Marshall Memo 957

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 17, 2022

In This Issue:

Quotes of the Week

"One's handwriting is an expression, an offering of self."
Drew Gilpin Faust (see item #1)

"What middle schoolers really need are adults to respect them, hold them accountable, and extend grace when it's needed."
Alma Lopez, ASCA 2022 School Counselor of the Year, in an interview with Kathleen Vail in *Kappan*, October 2022 (Vol. 104, #2, pp. 22-24)

"A middle-school experience defined by regurgitation of basic facts, passive learning, and disengagement is exactly the opposite of what students need at this stage."
Nancy Deutsch (see item #3)

"The project-based learning classroom is a collaborative workshop, thrumming with important work, productive talk, visible thinking, and exciting creativity. There is a degree of 'messiness' in these classrooms; a visitor may say it looks chaotic, but it is structured and purposeful chaos – sometimes even joyful chaos."
Steven Wolk (see item #2)

"If we want students to be self-directed learners in the upper grades, we need to show them how to be self-directed learners in the primary grades."
Steven Wolk (*ibid*.)

"I knew from the gecko."
One of the "eggcorns" gathered by a *Boston Globe* columnist (see item #7)

1. Losing Cursive

In this article in *The Atlantic*, Drew Gilpin Faust (Harvard University historian and former president) describes teaching an undergraduate seminar and being surprised that two-thirds of the students couldn't read a handwritten 19th-century manuscript. "Amused by my astonishment," says Faust, "the students offered reflections about the place – or absence – of handwriting in their lives. Instead of the Civil War past, we found ourselves exploring a different set of historical changes. In my ignorance, I became their pupil as well as a kind of historical artifact, a Rip Van Winkle confronting a transformed world."

Faust believes the turning point may have been 2010, when cursive was not included in the Common Core ELA standards. The college students she was teaching in 2021 were starting elementary school then and are the vanguard of many young Americans who had little or no "penmanship" instruction in elementary school. There was immediate pushback on the Common Core's omission, and more than 20 states have passed legislation requiring that cursive writing be taught. The one-third of students in Faust's class who could read the historical documents may have gone to schools in those states.

"The decline of cursive seems inevitable," says Faust. "Writing is, after all, a technology, and most technologies are sooner or later surpassed and replaced." She traces the history of handwriting in America, with social class, racial, and gender differences. Being able to write was mostly limited to the white elite, with enslaved people barred from literacy. Women's handwriting was ornate, while men's was functional and unadorned, signifying commerce and power. By 1860, more than 90 percent of the white population could read and write, and Victorian notions of subjectivity fostered a connection between handwriting and identity. "The notion of a signature as a unique representation of a particular individual," says Faust, "gradually came to be enshrined in the law and accepted as legitimate legal evidence."

She continued questioning the students in her seminar about this gap in their skillsets. Several confessed that, as history majors, they avoided topics where understanding handwriting was important – for example, reading Virginia Woolf's handwritten letters. Faust asked about professors' handwritten comments on their papers and exams. "Most of the students found these illegible," she says. "Sometimes they would ask a teacher to decipher the comments; more often they just ignored them… I wondered how many of my colleagues have been dutifully offering handwritten observations without any clue that they would never be read."

What about students' personal lives? One student said he had to ask his parents to "translate" letters from his grandparents. Thank-you notes, condolence letters, journals, shopping lists? These were mostly done on a laptop or phone – or in block letters.

When she was a university president, says Faust, "I regarded the handwritten note as a kind of superpower. I wrote hundreds of them and kept a pile of note cards in the upper-left-hand drawer of my desk. They provided a way to reach out and say: *I am noticing you. This message of thanks or congratulation or sympathy comes not from some staff person or some machine but directly from me. I touched it and hope it touches you*."

People still crowd around athletes and rock stars for autographs, Faust notes. "We have not yet abandoned our attraction to handwriting as a representation of presence: George Washington, or Beyoncé, or David Ortiz wrote here!" One of her students said he found it "charming" to get a handwritten note. "Did he mean charming like an antique curiosity?" she wonders. "Charming in the sense of magical in its capacity to create physical connections between human minds? Charming in establishing an aura of the original, the unique, and the authentic? Perhaps all of these. One's handwriting is an expression, an offering of self."

