

# Marshall Memo 998

A Weekly Round-up of Important Ideas and Research in K-12 Education  
August 14, 2023

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## Quotes of the Week

“The first day of middle school can be chaotic. Lost students, lost teachers, crying students, crying teachers.”

Crystal Frommert (see item #1)

“That’s all very real and understandable.”

Judy Blume responding to a nine-year-old girl’s worries, quoted in [“Judy Blume Goes All the Way”](#) by Amy Weiss-Meyer in *The Atlantic*, April 2023 (pp. 58-67)

“Book fairs contradict what most school librarians hold fundamental – free and open access to books.”

Maura Madigan (see item #3)

“Longer classes or longer school days do not *in and of themselves* make a difference. What really matters is how the time is used.”

Nathan Levenson and David James (see item #4)

“Research has not conclusively identified a correlation between scheduling models and student achievement.”

Nathan Levenson and David James (*ibid.*)

“Educators must balance the needs of students who start the school year behind grade level with their obligation to teach grade-appropriate content to all students.”

Sidrah Baloch, Thomas Kane, Ethan Scherer, and Douglas Staiger (see item #7)

“Given the lack of alignment between the college application essay genre and traditional school-assignment genres, we are concerned that emphasis on these essays for admissions decisions may continue to disadvantage first-generation, racially and linguistically minoritized, and low-income students in underresourced schools.”

Sarah Beck and Amanda Godley (see item #5)

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## 1. Getting the Year Off to a Good Start for New Students

“The first day of middle school can be chaotic,” says Texas teacher/writer Crystal Frommert in this *Edutopia* article. “Lost students, lost teachers, crying students, crying teachers.” An example of a bad start: a student goes to the wrong homeroom and is redirected by an annoyed teacher as students snicker. Frommert suggests three ways to smooth students’ emotionally fraught arrival in a classroom at the beginning of the school year:

- *Check the roster at the door.* Wrong-room problems can be prevented if the teacher greets each student at the door with a smiling introduction, finds their name on the roster, double-checks the correct pronunciation, and redirects them if they have the wrong room.

- *Assign seats.* Classroom management guru Fred Jones’s suggestion (*Tools for Teaching*): hand each student a card with a number on it and ask them to sit at that number desk. Letting students sit wherever they like raises all kinds of anxieties about who’s cool and who isn’t, says Frommert: “The fewer choices you can give students on the first day, the more secure they will feel.”

- *Give students an immediate task.* Students might be asked to write their name on the card and answer prompts on the board: their favorite song, movie, or TV show; something they want the teacher to know about them; what they hope to learn in the class that year; any questions they have for the teacher. Frommert says it’s also a good idea to supply pencils so everyone can get right to work and the teacher won’t be interrupted greeting new students at the door.

“These small teacher moves during the first few minutes of class can help even the cool big kids ease into the first day of school with more stability and predictability,” says Frommert. “A friendly welcome with clear expectations will set the year off on the right path for both the teacher and the students.”

[“Handling the Crucial First Minutes of the First Day of Middle School”](#) by Crystal Frommert in *Edutopia*, August 1, 2023

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## 2. Helping Young Students Get Better At Text-Based Peer Conversations

In this article in *The Reading Teacher*, Paola Pilonieta (University of North Carolina/Charlotte) and Jennifer Hathaway (George Mason University) suggest how to develop primary-grade students’ skills at carrying on an academic conversation with another student. Such

conversations are intentional, focused on a school-related topic, build on a partner's thoughts, and are sustained over multiple turns. They often include these components:

- Students pose an idea or opinion.
- They clarify, support, or evaluate the idea, reaching a shared understanding.
- Students provide additional examples or evidence to support the idea.
- If students have different ideas, they engage in “collaborative argumentation” as they compare and contrast their ideas.
- Students listen to each other, which allows them to build meaning together.

