Marshall Memo 364

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 13, 2010

In This Issue:

Quotes of the Week

"On the first day of school, students are all bright-eyed and bushy-tailed… They come to school thinking this is the greatest and most important thing that's ever happened to them. Somewhere between kindergarten and 3rd grade, we kill their dreams."

Patricia Martin, College Board Office of School Counselor Advocacy, quoted in "Elementary Students Encouraged to Raise College Expectations" by Caralee Adams in *Education Week*, Dec. 8, 2010 (Vol. 30, #14, p. 6) http://www.edweek.org

"Good teaching is built practice by practice, not simply discovered in the raw… We cannot expect to replace millions of teachers with those somehow blessed with innate charisma or a superhuman work ethic. Mary Poppins is not waiting in the wings to save us."

Linda Katz and Andrew Belton in "Averting a Human-Capital Train Wreck" in *Education Week*, Dec. 8, 2010 (Vol. 30, #14, p. 24-25) http://www.edweek.org

"[R]esearch suggests that the supervisory and feedback systems in place in many districts do little to systematically enhance teacher expertise."

Robert Marzano (see item #5)

"All teachers and administrators in a district or school building should be able to describe effective teaching in a similar way."

Robert Marzano (*ibid*.)

"At its heart, teaching involves being able to 'unpack' something one knows well to make it accessible to and learnable by someone else."

Deborah Loewenberg Ball and Francesca Forzani (see item #3)

"[T]eaching without attention to learners' perspectives and prior knowledge is like flying a plane in fog without instruments."

Deborah Loewenberg Ball and Francesca Forzani (*ibid*.)

1. Is Pushing Out Ineffective Teachers the Right Thing to Do?

In this powerful *Kappan* article, University of Chicago researcher Sara Ray Stoelinga describes some of the ways principals use "harassing supervision" to make underperforming teachers so uncomfortable they leave:

- A teacher who has used the same first-floor classroom for 23 years is transferred to a room on the fourth floor and given a schedule that requires her to walk up and down several times a day; climbing stairs is difficult for her.
- A teacher who has taught eighth grade for 14 years is assigned to teach first grade.
- A principal makes several unannounced supervisory visits to a teacher's classroom each week.
- A teacher is required to attend professional development sessions three times a month while a substitute covers his class.

In each of these cases, harassing supervision worked: the teacher left the school within two years.

Stoelinga says that Chicago principals she's talked with over the last 15 years have been surprisingly open about this practice. Usually they volunteered information when asked about roadblocks to school improvement. Principals felt somewhat guilty, but they rationalized harassing supervision in three ways:

• *Caring about students* – One principal said, "I hate being this guy, this terrible person who is putting this teacher in 1st grade when he is an 8th-grade teacher. On the other hand, I hate what he is doing to kids more. To protect students and give them what they need, I have to move poor teachers like him out regardless of the personal toll on him or on me."

• *Removing bad apples* – Principals talked about the poisonous effect of teachers who had bad classroom management, screamed at students, were negative in staff meetings, or couldn't get along with their colleagues.

• *Accountability* – Principals felt that removing ineffective teachers was essential to keeping their jobs and not having their schools closed or reconstituted.

So why don't principals go through the formal evaluation and dismissal process? There are a number of reasons:

• *Flaws in the evaluation process* – "The lack of an effective, rigorous, and fair teacher evaluation system fuels the need and incentive for principals to use harassing supervision," says Stoelinga.

• *Weak training* – Many new principals and those in underperforming schools have not had good preparation in hiring, supervision, and evaluation.

• *Lack of guts* – "I have three teachers I am pushing out right now," said one principal. "All three were rated Excellent in the last evaluation cycle, so now I have to get creative."

• *A weak pool* – In addition, there's a shortage of high-quality teacher candidates. This results in teachers who shouldn't have been hired in the first place.

• *Ineffective professional development* – "There should be some relationship between what I write on an evaluation of a teacher and the professional development we are providing here," confided one principal, "and there just isn't." This means there are teachers with potential who are not developed – and they sometimes become targets of harassing supervision.