"There are dangers in cursive's loss," Faust concludes. "Students will miss the excitement and inspiration that I have seen them experience as they interact with the physical embodiment of thoughts and ideas voiced by a person long since silenced by death. Handwriting can make the past seem almost alive in the present… We are losing a connection, and thereby disempowering ourselves."

"Gen Z Never Learned to Read Cursive" by Drew Gilpin Faust in *The Atlantic*, September 16, 2022; Faust can be reached at drew_faust@harvard.edu.

Back to page one

2. Key Factors in Successful Project-Based Learning

In this article in *Kappan*, Steven Wolk (Northeastern Illinois University) says that as a new teacher, he was inspired by the seminal authors on project-based learning: William Heard Kilpatrick, John Dewey, Carl Rogers, John Holt, Sylvia Ashton-Warner, Nancie Atwell, and Frank Smith. "From my first day," says Wolk, "I had a project-based classroom."

There's a great deal of online material on high-involvement teaching available to today's educators, he says, but he's noticed that project-based learning is often misunderstood. He sets out to clarify what it is – and isn't.

• *Central characteristics* – Wolk starts with a one-sentence definition: *Project-based learning is long-term investigations driven by real questions connected to the real world that result in authentic projects that show student learning*. Groups of students working in the classroom (versus at home) is an important part of the dynamic, says Wolk: "The PBL classroom is a collaborative workshop, thrumming with important work, productive talk, visible thinking, and exciting creativity. There is a degree of 'messiness' in these classrooms; a visitor may say it looks chaotic, but it is structured and purposeful chaos – sometimes even joyful chaos."

• *Duration and content* – Shorter projects run 2-3 weeks, says Wolk, longer ones 4-10 weeks. He believes half the time should be spent on research, the other half on product design and creation, culminating in podcasts, surveys, interviews, oral histories, picture books,

newspapers, magazines, websites, infographics, iMovies, artwork, brochures, comic books, graphs, interactive museum exhibits, games, plays, models, blueprints, gardens, murals.

• *How classroom time is used* – In traditional teaching with projects, a fifth-grade teacher might teach five weeks of lessons on the Civil War and then give students three days to do their culminating project, perhaps a poster of a significant battle. Here's a graphic of what that looks like, with each dash (-) a lesson and the underlining (___) representing students working on their project:

- - - - - - - - - - - - - - - ___

In a project-based learning unit, the teacher might teach 3-4 lessons up front to build background knowledge and vocabulary, make connections to the real world, and help students care about the topic. The rest of the time students are working on researching, creating, and presenting their project, which looks like this:

- - - _____

Upon completion, students present their product (perhaps an informational picture book or 15-minute podcast about the Civil War) to an outside audience.

• *Grade span and demographics* – Wolk believes project-based learning is not just for middle and high schools, and certainly not only for well-resourced schools (a phenomenon he's noticed). Well-designed projects are just as effective in the elementary grades and schools in less-advantaged communities. "If we want students to be self-directed learners in the upper grades," he says, "we need to show them how to be self-directed learners in the primary grades." And he cites Martin Haberman's advocacy in the early 1990s to move past the "pedagogy of poverty" characterized by rote instruction, teacher lectures, seatwork, and constant testing.

• *A culture of inquiry* – Project-based curriculum units should be framed around "authentic essential questions that students and teachers create together, and then students investigate," says Wolk. "Some of these questions won't have single correct answers and will require investigating different perspectives and taking ethical stances." The teacher models curiosity and openness to new ideas, making the classroom "a think tank and a public square."

• *The role of whole-class instruction* – "Project-based learning teachers teach lessons," says Wolk; "they just teach far fewer of them to make time for project work." Whole-class instruction might involve mini-lessons, analysis of documents, films, visiting speakers, and discussion.

• *Learning outcomes* – When Wolk's university students design project-based curriculum units, they tend to focus on activities – what students will do – rather than the knowledge and skills that will result. It's important to work with the end in mind, he says, building in deeper learning that links knowledge, skills, and understandings; makes connections across disciplines and to students' lives; and applies what's learned in authentic situations.