These skills can be taught and practiced, say Pilonieta and Hathaway, and suggest this sequence:

- *Assess what students can already do.* Watching students as they chat, the teacher can tell if they are posing ideas, clarifying and supporting them, building a deeper understanding of the topic, listening to one another, valuing each other's ideas and feelings, and using nonverbal communication skills like posture and eye contact.

- *Select appropriate books to discuss.* Books need to be complex and interesting enough to spark a good conversation. Some examples:

- *Miss Nelson Is Missing*
- *When Sophie Gets Angry – Really, Really Angry*
- *Corduroy*
- *The Snowy Day*
- *The Day Jimmy's Boa Ate the Wash*
- *Imogene's Antlers*
- *The Stray Dog*
- *Grumpy Cat*

Books might be from a class readaloud or a listening center.

- *Decide on a focus.* Students often need to be explicitly guided to a conversation-worthy topic – for example, predicting what will happen or comparing and contrasting the adventures and experiences of characters.

- *Teach and model.* The teacher goes over the components of an academic conversation with the class or a small group – coming up with ideas, taking turns, focused listening – and compares them to behaviors that are not appropriate – talking about something different from your partner, not listening, putting your head on the table. The teacher then models an academic conversation about a book students are familiar with, highlighting and commenting on each component, suggesting gestures for each component – for example, for posing an idea, hand out, palm up – and suggesting responses when there's disagreement or confusion.

- *Build independence.* Students need extended periods of scaffolded practice, say Pilonieta and Hathaway. The teacher might work with students in small groups, going over the components of an academic conversation, observing pairs of students without interfering, and then commenting on how the conversations went. Anchor charts are helpful for reinforcing conversational steps.

[“Building Kindergartener's Independence with Text-Based Conversations”](#) by Paola Pilonieta

and Jennifer Hathaway in *The Reading Teacher*, July/August 2023 (Vol. 77, #1, pp. 131-136); the authors can be reached at [pilonieta@uncc.edu](mailto:pilonieta@uncc.edu) and [jhathaw2@gmu.edu](mailto:jhathaw2@gmu.edu).

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### 3. Are School Book Fairs a “Necessary Evil”?

In this *School Library Journal* article, Virginia school librarian Maura Madigan describes her “like-hate” relationship with book fairs. It’s great to get more books into students’ hands, she says, but there are the administrative and money-counting hassles and, more important, some families don’t have enough disposable income to spend on books. “Having students make lists of coveted items, knowing some families can’t afford it, is kind of cruel, when you think about it,” says Madigan. “Yes, life can be unfair. Our students will have plenty of opportunities to learn that. They don’t have to learn it in the library.”

Running book fairs she inherited when she became a school librarian, Madigan used the profits to make sure all students got books. But “kids are smart,” she says. “No matter how I tried to dress it up, many still considered it charity.”

Madigan has another concern: “Book fairs contradict what most school librarians hold fundamental – free and open access to books.” So why do we have book fairs? She surveyed almost 400 school librarians using an anonymous Google form and found that most (63 percent) said they felt good about book fairs. Some of the reasons:

- Excitement among students, staff, and parents, promoting a love of books;
- Building students’ home libraries;
- Giving students a chance to shop, handle money, prioritize, and make decisions;
- Profits can be used for books, author visits, programs, and supplies; for many librarians, book fairs are an essential supplement to school funding.

Librarians who responded also listed what they disliked about book fairs:

- Inequity;
- Exhaustion running fairs on top of their other duties; running one, even with volunteers, seems like a full-time job.
- Frustration with lack of diversity in book titles, high prices, low-quality books, and non-book “junk” items;
- Acting as “a for-profit satellite shop for publishers;”
- One librarian called book fairs a “necessary evil.”

