# Marshall Memo 1034

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 29, 2024

## In This Issue:

1. Is *Lord of the Flies* for real?
2. Being a good listener when collaborating and negotiating
3. How teams can get the most out of ChatGPT
4. Dyslexia, phonics, Orton-Gillingham, and the literacy debate
5. Coaching tips
6. Empowering stories celebrating identity through apparel

## Quotes of the Week

"Wouldn't it be a good idea to write a story about some boys on an island, showing how they would really behave?"

William Golding conceiving the idea of *Lord of the Flies* (see item #1)

"When people talk, listen completely. Most people never listen."

Ernest Hemingway (quoted in item #2)

"Silence is the space where change begins. Don't interrupt a person who is thinking."

Dan Rockwell (see item #5)

"If children are not monitoring for meaning, they will not be able to confirm that their decoding efforts are accurate."

Peter Johnston and Donna Scanlon (see item #4)

"Civic ignorance is a silent killer, akin to high blood pressure, easy to ignore or take for granted even as it accompanies and hastens the onset of more-serious maladies. Deteriorating norms of behavior, vulnerability to fake news and conspiracy theories, inability to compromise, isolation from civil society – all are associated with not knowing or caring much about the functions of government, the principles that underlie it, or the historical saga that explains why we have the kind we do, where it has succeeded, where it has faltered, how it has changed. Over time, like persistent hypertension, accumulated ignorance makes a difference."

Chester Finn Jr. in "Time for a Ceasefire in the Civics Wars" in *Education Gadfly*, April 25, 2024

"I have a proven track record of turning caffeine input into productivity output."

A tongue-in-cheek response to a job interview question, quoted by Adam Grant in "In a Job Interview, This Is How to Acknowledge Your Weaknesses," in *Granted*, April 28, 2024

## 1. Is *Lord of the Flies* for Real?

In the second chapter of his book *Humankind*, Rutger Bregman raises questions about *Lord of the Flies*, William Golding's 1951 novel, which has been hailed as one of the classics of the 20th century, has sold tens of millions of copies, been translated into more than 30 languages, and is still taught in classrooms around the world. The book describes how a group of British schoolboys survive a plane crash on a remote island and, after some initial attempts at civilized self-governance, paint their faces, cast off their clothes, and bully and mistreat each other. Before they are rescued, three of the boys are killed.

Golding, a U.K. schoolmaster, created *Lord of the Flies* after musing to his wife, "Wouldn't it be a good idea to write a story about some boys on an island, showing how they would really behave?" What made the book so popular is that it skillfully dramatized a widely held belief about what humans are really like just beneath the veneer of civilization. "Man produces evil," said Golding, "as a bee produces honey."

Bregman remembers reading the book as a teenager. "I turned it over and over in my mind,“ he says, "but not for a second did I think to doubt Golding's view of human nature." It was only years later that he read about the author's life – his unhappiness, alcoholism, depression, about how he divided his students into gangs and encouraged them to attack one another. "I have always understood the Nazis," Golding said, "because I am of that sort by nature." It was from this mindset that *Lord of the Flies* was born.

Those troubling biographical details aside, did Golding's book accurately portray the primal nature of *homo sapiens*? Most people believe it does, or are at least fascinated by that possibility, which explains the book's extraordinary popularity.

But Bregman had his doubts, and he started looking for an actual instance of young people forced to survive away from civilization. An Internet search led him to a 1966 newspaper story of six boys who set off on a fishing trip from the South Pacific island of Tonga and were swept away by a storm and shipwrecked on a tiny island for more than a year. After more sleuthing and some good luck, Bregman tracked down the name of the captain who rescued the boys, Peter Warner, and traveled to Australia to meet him and see what happened in this real-life *Lord of the Flies*.

In months of interviews with Warner (then 90 years old) and Mano Totau, one of the surviving boys from the island (then almost 70), and more investigative work, Bregman pieced together the story. The boys, age 13 to 16, were students at St. Andrews, an Anglican boarding school on Tonga. Bored with the school's strict routines, the teens "borrowed" a boat from a fisherman they all disliked and slipped out of the harbor one night without being seen. A storm came out of nowhere, shredding the boat's sail and breaking the rudder. After eight days adrift, the boys spotted an island and managed to get ashore. They found it was deserted and quite inhospitable with steep cliffs and very little vegetation and spring water.