• *High principal turnover* – "Given the constant churn," says Stoelinga, "principals are more likely to inherit staff who were hired and evaluated by other principals."

"Harassing supervision is an imperfect response of principals to a set of imperfect circumstances," concludes Stoelinga. One Chicago principal put it this way: "When you have a system where you are doing crazy things like messing with teacher room assignments and praying someone will leave, that is the mark of an insane system."

Stoelinga says there are several serious downsides to harassing supervision, all of which point to the need to revamp the process for supervising, supporting, and evaluating teachers:

- Harassing supervision often pushes ineffective teachers from one school to another – the "dance of the lemons."
- It pushes teachers out who, with the right professional development, might become effective.
- It undermines the trust, cooperative relationships, and moral leadership required to improve schools.
- It saps the principals' morale. "I never feel good about it, not at all," said one principal. "It is so underhanded, so disrespectful."

Stoelinga concludes, "Harassing supervision makes it clear that reforming schools is as much about changing the nature of schools as workplaces for adults as it is about improving schools as institutions of learning for children. And perhaps the two are not unrelated."

"Pressuring Teachers to Leave: Honest Talk About How Principals Use Harassing Supervision" by Sara Ray Stoelinga in *Phi Delta Kappan*, December 2010/January 2011 (Vol. 92, #4, p. 57-61), available for purchase at http://www.kappanmagazine.org; Stoelinga can be reached at srstoelinga@uchicago.edu.

Back to page one

2. Identifying High-Leverage Teaching Practices

(Originally titled "Teaching Skillful Teaching")

Some believe that teaching requires little more than patience, content knowledge, and liking children, say University of Michigan/Ann Arbor education dean Deborah Loewenberg Ball and doctoral student Francesca Forzani in this thoughtful *Educational Leadership* article. In fact, effective teaching "demands special kinds of knowledge and skill that most individuals do not naturally possess," including:

• *Making expertise explicit* – "At its heart, teaching involves being able to 'unpack' something one knows well to make it accessible to and learnable by someone else," say Ball and Forzani. "Teaching is unnatural in that it demands not only skill in a given domain, but also the ability to take that skill apart so others can learn it." An expert tennis player, for example, isn't automatically a good tennis teacher.

• *Seeing the world through students' eyes* – "Even if a teacher remembers what helped her solve linear equations, write a good paragraph, or understand the concept of gravity, this may not help her students," say Ball and Forzani. "[T]eaching without attention to learners' perspectives and prior knowledge is like flying a plane in fog without instruments."

• *Working with groups* – Lawyers and doctors usually work one-on-one with their clients; teachers must somehow orchestrate learning for a whole class.

Teacher proficiency in these three areas is at the heart of improving underperforming schools, say Ball and Forzani. Unfortunately, most teacher-education programs do a mediocre job, and too many teachers learn on the job, which can result in:

- Improvising ways of teaching that are ineffective;
- Teaching students mnemonic devices that help them remember but not understand;
- Favoring some children;
- Using punitive discipline techniques.

"Winging it doesn't work," say Ball and Forzani. There's a crying need to "identify a common set of high-leverage practices that underlie effective teaching and to develop ways to teach them."

To fill this void, they have launched the Teacher Education Initiative at the University of Michigan. Their team narrowed an initial list of more than 200 teaching practices to 19 high-leverage practices that significantly increase student learning. One example: the teacher's ability to recognize ideas and misconceptions that students at a particular grade level have when they encounter a given idea (e.g., why fifth graders are so often confused by the process of photosynthesis). The Teacher Education Initiative also aims to help teachers build on student strengths – for example, using African-American adolescents' experience with word play to engage in complex literary analysis.

As they have worked to identify high-leverage practices, researchers have grappled with three challenges:

• *Each subject area has different demands*. The kinds of questions that spur learning in a history class are quite different from those that are effective in a math class.

• *Cultural context matters*. "Introducing 9th graders to the work of Maya Angelou may be a somewhat different task in a suburban Connecticut classroom than it is in a classroom in rural Mississippi," say Ball and Forzani.