• *Lesson planning* – "A different paradigm of teaching requires a different paradigm of planning," says Wolk. Plans for mini-lessons and whole-class discussions will be conventional, he says, but for project time, when groups of students are working on their products, there's a

different kind of plan: notes on students to check in with; a mini-lesson that might be needed for some students; feedback on student work; a reminder for a student to use a particular resource; a brief class meeting about the project.

• *Standards – necessary but not sufficient* – Of course projects should help students master relevant standards, says Wolk, but he believes doing just that "would be setting the bar far too low." Standards are the floor, he says, and a project-based learning unit should aim higher, including collaboration, complex thinking skills, and habits of mind.

• *Managing* – Teaching a good PBL unit is like juggling 17 balls in the air, says Wolk. He has these suggestions for teachers:

- Give students a project sheet at the beginning of the unit that explains the project and lists specific requirements and due dates.
- Post a large project map on the wall that explains each step week by week and lists any items that are due.
- Use a clipboard or tablet during project time to take brief notes on students' progress and reminders for the following day.
- Explicitly teach time management and organizational skills to students, perhaps in mini-lessons spread through the unit.

The result of all this should be that students are working harder than the teacher.

• *Feedback* – A summative assessment is only one part of the process, says Wolk: "When PBL teachers are zipping around the classroom helping students with their projects, they are assessing as they teach." To get the best projects, three elements need to be in place:

- The work is done in the classroom where it can be observed and tweaked.
- Students get teacher feedback throughout the project.
- The teacher shares examples of excellent work so students know what quality looks like.

At the end of a project, students' self-assessment and the comments of an outside audience are more important than the teacher's assessment.

Wolk concludes with five opportunities offered by well-orchestrated project-based curriculum units:

- Students develop vital 21st-century skills, including critical thinking, creativity, collaboration, media literacy, and empathy.
- Students have agency as they choose and create their own projects.
- Students engage in close reading of books, texts, and online source material.
- Students work on real-world problems – for example, homelessness, access to fresh water around the world, the refugee crisis, and voter turnout.
- When a whole school is involved in project-based learning, students, educators, parents, and visitors are "surrounded by authentic, creative, beautiful, joyful, and world-changing student creations," says Wolk. "You would see and feel this force all around you. The power and potential are limitless. It would be thrilling."

"Clearing Up Misconceptions About Project-Based Learning" by Steven Wolk in *Kappan*, October 2022 (Vol. 104, #2, pp. 26-31); Wolk can be reached at s-wolk@neiu.edu.

Back to page one

3. Stereotypes About Middle School, and How We Can Do Better

In this *Kappan* article, Nancy Deutsch (University of Virginia) says her third-grade daughter is already dreading middle school, based on the TV shows and books she's been exposed to. "My heart sank," says Deutsch, who has been deeply involved in an initiative to reshape middle schools. "Here was my own daughter parroting back all the stereotypes about the middle-school experience that we are seeking to challenge." Among them: middle school is extremely anxiety-producing and difficult and kids have to grin and bear it, hoping that high school will be better.

Deutsch shares four stereotypes about the middle grades and shows how experts' new understanding of the young adolescent brain can prompt changes that will increase the number of middle schools that are developmentally appropriate and give teens a positive experience:

• *Stereotype #1: Young adolescents are risk-takers, so middle school should teach students to navigate risk*. Teens are often seen as rebellious, impulsive, and prone to making bad choices. There's some truth to this, says Deutsch; their brains have an increased appetite for novel, intense experiences. But not all risk-taking is problematic. "Rather than ignore or suppress this developmental tendency," she says, "adults should encourage positive risk-taking in ways that nurture self-confidence, encourage intellectual curiosity, and inform young people's independence." In fact, teens are getting ready for a major leap into the unknown: leaving their family and developing their own independent lives.

• *Stereotype #2: Middle schoolers' brains are fully developed and won't change; no, they're immature and can't engage in complex thinking*. Recent insights from neuroscience help us unpack these contradictory beliefs. A lot is still changing in young adolescents' brains, but some areas are fully formed and capable of complex thinking. "The ability of the adolescent brain to realize its dynamic potential," says Deutsch, "hinges on opportunities to experience ongoing enrichment; explore new pursuits; and engage in deeper, project-based learning. A middle-school experience defined by regurgitation of basic facts, passive learning, and disengagement is exactly the opposite of what students need at this stage." It's especially important that students don't feel they're locked into a low academic track at this stage.

