

Marshall Memo 374

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 21, 2011

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Quotes of the Week

“Most students don’t read and write very much. And the reason for *that* isn’t a mystery... We don’t ask them to.”

Jonathan Zimmerman (see item #1)

“People pretty much did what they wanted when they wanted.”

A new principal on what he found on entering in low-performing school (see item #3)

“Too often, struggling readers are given the most mindless tasks in reading. The best phonics instruction is done in the context of helping children think with text, and that’s even more important for kids who are struggling.”

Dorothy Strickland (see item #7)

“My problems are occupying my mind much more than this topic.”

A high-school student explains school boredom (see item #4)

“It’s simple: read more, write more, teach vocabulary.”

Deborah Hollimon (see item #8)

“They spend lots of time in classes and walking the halls, calling students by name and asking them how they’re doing. They also have little patience for any staff member who is unwilling to give 100% or invest time in improving practice.”

Daniel Duke and Martha Jacobson on successful turnaround principals (see item #2)

1. Giving a Gentle Nudge to Colleagues Who Demand Too Little of Students

In this *Chronicle of Higher Education* article, New York University professor Jonathan Zimmerman comments on a recent study showing that 45 percent of college students don't improve their reasoning and writing skills in their freshman and sophomore years – and 36 percent don't improve in these areas by graduation.

The study (*Academically Adrift* by University of Virginia researchers Richard Arum and Josipa Roksa) used the Collegiate Learning Assessment, an essay-only test that measures higher-level thinking and expression. Here are two sample items:

- Students are given a set of documents on an airplane that recently crashed and asked to advise an executive on whether his company should buy this kind of plane.
- Students are presented with data about a city's crime-reduction program and asked to advise the mayor on how to respond to criticisms of the program.

The study tracked more than 2,300 students in 24 colleges, including selective liberal-arts institutions, big land-grant universities, and historically African-American and Hispanic institutions.

Why did so few students get better at writing and reasoning? “The reason isn't hard to find,” says Zimmerman. “Most students don't read and write very much. And the reason for *that* isn't a mystery, either: We don't ask them to.” More than half of the students in the study had not been asked to do more than 20 pages of writing in the previous *semester*. Seventeen percent of students hadn't met with a faculty member outside of class during the first year of college, and nine percent had never talked to a professor outside of class. “Most students simply ignore us,” says Zimmerman, “and we return the favor. It's mutual.”

The study did contain some good news: students whose professors asked them to do more than 40 pages of reading each week and more than 20 pages of writing each semester did markedly better on the Collegiate Learning Assessment. “If we want them to learn more,” says Zimmerman, we'll have to ask more of them – and of ourselves.”

Zimmerman then turns to the question of how, in the loosely-coupled, herding-cats culture of a university, professors could be held accountable for asking more of their students. Zimmerman concedes that most accountability systems could be gamed by resourceful academics, but he thinks there's a way to get to the laggards – a way that's been pioneered in the medical field. Since the late 1990s, doctors at Vanderbilt University who are the subject of complaints from patients about rude behavior are invited to have a cup of coffee with a colleague. Here's how these conversations go:

“Bob, for whatever reason, you seem to be associated with more complaints than the vast majority of your colleagues. I’m not here to find out why. I’m not here to tell you what to do. I just want to suggest that you review the material I am sharing with you and reflect on what families are saying about your practice.” The “peer messengers” receive training on how to approach their colleagues and not make it feel like they’re being taken to the woodshed. It’s more like a gentle wake-up call.

This approach has been remarkably effective. About 60 percent of problem doctors received fewer complaints from patients after a single coffee conversation. Many were unaware of how they were perceived by patients; others knew but had never been told about it by a peer and confronted with hard data.

What about the 40 percent of doctors who didn’t change their behavior after a low-key chat? About half eventually left the medical practice for another one. The other half received an “authority intervention” from a dean or other administrator, including an improvement and evaluation plan.

Zimmerman imagines what a cup-of-coffee conversation might sound like with a professor who isn’t demanding enough of students. “Joe, the average course in our college requires 50 pages of reading per week and three 10-page papers. Your course is in the bottom 10 percent on that metric. And only 20 percent of your students report meeting with you outside of class, compared with 60 percent in the university. The evidence is that if you assign more, students will learn more.” Zimmerman thinks that many professors would respond to this approach. At heart, they care about learning, and they also care about what their peers think of them.

Would this work in the world of K-12 schools? Something to ponder.