“But what if there were other ways,” asks Madigan, “to generate library funds, spark excitement about books, and let students add to their home libraries, all with less effort and more equity?” She suggests two options:

- *Free book fairs* – Funds to make fairs free for students can be raised from the school budget, Title I funds, grants, DonorsChoose, the PTA, parent donations, donations from authors, advance reader copies, free books from conferences, and buying low-cost books from First Book and Scholastic Warehouse sales. The first time Madigan tried this, she raised enough money to buy 1,385 books – almost enough for each student to choose three. “Hands down, this was the best book fair I’ve had,” she says. “Student excitement was high!” Students

chose books for themselves and family members. It was almost as exhausting as regular book fairs, but she didn't have to deal with money transactions for each book.

- *Online, in-store, and more* – For school libraries that must have book fairs to pay for the basics, Madigan suggests holding them virtually and on weekends. “Purchases are private,” she says, “which many parents appreciate. The virtual and in-store versions are a lot less work for you, and all three options don't disrupt normal library services.”

One online option is [Love My Library](#), where families are encouraged to register and pledge money, and each student who registers gets a participation prize even if they don't raise funds. Half of the funds raised go to students' books and half to the library.

Another option is [Bookworm Central](#), a Virginia-based business that offers traditional in-school book fairs locally and online book fairs nationally. With the latter, students choose books and get them shipped to their homes. A book drive feature allows local businesses and community members to donate money so all students can choose free books.

[Barnes and Noble](#) offers in-store and virtual book fairs with vouchers that can be distributed to students and presented in stores or used online.

“Building Better Book Fairs” by Maura Madigan in *School Library Journal*, August 2023 (Vol. 69, #8, pp. 32-36)

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#### **4. Thoughtful Secondary-School Scheduling**

(Originally titled “Busting Three Myths About Secondary-School Schedules”)

“Strategic scheduling is about using time more wisely, not the addition of more time or staff,” say Nathan Levenson and David James in this ASCD online article. They suggest three principles:

- *The key is more high-quality time on academic instruction.* “Longer classes or longer school days do not *in and of themselves* make a difference,” say Levenson and James. “What really matters is how the time is used.” They give an example of a middle school that had a double block of math (90 minutes) every day, plus a 30-minute “flex” block in the afternoon when students could get extra help and enrichment.

But few teachers of the math block were trained and coached on how to use a 90-minute class, and a number of students didn't need that much time and got bored or frustrated. In addition, the afternoon flex block was staffed by an “all hands on deck” crew of ELA, science, art, and math teachers, many of whom could not deliver expert math assistance.

As a result, the students in this middle school had significantly lower math achievement than those in another school that scheduled one 45-minute math class a day and provided an additional 45-minute math intervention course for struggling students taught by content-strong math teachers.

- *Scheduling precisely to enrollment can free up the extra staffing you need.* The key, say Levenson and James, is maximizing the reach and impact of every teacher by scheduling them to teach more sections of electives, intervention, or other courses (within contractual limits). Two steps:

- Set clear class size targets and minimum enrollment. “Staffing precisely starts with knowing how big or small classes should be,” say the authors. “With targets clearly established, you can better adjust course section counts to align to any changes in student enrollment and potentially free up teachers to run more or new intervention or elective options.”
- Alternate low-enrollment course offerings by quarter, semester, or year. “Not every course needs to run all the time,” say Levenson and James. It’s possible to double the enrollment of a course by running it every other semester or year, which creates more options for students and frees up teachers to offer more options.

- *There isn’t a silver bullet.* “Research has not conclusively identified a correlation between scheduling models and student achievement,” say Levenson and James. From their work with hundreds of schools, they haven’t found a perfect off-the-shelf schedule – and have seen how disruptive it can be when a principal goes for a shiny new thing. “School and district leaders should instead focus on establishing a clear vision for teaching and learning and a clear set of goals and priorities,” say the authors, “then make them come to life within the existing scheduling model.”

They describe a high school with a seven-period schedule that decided on these priorities for the year: partnerships with the community and local colleges; math interventions to meet identified student needs; and strengthening relationships within the school. The scheduling team was able to address these goals within the seven-period day by adding math intervention courses and a 30-minute advisory period for ninth graders, while taking advantage of the traditional seven-period schedule to allow for outside-of-school opportunities. Shifting to a block schedule would have resulted in “an overwhelming amount of unnecessary time, energy, and angst,” say Levenson and James. “Most priorities can be met within most schedule models.”