• *Stereotype #3: Middle school students don't care about adults*. It's certainly true that approval from peers and group status are increasingly important for young teens. But kids also value strong connections with teachers, mentors, community activists, and other adults in their lives, says Deutsch, "to guide them as they navigate new relationships, shape their identities, and tackle new challenges." Switching classes every 45 minutes and being asked to focus on academic content can work against student-adult connections. Advisory groups and teacher teams are ways that middle schools can support closer relationships. So is the simple act of educators regularly asking students small questions about their interests and life outside school.

• *Stereotype #4: Middle schoolers are self-focused and not ready to be a force for positive change*. Yes, young teens are absorbed with figuring out who they are and where they fit in the world, caught up with social-identity questions about race, gender, and sexuality, says

Deutsch – and "this does lead to some navel-gazing." But adolescence is also an age of "heightened social awareness and critical thinking, which leads young adolescents to explore how they fit into our social systems, to identify injustices in those systems, and to imagine possible places for themselves in society" – including as change-makers. For example, Marley Dias created #1000BlackGirlBooks at age 10 in response to the ELA curriculum in her school.

Deutsch concludes by describing the features of middle schools that successfully work for young adolescents:

- Engaging students in project-based, student-centered learning experiences that fuel their sense of autonomy and help shape their identities;
- Orchestrating learning experiences that allow students to take risks and learn from their mistakes;
- Promoting a growth mindset by using a mastery approach to grading and having students continuously think about their own learning (versus comparing themselves to others);
- Using advisories or morning meetings to foster teacher-student and peer relationships;
- Giving students opportunities to research and engage in public discourse about topics that are important to them.

"'You Just Have to Get Through It': Letting Go of Enduring Stereotypes About Middle School" by Nancy Deutsch in *Kappan*, October 2022 (Vol. 104, #2, pp. 6-10); Deutsch can be reached at nancyd@virginia.edu.

Back to page one

4. Why Are Fewer High-School Graduates Enrolling in College?

In this *Chronicle of Higher Education* article, Audrey Williams June reports on a recent study of the reasons high-school graduates age 18-30 dropped out of 2- or 4-year colleges – or never enrolled. Here's what 1,675 respondents from seven states told the researchers:

- Too expensive/didn't want to take on (more) debt – 38%
- Too stressful – 27%
- More important to get a job and make money – 26%
- Unsure about major/future career – 25%
- Not worth the money – 21%
- Family obligations – 19%
- Did not enjoy going to school – 18%
- Unsure how to pick the right classes – 16%
- Can get the skills and credentials elsewhere – 16%
- Covid/didn't want to take virtual classes – 14%

It's striking that one in five questioned the value of higher education. Almost half said they'd taken courses on YouTube and were looking for on-the-job training and courses that led to a license or certificate.

Researchers asked what it would take to persuade these young people to enroll in college. At the top of the list, cited by around three-quarters: flexible programs to fit with their

lives; financial advice so they wouldn't have to take on additional debt; job counseling to steer them to courses that would lead to gainful employment; preparation for job interviews; and a chance to get real-world experience.

"Why Some High-School Grads Say No to College" by Audrey Williams June in *The Chronicle of Higher Education*, October 14, 2022 (Vol. 69, #4, p. 12); the full study, "Exploring the Exodus from Higher Education" from Edge Research, is available here.

Back to page one

5. The "Return on Investment" from College

In this *Chronicle of Higher Education* article, Scott Carlson says there are growing doubts about the value of a college degree – one of several reasons for a decline in enrollment. Several recent developments, starting before the pandemic, have tipped prospective students' cost-benefit analysis in a negative direction:

- Rising college costs from swelling administrative ranks, costly new buildings, and deferred maintenance – while family incomes have hardly budged;
- Low-income and first-generation students who need more resources and support;
- "Zombie" academic programs that are under-enrolled and not aligned with the college's mission;
- Confusion on college and career pathways – are some majors "winners" (business) and others "losers" (philosophy)?
- About 40 percent of students in four-year colleges don't graduate within six years;
- Among those who do graduate, about 40 percent are underemployed and need additional training to start a solid career;
- A growing number of employers have doubts about the skills of college graduates and are considering applicants without degrees.