“A Little Shame Goes a Long Way” by Jonathan Zimmerman in *The Chronicle of Higher Education*, Feb. 18, 2011 (Vol. LVII, #24, p. A72), no e-link available

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2. What It Took to Turn Around Two Underperforming Texas High Schools

In this *Kappan* article, University of Virginia professor Daniel Duke and consultant Martha Jacobson describe two against-the-odds success stories:

• *Reagan High School in Austin* – Principal Anabel Garza tackled the school’s multiple dysfunctions with very few staff changes. Here are some key actions:

- Getting central-office support to replace several counselors and bring in a talented math teacher;
- Working with an experienced mentor principal to help launch the turnaround;
- Bringing in a cadre of curriculum coordinators to work with teachers on developing rigorous lessons and aligning instruction with standards;
- Insisting that teachers give daily classroom assessments to fix learning problems immediately;
- Focusing staff meetings on curriculum pacing and alignment rather than staff development gimmicks;

- Creating a ninth-grade academy with middle-school-style teacher teams working collaboratively with the same group of students and following up with struggling students;
- Double-blocking two key “gatekeeper” courses: 9th-grade algebra and English;
- Having ninth-graders who earned five credits choose one of several career pathways;
- Changing the way office staff greeted visitors from annoyance to helpfulness (Garza brought in a friend from the hospitality industry to train them);
- Improving a sloppy student registration and record-keeping process so all student were taking classes leading to a diploma and knew their graduation status at all times;
- Requiring students who missed school to make up the time in a supervised setting;
- Offering free prom tickets and other incentives to students with good attendance;
- Improving instructional quality in after-school tutoring by firing ineffective tutors and training the others;
- Replacing expensive and ineffective math and English programs with curriculum materials better suited to the school’s students;
- Fixing deteriorating facilities and beautifying the campus;
- Taking advantage of a summer credit recovery program to support students who had fallen behind;
- Launching a language academy for over-age ELLs and emphasizing English mastery for all ELLs;
- Encouraging staff members to build relationships with ELLs and make sure they knew that under Texas law, undocumented students can attend a public college or university;
- Visiting feeder middle schools to “sell” the changes taking place at Reagan and establish an early identification process for struggling students;
- Developing an early college program that allows Reagan students to earn college credits while still in high school.

Last year, Reagan High School got off Texas’s Academically Unacceptable list, boosting the TAKS reading pass rate from 67% to 75% and math from 22% to 50% – with especially big gains among Hispanic and low-SES students

- *South Hills High School in Fort Worth* – Taking over this chronically underperforming school, principal Nancy Weisskopf took advantage of a district program that required all teachers to reapply for their jobs and made extensive personnel changes. Here were some of her other moves:

- Gathering the reconstituted staff for a three-day retreat focused on a “no excuses” approach to student success;
- Launching a community charity program in which female teachers assembled bicycles and male teachers sewed teddy bears for children who could not afford them (Weisskopf wanted teachers to be comfortable working outside their comfort zones);
- Scheduling common planning time for teacher teams to analyze student achievement data, identify struggling students, and develop new approaches to critical content;

- Creating the role of lead content teacher in each department to function as subject-area specialists and work with colleagues on lessons and assessments;
- Involving teachers in a leadership team that interviews new hires and shapes the school's schedule;
- Asking a student advisory council why so few students were attending after-school tutoring (they said they needed a break after a full day of classes) and setting up a 6:30-8:30 p.m. "Monday Madness" extra-help program with pizza provided;
- Meeting with small groups of students from different classes and asking them what they are having trouble learning, then conveying their responses to teachers so they can adjust instruction;
- Requiring freshmen who are failing a subject at the end of a grading period to attend school for an extra hour until they pull up the grade;
- Requiring students who are failing a course at the end of the year to stay in school during the summer until they have fixed the specific parts of the course they have not mastered;
- Launching a three-day Freshman Camp run mostly by upperclassmen to teach rising ninth graders about the school and instill "Scorpion Pride." Incoming students begin their first year knowing several older students and feeling they are part of something bigger than themselves.
- Organizing the ninth and tenth grades like a middle school, with students assigned to a team of core academic teachers;
- Sending students who need to repeat Algebra II or Chemistry to a computer-based Plato Lab;
- Meeting with each department in January and getting a list of students who are not on track to pass the grade and a customized plan for each student, which is tracked by an assistant principal;
- Assigning a former athletic coach to follow up with students who are missing too much school or falling behind in credit accumulation; he checks on students' progress, counsels them, and makes home visits;
- Reaching out to feeder middle schools to dovetail curriculum and share information about students;
- Developing high-profile, high-interest academic majors including Culinary Arts, Digital Arts and Gaming, and Green Engineering to attract students and maintain the upper end of the academic curve.

Last year, South Hills High School went from 66% to 71% passing in reading and 35% to 57% in math, with comparable gains in science. Applying the Texas value-added formula to the data, officials declared the school's gains to be "heroic."

"Garza and Weisskopf share a number of characteristics," conclude Duke and Jacobson, "– boundless energy, infectious optimism, sincere regard for students, and an instinctive sense of where to focus resources and energy. They spend lots of time in classes and walking the halls, calling students by name and asking them how they're doing. They also have

little patience for any staff member who is unwilling to give 100% or invest time in improving practice.”