• *The knowledge base is undeveloped*. Other professions have broken down skills to a helpful "grain size" – for example, medical students learning how to conduct a physical examination – but for the most part, education hasn't. Teaching goals and evaluation criteria tend to be too microscopic – for example, wait-time – or too abstract – "Planning instruction"

or "Engaging students in using methods of inquiry." A more useful grain size would include the specific skills such as:

- Launching a task with students;
- Conducting a whole-group discussion;
- Creating norms for talking and listening;
- Using learning goals to keep the discussion focused on its point;
- Quickly checking on students' understanding;
- Figuring out and responding to what students say;
- Connecting students' contributions;
- Tying up the discussion;
- Writing careful feedback on a student's essay;
- Designing an assessment that will give helpful information on learning;
- Discussing a student's progress with a caregiver.

"Teachers who cannot marshal these skills effectively may be able to generate some collective talk in their classrooms but will be limited in their ability to use discussions to achieve specific learning goals," say Ball and Forzani.

A major goal of the Teacher Education Initiative is to steer the teaching profession away from idiosyncratic, on-the-spot improvisation that is often unproductive. "Surgeons do not invent techniques at their pleasure that fit their 'style,'" say Ball and Forzani. "Pilots do not creatively land planes. Of course, skilled practitioners flexibly adapt to conditions, but they do not make up practices according to their individual 'way' of doing things. There is a professionally based bottom line: Surgeons must meticulously carry out procedures that result in high levels of success; pilots must land planes safely. Teachers, too, must teach skillfully so their students learn."

Identifying those common practices, they believe, will provide a common professional language for teacher training, professional development, and evaluation.

"Teaching Skillful Teaching" by Deborah Loewenberg Ball and Francesca Forzani in *Educational Leadership*, December 2010/January 2011 (Vol. 68, #4, p. 40-45), http://www.ascd.org/publications/educational-leadership.aspx; the authors are at dball@umich.edu and fforzani@umich.edu. For an interesting *New York Times Magazine* article comparing this work with Doug Lemov's new book, *Teach Like a Champion*, see Marshall Memo 326, #1.

Back to page one

3. What to Look for When Selecting Teachers

(Originally titled "Good Teachers May Not Fit the Mold")

In this *Educational Leadership* article, McREL researcher Bryan Goodwin reports what the research is saying about the characteristics of effective teachers.

What matters more:

• *Verbal and cognitive ability* – Given that teachers spend most of their time thinking on their feet and communicating with students, this is hardly surprising. One 1996 study found

that teachers' ACT scores had more influence on student achievement than the *combined* impact of class size, teaching experience, and students' SES.

• *Adequate knowledge of their content area* – Good teachers know their subject well, but PhD-level mastery isn't necessary to get results.

• *Pedagogical content knowledge* – Teachers who know *how* to teach their subject well do better than those with just content knowledge.

• *Belief that all students can learn* – Teachers' expectations matter.

• *Belief in their own abilities* – Teachers' self-efficacy is also important.

• *Ability to connect with students* – Teachers' warmth, empathy, and "non-directivity" correlates with higher student participation, motivation, and achievement.

What matters less:

• *Traditional credentials* – A major study comparing high-school student achievement and teachers' credentials found little correlation. The one exception is National Board certification, which is correlated with higher achievement.

• *Advanced degrees* – Master's degrees and higher are not linked to achievement; in fact, one study found a slightly *negative* correlation between advanced degrees and student achievement. The only exception is master's degrees in math and science, which have a positive impact on high-school student achievement.

• *Extensive classroom experience* – Rookie teachers are on a steep learning curve for the first few years, but effectiveness usually reaches its peak after five years. Beyond this, additional years of experience rarely produce higher skill levels.

"Good Teachers May Not Fit the Mold" by Bryan Goodwin in *Educational Leadership*, December 2010/January 2011 (Vol. 68, #4, p. 79-80), http://www.ascd.org/publications/educational-leadership.aspx; the author can be reached at bgoodwin@mcrel.org.