[“Busting Three Myths About Secondary-School Schedules”](#) by Nathan Levenson and David James, August 1, 2023 on the ASCD website; Levenson can be reached at [nlevenson@newsolutionsk12.com](mailto:nlevenson@newsolutionsk12.com), James at [djames@newsolutionsk12.com](mailto:djames@newsolutionsk12.com); their recent book is *It’s Time for Strategic Scheduling*.

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## 5. Hidden Expectations of College Application Essays

In this *American Journal of Education* article, Sarah Beck (New York University) and Amanda Godley (University of Pittsburgh) say the decision by many colleges to make SAT and ACT scores optional, along with the U.S. Supreme Court’s decision on race-based affirmative action, have made the application essay more important than ever. “The pressure is on college applicants,” say Beck and Godley, “to illustrate the kinds of nonacademic factors increasingly prized in applicants – namely, attitude – and so-called performance factors such as teamwork, leadership, grit, and motivation.”

Beck and Godley analyzed college essays that were identified as exemplary by college admissions staffers at four highly selective U.S. colleges, and also studied the advice given by

several groups to students writing college essays. Some common themes from the latter:

- Convey your identity, personality, uniqueness, values, thoughts.
- Present a unique topic.
- Reflect your maturity, introspection, grit, drive, curiosity.
- Provide new information (not a repeat of other parts of the application).
- Stick with the same main idea throughout.
- Give details, “show don’t tell,” be concise, don’t use clichés.
- Don’t be formal, but be clear and proofread your essay.
- Use your “voice and style.”
- Stand out from others.
- Demonstrate that you are a good, creative writer.
- Show how you will fit at this school and contribute to the community.

Beck and Godley believe the college essay is a unique genre that most high-school students have not had exposure to. “Given the lack of alignment between the college application essay genre and traditional school-assignment genres,” say the authors, “we are concerned that emphasis on these essays for admissions decisions may continue to disadvantage first-generation, racially and linguistically minoritized, and low-income students in underresourced schools. Students with access to extra financial and human resources increasingly receive the additional guidance needed to discern the hidden expectation of this genre, whereas those with fewer resources do not.”

Beck and Godley identified a number of characteristics in the 20 highly-rated college essays they analyzed, including:

- The use of an extended metaphor – for example, a tortilla, a Greek island, a bridge, a pickle truck, Chuck Taylor shoes;
- Presenting themselves as good creative writers with maturity, introspection, grit, drive, and curiosity;
- Standing out from the crowd, frequently indicated by the applicant’s cultural background – “I am Puerto Rican and Irish and French and Polish and all these backgrounds have allowed me to see unique perspectives.”
- A niche interest – Legos, music, fly-fishing, rock-climbing, nanomedicine, farming, potatoes, soccer, creative writing;
- Presenting themselves as “authentic, distinctive, and a suitable fit for membership in the community;”
- Exemplary essays avoided direct self-appraisal, instead referring to the reactions of others: “My climbing partners say that I take the most unorthodox routes when climbing, but *ironically* they’re the most natural and comfortable paths for me.”
- Including micronarratives – short, embedded stories – and vivid imagery;
- Mixing exposition and narrative in effective ways.

“This structure,” say Beck and Godley, referring to the last item on the list above, “illuminated one of the ways in which the genre of college admissions essays is quite different from the genres of essays typically taught in schools – such as literacy analysis, persuasion, and

personal narrative – and why this genre can be particularly confusing for students who do not have access to expert guidance in the essay-writing process.”

Beck and Godley have these pointers for teachers, counselors, and parents preparing students to write effective college essays:

- Expose students to literary journalistic essays (such as those in *The New Yorker*) that combine personal narrative, persuasion through compelling example, and scientific findings on data in novel ways that bring issues and ideas to life for readers. “Studying and emulating multiple examples of such published essays,” they say, “is one approach that teachers and counselors could take to provide support for students writing the new and unfamiliar genre of college admissions essays.”