Far from descending into savagery and turning on each other, the boys built a hut, hollowed out tree trunks to store rainwater, cultivated a food garden, constructed chicken pens and a small gymnasium, and after many attempts, produced a spark, started a fire, and tended the flame for their entire time on the island. Working in two-person teams, the boys took turns cultivating the garden, cooking food, standing guard, and keeping a lookout for passing ships. They settled disputes by sending antagonists to opposite ends of the island until they calmed down and were willing to apologize. Days began and ended with prayer and songs, accompanied by a makeshift guitar.

There were many hardships. The raft the boys built to escape the island was destroyed in the crashing surf. A storm toppled a tree, demolishing their hut. One boy fell off a cliff and broke his leg and his classmates had to figure out how to fashion a splint. In a period of drought, they were all crazed with thirst. Yet the boys survived, and when they were rescued, all were in top physical condition and the broken leg had healed perfectly.

"This is the real-life *Lord of the Flies*," says Bregman. "It's also a story that nobody knows." While the boys who so bravely and cooperatively survived on the island "have been consigned to obscurity, William Golding's book is still widely read." Building on the book's dark premise, several reality TV shows have perpetuated the trope that human beings, left to our own devices, will behave like beasts – in the words of one contestant, "stop being polite and start getting real" – lying, cheating, provoking, antagonizing.

We could discount reality TV as profit-making entertainment, but studies have shown that watching *Lord of the Flies*-type television can make people more aggressive. "In children," reports Bregman, "the correlation between seeing violent images and aggression in adulthood is stronger than the correlation between asbestos and cancer, or between calcium intake and bone mass." Stories of innate barbarism also affect how people look at the world. A British study found that girls who watch a lot of reality TV more often say that being mean and telling lies are necessary to getting ahead in life.

"It's time we told a different kind of story," says Bregman. "The real *Lord of the Flies* is a story of friendship and loyalty, a story that illustrates how much stronger we are if we can lean on each other. Of course, it's only one story. But if we're going to make *Lord of the Flies* required reading for millions of teenagers, then let's also tell them about the time real kids found themselves stranded on a deserted island." As Peter Warner wrote in his memoir, "Life has taught me a great deal, including the lesson that you should always look for what is good and positive in people."

*Humankind: A Hopeful History* by Rutger Bregman (Little Brown & Company, 2019)

Back to page one

## 2. Being a Good Listener When Collaborating and Negotiating

In this *Harvard Business Review* article, executive coach Scott Walker quotes Ernest Hemingway: “When people talk, listen completely. Most people never listen.” Walker describes five levels of paying attention to and engaging with another person, from the least to the most effective:

- Level 1 – Listening only for the gist of what they are saying before formulating a response or getting distracted;
- Level 2 – Listening only to rebut, focusing on your agenda at the expense of the other person’s;
- Level 3 – Listening for logic, using inference to pin down the substance of and reasons for what the other person is saying – necessary but not sufficient;
- Level 4 – Tuning in to the emotions as well as the logic behind the other person’s position and responding in ways that show your awareness (*It sounds like…*);
- Level 5 – Taking empathetic curiosity a step further and listening to better understand and interpret the other person’s self-perception and perspective, ask questions, establish rapport, and begin to exert influence and achieve cooperation and collaboration.

How does another person know we’re listening at Level 5? Walker suggests the acronym MORE PIES:

• *Minimal encouragers* – Verbal prompts such as *And? Really? Then? Mmm, Uh-huh, Go on, Interesting* show you are tuned in and encourage the person to give more detail. It’s important not to overdo these prompts, says Walker, and avoid words like *Great* and *OK*, which suggest that you understand or agree and tend to stop the other person’s thought process.

• *Open questions* – Beginning with *What* and *How* encourages people to speak freely and share their side of the story, revealing more of what’s important (and not) to them. Walker advises against starting with *Why*, which can sound accusatory and judgmental.

• *Reflecting back* – Mirroring the last few words or key phrases signals that you’re paying attention. “By carefully choosing which words to mirror,” says Walker, “you can also steer the conversation in the direction you’d like.”