Back to page one

4. Intensive Weeklong Supervision

(Originally titled "A Week of Observations")

In this intriguing *Educational Leadership* article, Boston charter school principal Jenne Colasacco says that she had been doing weekly or bi-weekly 20-minute mini-observations and putting a feedback form in teachers' mailboxes, sometimes followed up with informal chats. But this approach wasn't helping teachers grow. So last year, Colasacco tried something different:

- Teachers chose a week for intensive supervision of one class each day of the week.
- Colasacco met with each teacher beforehand and discussed lesson plans, objectives, and focus areas.
- She observed the full class period Monday and Tuesday and shared written notes.
- She met with the teacher Wednesday to discuss the notes.
- She watched the same class Wednesday, Thursday, and Friday, continuing to give written feedback.

- At the end of the week, she gave the teacher summative feedback in this format http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_201012_colasacco_template.pdf and met to discuss how the week had gone.

Colasacco describes a one-week cycle with an AP calculus teacher who didn't respond to her Monday suggestions to check for understanding with quiet students. In the Wednesday conference, she was clearer and more direct, and the teacher followed up with a new approach. Afterward, he said, "Now I see what you mean. This is good – I will do it from now on."

Colasacco acknowledges that there are some downsides to this approach:

- Teachers had advance notice of supervisory visits.
- Emergencies sometimes interrupted the five-day cycle.
- Teachers were observed only two times a year.
- The momentum from the first cycle was sometimes lost.

However, Colasacco believes she was able to observe and analyze instruction on a much deeper level, evaluating effectiveness in light of the teacher's goals. "For the first time," she says, "I was able to see how a series of lessons fit together; I had never been able to give feedback regarding cohesion and flow on this level." She could also give real-time suggestions and see if they were effective.

Teachers said they felt supported, pushed, and validated, and were at least 25 percent more likely to implement suggestions. This year, Colasacco is continuing the weekly intensive visits with two modifications:

- New teachers and those having difficulty get mini-observations for frequent, ongoing feedback.
- The majority of teachers get the weekly intensives, with mini-observations so she sees them in action more frequently.

Colasacco acknowledges that this method is easier in a small school (she supervises only 12 teachers), but believes that it can be used with modifications in larger schools, for example, by picking a few teachers each year for weekly intensives or having department heads do them.

"A Week of Observations" by Jenne Colasacco in *Educational Leadership*, December 2010/January 2011 (Vol. 68, #4, p. 59-62) http://www.ascd.org/publications/educational-leadership.aspx; the author can be reached at jcolasacco@pacrim.org.

Back to page one

5. How Teaching Gets Better

(Originally titled "What Teachers Gain from Deliberate Practice")

"Expertise does not happen by chance," says author/researcher Robert Marzano in this *Educational Leadership* article. "It requires deliberate practice." Standard supervision and evaluation do little to improve teachers' expertise, he says, but teaching benefits from four other practices:

• *A common language of instruction* – "All teachers and administrators in a district or

school building should be able to describe effective teaching in a similar way," says Marzano. His taxonomy of 41 effective practices includes:

- Routine strategies – These communicate learning goals, track student progress, celebrate student success, and establish and maintain rules and procedures.
- Content strategies – These help students digest new knowledge, practice and deepen understanding, and generate and test hypotheses.
- On-the-spot strategies – These engage students, address their adherence or lack of adherence to rules and procedures, build teacher-student relationships, and communicate high expectations.

• *A focus on specific strategies* – Each year, each teacher should focus on one skill in each of the three areas above and concentrate on improving in those areas.

• *Tracking progress* – Marzano suggests measuring data on the three focus skills on a five-point scale:

- Not using
- Beginning
- Developing
- Applying
- Innovating

• *Opportunities to observe and discuss instruction* – Marzano says that teachers need the chance to observe colleagues' classrooms (or videotapes), not to evaluate but to see other teaching strategies and discuss insights.

"What Teachers Gain from Deliberate Practice" by Robert Marzano in *Educational Leadership*, December 2010/January 2011 (Vol. 68, #4, p. 82-85), http://www.ascd.org/publications/educational-leadership.aspx. The article has sidebars with all 41 of Marzano's elements of good teaching.