These employers, says Carlson, "are chipping away at an argument that colleges have relied on for decades – that a higher-education degree is a key step to a professional career and a higher lifetime salary, and that a broad college education will help insulate workers from the threat of automation."

There's been pushback on "return on investment" number crunching, making the point that some of the most important aspects of a college education are not included: the spread of knowledge, civic engagement and support for democratic values, encountering people from different backgrounds, cultural appreciation, the tendency for graduates to be more generous philanthropically. However, there's the argument that higher education has "contributed to a rift in American politics and society today," says Carlson. "College-educated people now help form the Democratic base, while non-degree-holders have shifted right."

Some of this comes from the belief that colleges "corrupt impressionable minds with liberalism," he continues, but it may also reflect "economic and cultural alienation: the average wage premium for a college degree is more than $20,000, while the wages of people with high-school degrees have stagnated. To get a shot at many of the personally and professionally rewarding industries – or even just to keep up financially – those non-degree holders must

cross that pay-to-play barrier on the job market: college." Non-college-graduates' alienation and shift to the right reflects the economy's failure to help them adjust to globalization.

Carlson hopes colleges won't respond to the enrollment crunch by over-emphasizing vocational preparation. Rather, they should "help students see how philosophy is legitimate preparation for business, or how art history leads not just to jobs at museums or galleries, but to all kinds of roles in the world. That approach is crucial to saving undervalued disciplines in the arts and humanities that address the societal and cultural debates today… Help students – especially those from low-income and first-generation backgrounds – see a path to what they want to do through disciplines and subjects that might play to their strengths."

"Working the Public-Perception Problem" by Scott Carlson in *The Chronicle of Higher Education*, October 14, 2022 (Vol. 69, #4, pp. 48-49); Carlson can be reached at scott.carlson@chronicle.com.

Back to page one

6. Questions About Orton-Gillingham

In this paper from *The Hechinger Report*, Jill Barshay summarizes the findings of two recent academic studies questioning whether Orton-Gillingham is the best and most cost-effective method for teaching reading and writing to children with dyslexia. The first study, published in 2021, found no statistically significant benefit for children with dyslexia; the second, published in 2022, found that other less-expensive interventions were effective for children with a variety of reading difficulties, including dyslexia. (The authors of both studies cautioned that the jury is still out on Orton-Gillingham and further research is needed.)

Orton-Gillingham, dating back to the 1930s, is one of the most venerable approaches to teaching struggling readers. It includes explicit teaching of letters and sounds, helping students break down words into letter patterns, and emphasizes multisensory pedagogy – for example, having a student look at the letter *p,* say its name, and sound it out while tracing it in shaving cream.

Orton-Gillingham has many passionate advocates among parents and educators who say it has been very helpful. In 2019, a grassroots campaign led a number of states to require teacher training and implementation of the program for students with dyslexia. In some districts, public funding pays for private schools that specialize in Orgon-Gillingham and similar approaches. Orton-Gillingham remains out of reach for many low-income families because teacher training in the method is expensive.

The 2021 and 2022 studies found that other programs using these ideas are as effective as Orton-Gillingham – and less costly. The researchers also questioned whether the multisensory component was essential. The key factors in the 53 literacy interventions analyzed in the 2022 study were:

- Direct, explicit, step-by-step instruction in the basics of reading and writing;
- Systematic, intensive, and frequent instruction;
- Working with students one-on-one or in small groups;

- Not just traditional phonics but also having students practice with clusters of letters, tricky vowel patterns, and sounds;
- Spelling instruction may be especially helpful to students with dyslexia.

These five factors sharply contrast, says Barshay, "with a teaching approach based on the belief that children can learn to read naturally if they are surrounded by books at their reading level and get lots of independent reading and writing time."

Researchers found good outcomes from several commercial interventions, including Lexia Core5, Sound Partners, and Rave-O. They also saw good results from several non-commercial interventions, including Sharon Vaughn's Proactive Reading and Jessica Toste's Multisyllabic Word Reading Intervention + Motivational Belief Training (which Toste provides free on request).