- Explicitly discuss with students “the aspects of self that admissions offices seem to value,” giving them agency for the “cultural expectations for the representation and sharing of the self with unknown readers.”

- The topics, vocabulary, and syntax of successful college essays are a linguistic resource that can be taught to all students and form an important part of the “tool kit of academic literacy skills” needed to vault over disadvantages.

- Beck and Godley looked into whether ChatGPT can write a convincing college essay. They believe that, at least so far, artificial intelligence is not capable of emulating “the compelling personal voice that distinguishes outstanding essays that improve applicants’ chances for acceptance at elite colleges.”

[“What Makes You, You’: The Discursive Construction of the Self in US College Application Essays”](#) by Sarah Beck and Amanda Godley in *American Journal of Education*, August 2023 (Vol. 129, #4, p. 539-564); the authors can be reached at [sarah.beck@nyu.edu](mailto:sarah.beck@nyu.edu) and [VPGodley@pitt.edu](mailto:VPGodley@pitt.edu).

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## **6. Adam Grant on Women Taming Their Language in the Workplace**

In this *New York Times* article, Adam Grant (University of Pennsylvania) says women are often urged to stop using “weak language” like:

- *I might be wrong, but...*
- *I’m no expert, but...*
- *I don’t know... I hope...*
- *Don’t you think? Wouldn’t you say?*
- *Sort of... Maybe...Probably...*

But Grant cites research showing that using tentative language can work to women’s advantage, acting as “an unappreciated source of strength.” Why? Because it conveys “interpersonal sensitivity – interest in other people’s perspectives,” making women seem “more likeable and trustworthy.”

Another part of the story, says Grant, is gender stereotyping, with men expected to be dominant and assertive, women kind and caring. When women use assertive language – for example, asking directly for a raise – they are less likely to be successful with a male superior.

Men who are forceful, controlling, commanding, and outspoken in the workplace do fine, but women who display those characteristics are often branded as overbearing, abrasive, disagreeable, arrogant, and aggressive – especially if they are African-American.

So using tentative language is “a strategy that women use to avoid these unjust repercussions,” says Grant. “Because men can find female power threatening, women learn that they frequently have more sway if they equivocate a bit.” Gender stereotyping also works to the disadvantage of men who come across as modest, unassuming, and needy. Studies show they are liked less – and less well-compensated – in male-dominated workplaces.

“It’s outrageous that women have to tame their tongues to protect fragile male egos,” says Grant, “but the likability penalty is still firmly in place... Instead of punishing women for challenging stereotypes, we should be challenging the stereotypes themselves.” For starters, performance evaluations and promotions should be based on substance, not style.

We also need an attitude adjustment on “weak language,” says Grant, whether it comes from women or mild-mannered men. Tentative phrases can actually be “a strong way to express concern and humility,” and paying attention to language can help distinguish between being assertive and aggressive. “Assertiveness is advocating for yourself,” says Grant. “Aggressiveness is attacking others. Standing up for yourself isn’t pushy – it means you’re not a pushover. It’s not a selfish act but an act of self-preservation.”

“I hope for a day when we no longer need articles like this,” Grant concludes. “I might be wrong, but it’s probably time to stop penalizing women who speak their minds... don’t you think?”

[“Women’s ‘Weak Language’ Is a Source of Strength”](#) by Adam Grant in *The New York Times*, August 6, 2023; Grant can be reached at [adam@adamgrant.net](mailto:adam@adamgrant.net).

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## **7. Can a Math Software Program Help Below-Level Students Catch Up?**

“Educators must balance the needs of students who start the school year behind grade level with their obligation to teach grade-appropriate content to all students,” say Sidrah Baloch (Wheelock Education Policy Center), Thomas Kane (Harvard Graduate School of Education), Ethan Scherer (Harvard Center for Education Policy Research), and Douglas Staiger (Dartmouth College Department of Economics) in this *Journal of Research on Educational Effectiveness* article. The challenge of catching up has become even more urgent with the unfinished learning resulting from the Covid-19 pandemic.

