easier when you work together with other parents” – neighbors, family networks, friends. The [Let Grow Project](#) is a U.S. organization with a mission to further this goal; [OutsidePlay](#) is a parent tool developed by Brussoni’s lab.

[“Why Children Need Risk, Fear, and Excitement in Play”](#) by Mariana Brussoni in *After Babel*, February 28, 2024; Brussoni can be reached at [mbrussoni@bcchr.ubc.ca](mailto:mbrussoni@bcchr.ubc.ca).

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## 6. What’s Different in Classrooms Where Students Actually Do Homework?

In this *Education Gadfly* article, Mike Goldstein says one way to get insights on the homework problem – fewer and fewer kids doing it – is locating and studying teachers who *are* successful at getting most of their students to complete and hand in their at-home assignments. “These outlier teachers,” says Goldstein, “are able to change the behavior of students, the same kids who – for other teachers – tend to skip assignments or just copy from friends (or AI).” Here’s what students told Goldstein about those teachers:

- *The basics* – Homework assignments are clear, reasonably useful, and are graded quickly and fairly. In addition, teachers “patrol” for kids who might cheat, giving pop quizzes on material students were supposed to study at home.
- *Plausible tasks* – Most kids who were in class should be able to do the homework assignment that evening. This happens when the material is taught well, there are checks for understanding during instruction, errors and misconceptions are addressed in real time, and the teacher might make last-minute adjustments so the homework task is do-able.
- *Relationships* – Kids are more likely to turn in homework for teachers who go the extra mile; students feel known and cared about and don’t want to disappoint.

“Note that these are three separate ways to win,” says Goldstein. “A teacher doesn’t have to be amazing at all of them to generate more productive homework completion – and more learning – compared to other teachers in the same school. The combinations vary.”

But math is different. With English and social studies, a good-faith effort generally suffices for teachers and students. But with quadratic equations, says Goldstein, “a struggler can make a good-faith effort but get absolutely ‘stuck’ on a question and have no path forward.” A tutor helps, but many students don’t have access, and teachers can’t be “on call”

every evening. How about online artificial intelligence help? “Less-motivated students are, so far, resistant to math AI tools,” says Goldstein; “there’s no evidence that AI is shrinking the homework gap.”

[“Study Outlier Teachers to Solve the Homework Gap”](#) by Mike Goldstein in *Education Gadfly*, February 29, 2024

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## 7. The Impact of Peer Consistency on High-School Student Attendance

In this article in *Journal of Education for Students Placed at Risk*, Jacob Kirksey and Joseph Elefante (Texas Tech University) report on their study of student absenteeism in a small urban high-school district in California. They found that in courses where students knew more classmates from one year to the next – saw more familiar faces – their unexcused absences went down. This was most pronounced in non-academic courses – art, music, physical education – where peer interaction was more common. Peer consistency also had a significant (although smaller) impact on chronic absenteeism and chronic truancy, reducing both.

“Familiar faces represent consistency,” say Kirksey and Elefante, “which may explain their positive influence on attendance. That consistency, and its implications for stronger and more-durable peer networks, may provide much-needed stability amidst the many changes in students’ learning contexts, like school transitions, grade advancement, and new teachers and classmates.”

The researchers recommend that whenever possible, schedulers should make course assignments with students grouped with the same classmates from year to year – or have whole groups “loop” – in an attempt to maximize familiar faces and exert a positive influence on student attendance.

[“Familiar Faces in High School: How Having the Same Peers from Year to Year Links to Student Absenteeism”](#) by Jacob Kirksey and Joseph Elefante in *Journal of Education for Students Placed at Risk*, January-March 2024 (Vol. 29, #1, pp. 23-42); Kirksey can be reached at [jacob.kirksey@ttu.edu](mailto:jacob.kirksey@ttu.edu).