• *Emotional labeling* – Offering a nonjudgmental observation about the emotions you think the other person is experiencing (*I sense that…*) is a way to “name it to tame it.” Even if you label the emotion incorrectly, it gives the other person a chance to correct you and keep the conversation going.

• *Paraphrasing* – Translating your understanding of what the other person has said into your own words (not the same as summarizing) ensures you’re on the same page – *So it sounds like what you’re saying is…*

• *I statements* – Consisting of three parts (situation, how you feel, consequences), these allow you to explain how you are affected emotionally and encourage your counterpart to rethink without directing blame.

• *Effective pauses* – A few seconds of silence give the other person space to collect their thoughts, keep talking, or vent in ways that are informative. “All you need to do is refrain from responding after they seem to have finished speaking,” says Walker, “until the pause begins to feel slightly uncomfortable, and then hold it for a few seconds more." Most people feel compelled to fill the silence.

- *Summarizing* – Different from paraphrasing, this involves condensing the other person's actual words to help them see more clearly what might have been a less-coherent, rambling argument and build trust.

Using these techniques, says Walker, "you boost your capacity for empathy, your ability to find common ground, and your chances of gaining your counterpart's cooperation."

"Negotiate Like a Pro" by Scott Walker in *Harvard Business Review*, March-April 2024 (Vol. 102, #2, pp. 139-143)

*Back to page one*

## 3. How Teams Can Get the Most Out of ChatGPT

In this *Harvard Business Review* article, Klan Gohar (GeoLab) and Jeremy Utley (Stanford University) describe an experiment in which two teams were given 90 minutes to come up with creative solutions to a problem, one using ChatGPT and the other relying on their own brainpower. Afterward, their suggested solutions were assigned grades by executives who didn't know which team had used AI: A (highly compelling), B (interesting but needs development), C (needs significant development), and D (not worth pursuing).

To everyone's surprise, teams using ChatGPT didn't produce significantly more ideas than the low-tech teams, and the AI-using teams' proposed solutions were clustered in the middle of the evaluation scale: fewer Ds than the non-AI-using teams, fewer As, more Bs, and about the same number of Cs. "Generative AI helped workers avoid awful ideas," says Gohar, "but it also led to more average ideas." In addition, the teams using ChatGPT were much more confident about their problem-solving abilities after the experiment, but that self-assurance wasn't warranted.

Why the run-of-the-mill results from teams using this high-powered technology? It's because the AI-using teams' prompts were not well-crafted and they didn't interact with the bot as they processed ideas. To exploit ChatGPT's full potential, say Gohar and Utley, teams need to follow these guidelines:

- Give team members 15-30 minutes for individual brainstorming before consulting with colleagues or using AI. "This step is crucial to gathering diverse and creative ideas," say the authors, "and maximizes the number of unique ideas brought to the group for discussion."
- Give ChatGPT precise prompts about the problem you want to solve, with highly specific problem statements and as much detail as possible.
- Rigorously train the bot. It needs to be brought up to speed on months or years of taken-for-granted information about the organization and the problem.
- Use AI as a real-time partner, not an oracle. "The teams that got As were those that had interactive conversations with the bot," says Gohar. "If you approach it as a structured, ongoing conversation, you can access a staggering capacity to develop better and more-creative ideas faster."

• Have someone outside the team facilitate the final decision, says Gohar, "someone with no dog in the hunt, who ideally is well-versed in AI ideation, to guide the process, help prioritize ideas, and plan next steps."

"Don't Let Gen AI Limit Your Team's Creativity" by Klan Gohar and Jeremy Utley in "Evaluating the Practical Impact of Generative AI on Ideation and Team Problem Solving," summarized in *Harvard Business Review*, March-April 2024 (Vol. 102, #2, pp. 17-21)

*Back to page one*

## 4. Dyslexia, Phonics, Orton-Gillingham, and the Literacy Debate

In this article in *Literacy Research: Theory, Method, and Practice*, Peter Johnston and Donna Scanlon (State University of New York/Albany) say that in recent years, the following narrative has been adopted by many concerned parents, politicians, and educators, widespread media coverage, and legislation in 42 states:

- Dyslexia is frequently a cause of reading difficulties, affecting about 20% of the population.
- An instructional approach relying almost exclusively on intensive phonics is the best remedy for reading difficulties caused by dyslexia and other reasons.
- This strategy is based on "settled science," including neurobiology.