Previous research has focused on four strategies to accelerate the learning of below-level students:

- Having them repeat a grade;
- Summer school;
- Increased instructional time;
- Tutoring.

The first three can have short-term benefits for students, but there are downsides (for example, stigma from grade retention), and the benefits tend to fade over time. Tutoring can be effective if it's high-intensity and provided by well-trained educators. All four are expensive.

That's why Baloch, Kane, Scherer, and Staiger studied a fifth strategy: using educational software to accelerate below-level students' learning toward grade level achievement without removing them from the classroom. Might this approach, coordinated with the regular teacher's curriculum and personalized to each student, be time- and cost-efficient? "The theory of change for this approach," say the authors, "is that reteaching or solidifying understanding of foundational below-grade-level concepts increases students' self-efficacy in the subject, increasing the efficiency of their learning, and ultimately strengthening their ability to complete grade-level material quickly and correctly."

The authors analyzed the math progress of 2,800 grade 3-6 students in traditional and charter public schools. Students below a designated cutoff engaged with a software program that had them working on curriculum objectives they should have learned the previous year and attempted to accelerate their learning.

The results were disappointing: target students made progress, but it was not enough to reach grade level, and in fact, they were 70 percent less likely to complete any grade-level objectives. "While not conclusive," say the authors, "our study suggests that policymakers and practitioners should exercise caution when considering the use of educational software that places students onto exclusively remedial content to support and encourage students who begin the school year behind grade level. While education software often complements regular grade-level instruction, our observation that so few students who received the modified curriculum were ever able to work on grade-level concepts in the program raises the question of whether assigning students exclusively remedial content at the beginning of the school year only perpetuates the challenges associated with being behind their grade-level peers."

["The Uncertain Role of Educational Software in Remediating Student Learning: Regression Discontinuity Evidence from Three Local Education Agencies"](#) by Sidrah Baloch, Thomas Kane, Ethan Scherer, and Douglas Staiger in *Journal of Research on Educational Effectiveness*, July-September 2023 (Vol. 16, #3, pp. 398-418); the authors can be reached at [sbaloch@bu.edu](mailto:sbaloch@bu.edu), [tom\\_kane@gse.harvard.edu](mailto:tom_kane@gse.harvard.edu), [ethan\\_scherer@gse.harvard.edu](mailto:ethan_scherer@gse.harvard.edu), and [doug.staiger@dartmouth.edu](mailto:doug.staiger@dartmouth.edu).

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## **8. Fun Math Activities**

In this *Edutopia* article, Paige Tutt suggests starting the school year with an intriguing math activity like this (kindness of high-school teacher Lorenzo Robinson):

- Have each student pick a number between one and 100 and then use a calculator to:
- Multiply that number by 6
- Subtract 3
- Divide that number by 3
- Subtract 3 more than your original number
- Add 8

- Subtract 1 less than your original number
- Multiply that number by 7

The answer for every student will be 427. If a student doesn't get that answer, they can go through the steps and figure out what went wrong. The class can then figure out the mechanics – it's not magic!

Starting with a fun activity like this “sets a playful tone and lowers the stakes for kids,” says Tutt. It makes students feel the class will be interesting, not scary – even fun.

Click the article link below for nine similar activities.

[“10 Brilliant Math Brain Teasers”](#) by Paige Tutt in *Edutopia*, July 28, 2023

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## 9. Short Item:

*TeachingBooks Website* – [TeachingBooks](#) is a website with information on thousands of children's and young adult books and authors. No need to register – you can go straight to the free resources.

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# About the Marshall Memo

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

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

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

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## ***Core list of publications covered***

Those read this week are underlined.

All Things PLC  
American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
AMLE Magazine  
ASCA School Counselor  
ASCD SmartBrief  
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