The 2021 and 2022 studies said the definition of dyslexia has been unclear. Broadly speaking, it involves word-level reading difficulty, but it is on a continuum of reading difficulties, and there are different types of dyslexia – for example, not every child diagnosed with dyslexia has difficulty sounding out words; some have comprehension problems and others have excellent comprehension.

"Proof Points: Leading Dyslexia Treatment Isn't a Magic Bullet, Studies Find, While Other Options Show Promise" by Jill Barshay in *The Hechinger Report*, October 10, 2022; Barshay can be reached at barshay@hechingerreport.org.

Back to page one

7. Eggcorns and Mondegreens

In this *Boston Globe* article, Barbara Wallraff shares the *eggcorns* (misheard words and phrases) and mondegreens (the same for song lyrics) sent in by readers. Here are a few:

Eggcorns:

- Take it for granite (instead of taken for granted)
- I knew from the gecko (get-go).
- Cease to exist! A father shouted "Cease and desist!" to his rambunctious kids.
- A Las Vegas presenter to visitors, "I know you all have a lot to do, but make sure you see the nudist plays." (new displays)
- A kindergartener's rendition of the last line of the Pledge of Allegiance: "With liberty and just a squirrel."
- "Forgive us our trash baskets" (what a young child heard in church for "Forgive us our trespasses).
- "Surely good Mrs. Murphy shall follow me all the days of my life" ("Surely goodness and mercy shall follow me…")

Mondegreens:

- "Oh beautiful, four spaceship guys" ("Oh beautiful for spacious skies")
- Last line of *God Bless America*: "Stand beside her and guide her/Through the night with the light from a bulb."

- "Beet greens and blues are the colors I choose" (from James Taylor's "Sweet Baby James")

"Wrong Phrases That Sound Totally Right" by Barbara Wallraff in *The Boston Globe*, August 28, 2022

Back to page one

8. Recommended Children's Books About People with Disabilities

In this *School Library Journal* article, Margaret Kingsbury suggests eight books about people with disabilities:

- *Sam's Super Seats* by Keah Brown
- *What Happened to You?* by James Catchpole, illustrated by Karen George
- *Bodies Are Cool* by Tyler Feder
- *We Move Together* by Kelly Fritsch and Anne McGuire, illustrated by Eduardo Trejos
- *My City Speaks* by Darren Lebeuf, illustrated by Ashley Barron
- *My Ocean Is Blue* by Darren Lebeuf, illustrated by Ashley Barron
- *Best Day Ever!* by Marilyn Singer, illustrated by Leah Nixon
- *Ali and the Sea Stars* by Ali Stroker, illustrated by Gillian Reid

"Picturing Disability, Centering Joy" by Margaret Kingsbury in *School Library Journal*, October 2022 (Vol. 68, #10, pp. 36-39)

Back to page one

9. Short Item:

Teaching Irony – Here are Lillie Marshall's suggestions for helping students understand the tricky concept of irony: https://drawingsof.com/types-of-irony-definition/

"Types of Irony: Definitions and Examples Illustrated" by Lillie Marshall, October 16, 2022 from *Drawings of... Educational Cartoons*

Back to page one

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

About the Marshall Memo

Mission and focus:

This weekly publication keeps principals, teachers, instructional coaches, superintendents, and other educators well-informed on current K-12 research and ideas. Kim Marshall, drawing on 53 years 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 150 articles each week, and selects 8-10 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 Tuesday (with occasional breaks; there are 50 issues a year). Every week there's also a podcast and HTML version.

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.

Memo website:

At http://www.marshallmemo.com you'll find:
- How to subscribe and renew and a free sample
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Topics (with a running count)
- Article selection criteria
- Headlines for all issues
- Reader opinions
- Kim's bio, writings, and consulting work

Subscribers have log-in access to the Members' Area of the website, which has:
- The current issue (in Word and PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 19+ years

The Best of the Marshall Memo website:

Check out this free super-curation of articles: www.bestofmarshallmemo.org

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 Express
Cult of Pedagogy
District Management Journal
Ed. Magazine
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 Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
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
Phi Delta Kappan
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