Both principals started off with some “quick wins” by sprucing up their facilities and giving teachers time to plan together. Both focused on ninth grade and established early contact with incoming freshmen. Both made curriculum improvements and got teacher teams working together. Both reached out to feeder middle schools and improved their school’s reputation in the community. And both used student achievement data to keep students on track for graduation and use extra time productively.

“Tackling the Toughest Turnaround – Low-Performing High Schools” by Daniel Duke and Martha Jacobson in *Phi Delta Kappan*, February 2011 (Vol. 95, #5, p. 34-38), <http://www.kappanmagazine.org/content/92/5.toc>

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3. Getting Staff Ownership for an Improvement Plan

In her editor’s note in the current *Kappan*, Joan Richardson tells the story of a new principal entering a 1,500-student high school in an affluent Midwestern community. In his opening weeks, the principal sensed that something was wrong and began gathering data. He found that 30 percent of students weren’t graduating, absences were highest during deer hunting season, and “People pretty much did what they wanted when they wanted.”

The principal invited his leadership team – three assistant principals and six counselors – to a retreat in his home. After some chit-chat, he showed them a list of 200 juniors and seniors whose grades and attendance indicated they weren’t on track to graduate. “Tell me what you know about Jesse,” asked the principal, pointing to one of the students on the list. Nobody knew anything about the boy beyond his name. “OK, tell me what you know about Susan,” he said. Again, the group drew a blank. “How about Juan?” he asked. Nothing. When he had gone through 30 students, one counselor, with tears in her eyes, said, “OK, we get it. What do we do?”

The team went through the same exercise with the whole staff and got a similar reaction. Ashamed, people decided to change the school into one where every student would graduate. Here are some of the changes they embraced:

- A staff member called home every time a student was absent and talked to an adult.
- Each counselor followed students through their four years at the school.
- All students were required to meet with their counselor twice a year.
- All students were encouraged to consider dual enrollment at a nearby college so they could earn college credits while still in high school.
- The school’s website started reporting academic honors as well as sports results.
- A tough new attendance policy pushed back on the community belief that hunting with a parent was a legitimate reason for missing school.

Average daily attendance improved to the 90-percent range, and the four-year graduation rate improved to 80 percent. Progress, but lots of work still to be done.

“Hunting for a Dropout Solution” by Joan Richardson in *Phi Delta Kappan*, February 2011 (Vol. 95, #5, p. 4), <http://www.kappanmagazine.org/content/92/5.toc>

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4. What Do Students Mean When They Say School is “Boring”?

In this sidebar in a *Kappan* article, Colorado educators Lois Brown Easton and Michael Soguero say that educators’ response to students who say they’re bored is often, “We’re not here to entertain you. We’re here to teach you what you need to know.” But the most recent results from the High School Survey of Student Engagement (HSSSE) show that there are many meanings behind the word “boring”:

- I’m not engaged.
- I’m not learning.
- I already know this.
- This has nothing to do with me.
- It’s too hard.
- It’s too easy.
- It’s not real world.
- I don’t like working alone.
- I don’t like working with this group.
- My problems are occupying my mind much more than this topic.
- I’m worried about ---.
- No one really cares.
- No one knows me and how I learn.

According to HSSSE, nearly half of students say they are bored every day, and 17 percent say they are bored in every class.

“Challenging Assumptions: Helping Struggling Students Succeed” by Lois Brown Easton and Michael Soguero in *Phi Delta Kappan*, February 2011 (Vol. 95, #5, p. 4),

<http://www.kappanmagazine.org/content/92/5.toc>

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5. Improving Secondary Students’ Use of Academic Vocabulary

In this *Principal Leadership* article, San Diego State University professors Douglas Fisher and Nancy Frey emphasize the importance of academic vocabulary for secondary-school students – not just memorizing lists of words, but students reading, writing, speaking, and listening to key vocabulary in different contexts in all subject areas.

For example, a world history teacher might ask students to use the word *pogroms* in a sentence at least eight words long, with *pogroms* in the fourth position. Students might produce sentences like these:

- Russian czarists used *pogroms* to frighten Jewish activists.
- Some people escaped *pogroms* by immigrating to other countries, such as the United States.

- It's easy for *pogroms* to turn into genocides.

The teacher might then have students read their sentences aloud and discuss the content and grammar. Every few days, students might look back in their history notebooks and choose one of their previous sentences to use as a topic sentence for a class summary they write on an exit ticket, allowing the teacher to gauge comprehension and zero in on students who need additional help.

Another technique for getting students to learn academic vocabulary is language frames – partially-constructed sentences into which students insert their original ideas to get practice using formal language to explain, defend, and persuade. For example, an English teacher might have students flesh out language frames like these:

- The evidence shows that -----.
- I believe this because -----.
- Ultimately, what I believe is -----.
- I reached this conclusion because -----.
- I would even add that -----.