Johnston and Scanlon challenge this narrative by offering responses to twelve questions, and suggest an alternative perspective on how to address children's early reading difficulties.

• *What is the definition of dyslexia?* Experts disagree, say Johnston and Scanlon, and there is "simply no agreed-upon definition that allows schools, clinicians, researchers, or anyone else to decide who is dyslexic in any valid and reliable way." Among the points of contention: Does dyslexia have biological causes? Do students with lower IQ not meet the criteria? Are environmental, cultural, behavioral, and economic causes excluded? Is dyslexia synonymous with being "learning disabled in reading"? Why were 98.5% of the students deemed to have a reading disability between 1963 and 1973 white and mostly middle class?

• *Is there a biological basis for some children's difficulties becoming literate?* "Like virtually every human characteristic," say Johnston and Scanlon, "there are likely heritable influences on reading and language skills." Researchers continue to explore the question, but in the meantime, it has "virtually no instructional implications." That's because the human brain is plastic, and the brains of students who inherit reading difficulties change in response to effective literacy instruction.

• *Is there a difference between children with dyslexia and others who struggle with learning to read words?* "From an instructional standpoint," say the authors, "there is no practical distinction between those classified as dyslexic and others at the low end of the normal distribution of word reading ability in the early elementary grades." There is no consistent biological, cognitive, behavioral, or academic basis for saying which students are dyslexic and which others are having difficulty learning to decode. More important, making this distinction doesn't change how students should be taught.

• *Does dyslexia confer benefits such as greater intelligence or creativity?* "No," say Johnston and Scanlon. "There is virtually no scientific evidence for these claims. The narratives are based largely on high-profile actors, scientists, artists, and others claiming (or having claims made for them in posterity) to be dyslexic." But this has not stopped the myth from being propagated, and it makes a diagnosis of dyslexia more appealing.

• *Can the difficulties often attributed to dyslexia be resolved?* There is strong evidence, say the authors, that with good initial instruction and intervention in kindergarten and grade 1, most students with reading difficulties can learn to read, whether or not they are diagnosed as dyslexic. A small percentage of students – 2-6 percent – still struggle, and this is one of the most under-researched areas. "It is possible," say Johnston and Scanlon, "that this gap may, at least in part, be attributable to the belief that dyslexia is a permanent condition, and to the assumption that we already know *the* right way to approach instruction for such students."

• *Is it useful to screen kindergarten and first-grade children for dyslexia?* It's definitely useful to screen, identify, and intervene with students who show limited early literacy skills, say the authors, but that doesn't need to be dyslexia screening. Simply checking on alphabet knowledge at kindergarten entry can lead to closer monitoring and, if necessary, intervention. Dyslexia screening is more fraught, especially asking about family literacy history (based on the notion that dyslexia is inherited), and the results are misleading about 50 percent of the time. Better to stick to early diagnosis of actual reading behaviors with immediate follow-up.

• *How do we help children who demonstrate early difficulties learning to read?* "The question for educators is how to help readers gain proficiency in word identification," say Johnston and Scanlon, so kids can quickly recognize most of the words on the page and devote maximum bandwidth to understand the meaning of the text. For students with reading difficulties, decoding is the bottleneck, impeding comprehension and causing great frustration. Those who believe that dyslexia is a useful diagnostic category have historically supported Orton-Gillingham and similar approaches for those students (and recently for all students), using multisensory techniques to teach letters, sounds, and letter patterns in a fixed sequence.

"Despite 90 years of use," say Johnston and Scanlon, "there is little other than testimonial evidence that this approach has been successful." A recent meta-analysis showed that Orton-Gillingham didn't improve foundational reading skills (phonological awareness, phonics, fluency, and spelling), vocabulary, or comprehension. Other studies have come up with similar findings, but that hasn't dimmed the enthusiasm of advocates – nor that of proponents of systematic phonics as the preferred approach for teaching all children to read. The National Reading Panel report stressed the importance of phonics *as one component* in effective early reading instruction, integrated with others in a balanced program.