Back to page one

6. Richard and Rebecca DuFour on PD Nirvana

In this paid column in *Education Week*, author/consultants Richard and Rebecca DuFour dream about what really good professional development might look like. "We will know a new era has dawned in education when educators engaged in the deepest and most meaningful learning won't even recognize they are participating in professional development," they say. The following practices would be embedded in everyday practice:

- Time for grade-level and course teams to collaborate is built into the school day;
- Teams set goals linked to school and district goals;
- Teams give common interim assessments geared to high standards;
- Teams analyze the results, identify student learning concerns, and build shared knowledge on how to address concerns;
- Teachers reach out to colleagues and sources outside the school to find answers to learning problems;
- Teams work interdependently to develop and implement short-term action plans to improve instruction;

- Teams repeat this action-research process in an ongoing cycle of improvement.

"Professional development as an event or workshop will give way to a process of continuous learning," say the DuFours. "The generic professional development presented to an entire faculty a few designated days each year will give way to 'just-in-time' learning specific to the issues confronting a team."

In this ideal world, an algebra team whose students were struggling with a particular set of skills might access a national website of best practices, review lesson plans, teaching tips, and sample assessments in this specific area, watch a video, and figure out how to incorporate the ideas into their classrooms. What's needed, say the DuFours, is "the creation of the systematic intellectual philanthropy that provides educators with free and open access to a knowledge base that can serve as a vital catalyst for their ongoing professional development."

"Imagine" by Richard DuFour and Rebecca DuFour in *Education Week*, Dec. 8, 2010 (Vol. 30, #14, p. 8), no e-link available

Back to page one

7. More on What the Internet Is Doing to Our Brains

In this troubling *Kappan* article, author Nicholas Carr says that the way we are bombarded by stimuli through the Internet "short-circuits both conscious and unconscious thought, preventing our minds from thinking either deeply or creatively." This is because of the way we tend to flit from one thing to another, following hyperlinks, scrolling rapidly through numerous documents and websites, constantly distracted.

"The depth of our intelligence," Carr explains, "hinges on our ability to transfer information from working memory to long-term memory and weave it into conceptual schemas." We can hold only about seven pieces of information in our working memory, so it's a bottleneck as we process new bits of information and try to store them permanently. "Imagine filling a bathtub with a thimble," says Carr. "That's the challenge involved in transferring information from working memory into long-term memory." The task is manageable if we're reading a book and can control the pace at which we absorb new information, thimbleful by thimbleful, without causing cognitive overload.

But when we interact with the Internet, says Carr, "we face many information faucets, all going full blast. Our little thimble overflows as we rush from one faucet to the next. We're able to transfer only a small portion of the information to long-term memory, and what we do transfer is a jumble of drops from different faucets, not a continuous, coherent stream from one source… We can't translate the new information into schemas. Our ability to learn suffers, and our understanding remains shallow."

And there's another problem: the stuff we're trying to hold in working memory vanishes quickly if it's not refreshed by being rehearsed. When we overtax working memory, it's harder to distinguish relevant from irrelevant information. "We become mindless consumers of data," says Carr, which makes it more difficult to understand a subject or a concept.

Carr recalls that when hyperlinks were first introduced, educators thought these instant links would enable students to dive into multiple layers of content and escape the patriarchal authority of the author. But studies comparing hyperlink study with using traditional paper documents show real disadvantages with the former. "Deciphering hypertext substantially increases readers' cognitive load and hence weakens their ability to comprehend and retain what they're reading," says Carr. "[R]esearch continues to show that people who read linear text comprehend more, remember more, and learn more than those who read text peppered with links."

Is anything good coming from the intellectual style of the Internet? Certain cognitive skills are strengthened – but they tend to be lower-level mental functions like hand-eye coordination, reflex response, and processing visual cues (from computer games) and fast-paced problem solving, recognizing patterns in a welter of data, and evaluating competing informational cues (from Web work). "As we practice browsing, surfing, scanning, and multitasking," says Carr, "our plastic brains may well become more facile at those tasks." And of course those skills are useful in the modern world.