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## 8. Tips on Applying for National Board Certification

In this *School Library Journal* article, librarian/author Maura Madigan provides a briefing for teachers who are thinking about applying for National Board Certification. She put in the time (over seven months) and found it a demanding process – and was elated when she won certification the first time. “I promise you, it will be worth it,” says Madigan. Another motivation: her state is one of 28 that provides extra compensation for National Board Certified educators (and her county paid the registration fees).

The certification process has four components: (a) a 2-1/2 hour content knowledge test with 45 multiple-choice and three essay questions; (b) demonstrating how you plan and differentiate instruction for diverse learners, with student work samples, evidence, and a

written commentary; (c) two 10-15-minute videos of different lessons and instructional formats, with a written commentary on each video and supporting evidence; and (d) a 12-page commentary on being an effective and reflective practitioner, focusing on assessment. Applicants register between May and February and results come in December. In 2023, 3,571 new certificates were granted, bringing the total so far to 137,015. Certificates last for five years, at which point there's a Maintenance of Certification process.

Madigan has the following suggestions for gathering and organizing information before submission to the NBCT website <https://www.nbpts.org>:

- Create a Google folder with component subfolders to facilitate getting feedback.
- Join your state's NBCT support program or get a mentor to support you.
- Join NBCT Facebook groups, which are often moderated by former scorers.
- Recruit a cheerleader who will listen when you want to give up.
- Pick two or three diverse classes to focus on, record, and use for student work samples.
- With videos (component #3), plan lessons to showcase different aspects of the class.
- Get permission slips for students who will be on camera.
- Make sure videos show you interacting with students and provide full context.
- Tell students the purpose of the video and get them used to being filmed.
- Decide which component to start with (Madigan did #2 first).
- Before taking the test (component #1), study state standards and other relevant material.
- If necessary, get tech help to prepare for taking a test online.
- Read everything you submit carefully, with an eye to the criteria and completeness.
- Use a naming convention to easily identify documents.
- Space is at a premium, so edit out extraneous material.
- In each Google doc, paste in the NBCT questions, then delete them after answering.
- Italicize a couple of words at the start of every answer.
- Don't assume readers know acronyms; write them out the first time they're used.
- After revising everything, get several friendly critics to review and make suggestions.

“Go for the Gold” by Maura Madigan in *School Library Journal*, March 2024

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## 9. Books to Hook Tweens and Teens on Reading

“Kids love of reading is at a historic low,” says Daniel Leonard in this *Edutopia* article – in a recent survey only 14 percent said they regularly read for fun. Leonard reached out to *Edutopia* readers and compiled this list of books that might hook reluctant middle-school students on reading (click the article link below for cover images and brief summaries):

- *The Crossover* by Kwame Alexander
- *Wonder* by R.J. Palacio
- *The Underland Chronicles* by Suzanne Collins, beginning with *Gregor the Overlander*
- *The Outsiders* by S.E. Hinton
- *Harry Potter* series by J.K. Rowling

- *Counting by 7s* by Holly Goldberg
- *Hatchet* by Gary Paulsen
- *The Baby-Sitters Club* series graphic novels by Ann Martin
- *The Giver* by Lois Lowry
- *The Girl Who Drank the Moon* by Kelly Barnhill
- *The Hate U Give* by Angie Thomas
- *The Amulet* graphic novel series by Kazu Kibuishi
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *The Arc of a Scythe* series by Neal Shusterman
- *Long Way Down* by Jason Reynolds
- *Percy Jackson and the Olympians* series by Rick Riordan
- *Holes* by Louis Sachar
- *Where the Red Fern Grows* by Wilson Rawls

[“18 Books for Reluctant Middle-School Readers”](#) by Daniel Leonard in *Edutopia*, February 2, 2024

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# About the Marshall Memo

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

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 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 every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

## ***Subscriptions:***

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- The current issue (in Word or PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 20 years

## ***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  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Exceptional Children  
Harvard Business Review  
Harvard Ed (formerly Ed. Magazine)  
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  
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