"Thus," say Johnston and Scanlon, "the idea that there is a 'settled science' that has determined the only approach to the teaching of reading is simply wrong. There is no evidence that the highly scripted approaches often advocated in media stories are more effective than other approaches that explicitly teach learners about the alphabetic code. And there is no evidence that such approaches impact the end goals of reading instruction – comprehension and knowledge development." There *is* strong evidence that explicit instruction to develop the ability to analyze the sounds in spoken words, how print is related to those sounds, and the predictable patterns of letters in printed words, *along with* developing comprehension, vocabulary, fluency, writing, and a strong agentic relationship with literacy, will be effective.

A balanced reading program is essential, say the authors, because "there are far too many words in printed English that cannot be fully decoded, given initial or even advanced phonics skills." There are all the irregularly spelled words (*of, the, come, gone, one, was, said*), not to mention regional dialects (little difference in the pronunciation of *wheel* and *will* in the U.S. South, the difficulty of distinguishing between *Carl* and *Kyle* in Maine). Students need to use clues from pictures and context, along with phonics, to understand many words. The argument being made against those skills, say Johnston and Scanlon, "has the clear potential to limit learners' growth in sight vocabulary."

"It is possible, even likely," they add, "that when teachers overemphasize context strategies, some children will neglect expanding their phonics knowledge. It is equally possible, even likely, that when teachers neglect the use of context strategies, children will lose the sense that reading is about meaning construction and not build the knowledge base and language skills upon which comprehension depends."

• *Are approaches that encourage children to use context information as an assist in figuring out words based on a disproven theory of reading?* Not so, say the authors. "Each such claim we have examined either offers no evidence or simply refers to another researcher offering the same unsupported argument… In fact, the utility of using context to direct and check decoding attempts has long been recognized as critical to enabling learners to build sight vocabulary… Monitoring for meaning is presumed to be part of building independence in word-solving rather than something that is learned after word-solving has been mastered. If children are not monitoring for meaning, they will not be able to confirm that their decoding efforts are accurate."

• *Is there one right way to teach a child having difficulty learning to read?* "No," say Johnston and Scanlon, "but we can do much better than we currently do." Early intervention is very helpful for almost all children, but there always remains a small group for whom those efforts are not successful. Doubling down on what has already been used will not be effective. Rather than assuming that dyslexia is the singular explanation of word reading difficulties or that there's one solution, say the authors, "we might instead assume that students' difficulties are explained individually by unique combinations of factors… that the problem lies in the instruction not accommodating the students' unique complexities and undertake a thorough analysis of instructional interactions. Such research is virtually nonexistent."

• *What is the value of the term dyslexia?* It's unclear, say Johnston and Scanlon. "There is reason to believe that attributing students' lack of success to fixed conditions such as dyslexia could undermine a growth mindset and motivation to overcome difficulties." Parents, teachers, and others might have lower expectations after a dyslexia diagnosis. And being labeled dyslexic might lead to SES-based differences in supports like assistive technology or being given extra time when taking standardized tests. Finally, the search for dyslexic-specific interventions may limit access to effective reading instruction for some students.

• *Given the problems with the term dyslexia and claims about the efficacy of phonics first, what fuels the thriving public narrative supporting them?* Johnston and Scanlon suggest these reasons:

- The dyslexia narrative has been embedded in U.S. culture since the 1920s and the Internet and media have turned it into a cultural meme.
- Knowing someone who has difficulty with reading makes people passionate about bearing witness and protecting them, and active support groups amplify such empathy.
- The idea that a reading problem is not the child's or the parents' fault and has nothing to do with intelligence or laziness is appealing.
- This appeal is enhanced by anecdotal claims about people with dyslexia having superior intelligence and creativity.
- Conversion stories with sharp before-and-after contrasts often feature emotional recognition of dyslexia and the life-changing effect of a particular brand of instruction.
- These narratives often position public schools as ignorant or heretical, while Orton-Gillingham and other private interventions have the answer.
- The narrative is also boosted by the idea that there is a simple and scientifically certified solution to the problem.
- Demonizing other instructional approaches (*balanced literacy, three-cueing*) with caricatures about teaching students to "guess" at words torques up the narrative.
- Recent pronouncements on "brain science" can capture the public imagination, even though instructional applications will not be identified for some time.
- There's little oxygen for families for whom the advocated instructional approaches didn't work. "It's very difficult to speak up against large, organized, highly passionate lobbying groups and media presentations," say Johnston and Scanlon, "particularly those whose stated mission is to protect vulnerable children."