But it would be a mistake to conclude that they are making us more intelligent – and these abilities develop at the expense of others. What's being lost, says Carr, is creativity, imagination, inventiveness, inductive analysis, critical thinking, and deeper, more deliberate reflection. People in Internet mode are more likely to rely on conventional ideas and solutions and become skillful at a superficial level. "The Net is making us smarter, in other words, only if we define intelligence by the Net's own standards," he says. "If we take a broader and more traditional view of intelligence – if we think about the depth of our thought rather than just its speed – we have to come to a different and considerably darker conclusion."

A 2009 study at Stanford University provided evidence of this. Heavy multitaskers were much more easily distracted by irrelevant environmental stimuli, had much less control over the contents of their working memory, and were less able to concentrate on a given task. Infrequent multitaskers, on the other hand, had stronger "top-down attentional control." The sad truth seems to be that intensive Internet multitaskers are "suckers for irrelevancy." As we multitask online, says researcher Michael Merzenich, we are "training our brains to pay attention to crap."

"The mental functions that are losing the 'survival of the busiest' brain cell battle are those that support calm, linear thought," concludes Carr, "– the ones we use in traversing a lengthy narrative or an involved argument, the ones we draw on when we reflect on our experiences or contemplate an outward or inward phenomenon. The winners are those functions that help us speedily locate, categorize, and assess disparate bits of information in a variety of forms, that let us maintain our mental bearings while being bombarded by stimuli. These functions are, not coincidentally, very similar to the ones performed by computers…"

"The Juggler's Brain" by Nicholas Carr in *Phi Delta Kappan*, December 2010/January 2011 (Vol. 92, #4, p. 8-14); this article can be purchased at http://www.kappanmagazine.org

Back to page one

8. Tips for Teaching an Online Course

In this *Kappan* article, Seton Hill University professor Audrey Quinlan shares the lessons she learned teaching online courses:

• Allow yourself plenty of prep time, especially making books and other materials available to students in a timely fashion.

• Get to know your IT person, and schmooze if necessary. At one point Quinlan was rescued from a computer glitch by the IT crew and she brought them candy the next day.

• Keep it simple. "Be comfortable with your technology venue and use only the aspects that cause you no stress," she advises.

• Be aware of the wide range in technology savvy of your students. Some are highly computer-literate, others need to be walked through the online process step by step.

• Be willing to start from scratch. Teaching online is quite different from face-to-face teaching.

• Provide a specific contact time, which usually has to be in the evening (since the typical online student usually works full time).

• Use scoring rubrics to evaluate online threaded discussion forums. Quinlan includes hers with the electronic version of the article.

• Create and use stock comments to save time. Among those that Quinlan most frequently pasted in were: "Great connections to real life," "Great connections to other readings," "Nicely researched," and "One of the greatest tips I received as a writer was that periods and commas are always inside quotes."

• Expect discomfort. Some students new to the format will experience frustration, confusion, and fatigue.

• Plan for problems. Students tend to procrastinate and then run into difficulty and post assignments late. A good piece of advice to students in online courses is to avoid procrastination!

• Maintain your sense of humor!

"12 Tips for the Online Teacher" by Audrey Quinlan in *Phi Delta Kappan*, December 2010/January 2011 (Vol. 92, #4, p. 28-31); this article can be purchased at http://www.kappanmagazine.org

Back to page one

9. Short Items:

a. Animated maps of the Middle East, world religions, and democracy – Check out these animations of how the map of the Middle East has changed through the ages and how major religions and democracy have spread:

http://www.mapsofwar.com/ind/imperial-history.html
http://www.mapsofwar.com/ind/history-of-religion.html
http://www.mapsofwar.com/ind/march-of-democracy.html

Back to page one

b. Students measure their ecological footprint – This website http://myfootprint.org lets students take a quiz on the impact of their consumption of energy, food, housing, and goods and services – and the amount of waste produced that must be absorbed by the earth. Students can then develop plans to decrease their environmental impact.

Spotted in "Think Globally, Teach Locally" by Jennifer Henderson in *Education Update*, December 2010 (Vol. 52, #12, p. 4-6)

Back to page one

Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 41 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 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 about 50 issues a year).

Subscriptions:

Individual subscriptions are $50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice
Tools for Schools