• *Given the confusions and complexity surrounding dyslexia, how might we think about and address children's literacy learning difficulties?* "Doubtless, all parties involved have children's best interests at heart," say Johnston and Scanlon. "However, decisions are often made based on misrepresentations of the state of research promoted by media, commercial interests, and lobbying groups. Neither the nature nor the existence of dyslexia is settled science. Educational and legislative decision makers should be wary of claims to the contrary."

Rather, they conclude, we should focus on a broad-gauge approach to early reading instruction, build the knowledge and skills of teachers to respond effectively to their students' needs, and make sure we don't shortchange social studies and science instruction, which provide vital background knowledge to the literacy enterprise.

"An Examination of Dyslexia Research and Instruction with Policy Implications" by Peter Johnston and Donna Scanlon in *Literacy Research: Theory, Method, and Practice*, August 2, 2021 (Vol. 70, pp. 107-128); Scanlon can be reached at dscanlon@albany.edu.

*Back to page one*

## 5. Coaching Tips

In this *Leadership Freak* article, Dan Rockwell suggests ways leaders can enhance their coaching impact:

- Be humble, learn, and grow. "Know-it-alls make lousy coaches."
- Notice shifts in energy and emotions and recurring issues.
- Ask more than tell. "Curiosity drives coaching. Knowing gets in the way."
- Provide space for response. "Silence is the space where change begins. Don't interrupt a person who is thinking."
- Don't compete. "Good coaches are salt and pepper, not the meal."
- Have your own coach.
- Confront nonsense. "Challenge one-sided perceptions, inconsistencies, and helplessness."
- Move conversations from aspiration to action. "Talking about results is easy. Describing behaviors leads to action."
- Turn toward the future. "Coaching is forward-facing."
- Feel optimistic. "You can't coach someone you don't believe in."
- Hold people accountable for the goals they set for themselves.

"10 Practices for the Leader As Coach" by Dan Rockwell in *Leadership Freak*, April 24, 2024; Rockwell can be reached at dan@leadershipfreak.com.

*Back to page one*

## 6. Empowering Stories Celebrating Identity Through Apparel

In this *Language Arts* article, New York City dual language teacher Úrsula Túa Santiago recommends children's books that celebrate identity through apparel (click the link below for cover images and short summaries):

- *How to Wear a Sari* by Darshana Khiani
- *My Paati's Sari* by Tyoti Rajan Gopal, illustrated by Art Twink
- *The Yellow Handkerchief* by Donna Barba Higuera, illustrated by Cynthia Alonso
- *The Good Hair Day* by Christian Trimmer, illustrated by J. Yang
- *Cape* by Kevin Johnson, illustrated by Kitt Thomas
- *My Powerful Hair* by Carole Lindstrom, illustrated by Steph Littlebird
- *¡Vivan las Uñas de Colores! (I Love My Colorful Nails)* by Alicia Acosta and Luis Amavisca, illustrated by Gusti
- *Bedtime Bonnet* by Nancy Redd, illustrated by Nneka Myers
- *A Dupatta Is…* by Marzieh Abbas, illustrated by Anu Chouhan
- *A Crown for Corina* by Laekan Zea Kemp, illustrated by Elisa Chavarri

"What We Wear Matters: Children's Books That Affirm Identity Through Clothes" by Úrsula Túa Santiago in *Language Arts*, March 2024 (Vol. 101, #4, pp. 285-288); Santiago can be reached at tua.ursula@gmail.com.

*Back to page one*

© Copyright 2024 Marshall Memo LLC, all rights reserved; permission is granted to clip and share individual article summaries with colleagues for educational purposes, being sure to include the author/publication citation and mention that it's a Marshall Memo summary.

If you have feedback or suggestions, please e-mail kim.marshall48@gmail.com

# About the Marshall Memo

## *Mission and focus:*

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 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:*

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

## *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
- Article selection criteria
- Publications (with a count of articles from each)
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- 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