A teacher could introduce language frames by modeling a sentence she might write after reading a mystery novel, and then have students read an article and complete their own sentences. When students get the hang of simple language frames, they can graduate to something more sophisticated, like this one:

- I agree that ---, a point that needs emphasizing because so many people believe that ----. Using this frame, a student wrote, “I agree that happiness can be bought, a point that needs emphasizing because so many people believe that it is internal. Does the ease of transportation make you happy? What about the iPod you listen to?”

NASSP members can view a video of a teacher using language frames at <http://www.principals.org/pl0211fisher>.

“Academic Language in the Secondary Classroom” by Douglas Fisher and Nancy Frey in *Principal Leadership*, February 2011 (Vol. 11, #6, p. 64-66), no e-link available; the authors can be reached at dfisher@mail.sdsu.edu and nfrey@mail.sdsu.edu.

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6. Quality Standards for Service Learning

In this article in *The Prevention Researcher*, RMC vice president Shelley Billig explains that students who work in service-learning projects “provide community service to meet a genuine need while simultaneously learning and applying important knowledge and skills from the academic or programmatic curriculum.” Service learning “connects academics, civics, and social-emotional learning in powerful ways.”

But how well service learning does all this depends on high-quality execution. A good program should involve students working in small groups on challenging but realistic projects and should have six key components: investigation (finding a worthwhile project), planning (deciding exactly what participants will do), action (providing the service), reflection (thinking about the project’s meaning for the community and the team), demonstration (showing the

impact of the work), and celebration (recognizing those who took part, preferably with intrinsic rewards).

Here are the standards that RMC and the National Youth Leadership Council, developed to assess the quality of service-learning programs

- *Duration and intensity* – The project is long and intense enough to address community needs and meet specified outcomes, probably lasting several weeks or months.

- *Meaningful service* – The project actively engages participants in age-appropriate and personally relevant service activities that make a difference.

- *Link to the school curriculum* – The project is intentionally used as an instructional strategy to meet learning goals and/or content standards, teaching participants how to transfer knowledge and skills from one setting to another. In addition, students get academic credit for their service-learning work.

- *Reflection* – Before, during, and after the project, there are challenging reflection activities that prompt students to do deep thinking and analysis about themselves and their relationship to society.

- *Diversity* – The project promotes understanding of different kinds of people and different points of view, engendering mutual respect and dismantling stereotypes.

- *Partnerships* – The project involves collaboration among youth, educators, families, community members, and community-based organization, is thoughtfully planned to meet community needs, uses good communication about goals and outcomes, and is mutually beneficial.

- *Progress monitoring* – The project engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals – and uses results for improvement and sustainability.

“Making the Most of Your Time: Implementing the K-12 Service-Learning Standards for Quality Practice” by Shelley Billig in *The Prevention Researcher*, February 2011 (Vol. 18, #1, p. 8-13); Billig can be reached at billig@rmcdenver.com. This article is available for purchase at http://www.tpronline.org/article.cfm/Making_the_most_of_your_time.

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7. Dorothy Strickland on Phonics

This *Reading Today* article has excerpts from a radio interview with former International Reading Association president Dorothy Strickland, and also ideas from her new book, *Teaching Phonics Today: Word Study Strategies Through the Grades* (IRA, 2011). Strickland is frustrated by the continuing war over phonics and the fact that some educators see phonics as a magic bullet for reading problems. “We have an alphabetic language,” she says, “and phonics is undoubtedly important if you’re learning to read English, but the key thing is that it must be learned so that it can be applied, and that means being applied or used in conjunction with other word study skills.”

Strickland, who served on the validation committee of the Common Core State Standards, believes it’s important to be clear on the difference between standards and

curriculum. “Teachers should differentiate between what the standards are – that is, a shared vision of what children should know and be able to do – and how we get there,” she says. Phonics is part of the “how to” – one of a variety of word study strategies in teachers’ tool kit.

Strickland doesn’t think it’s essential for beginning readers to know all the letters of the alphabet, or the alphabet sequence, before they begin to read and write. “The best practice is to help children identify letters and numbers in an enjoyable way as they acquire the broader concepts about print and books they will need as a foundation for literacy,” she says. Here are some of her specific tips:

- Focus on letters that have special meaning, such as the letters in children’s own names.
- Teach the alphabet song.
- Read alphabet books on a regular basis and let children read them on their own.
- Make simple picture dictionaries available.
- Help children make a class alphabet book or individual alphabet books.

Phonics plays an important role with English language learners, says Strickland: “The more teachers know about the child’s home language and the language of instruction and the differences between the two, the better the teacher will be able to help these students.”

What about older students who still aren’t proficient readers? The same phonics principles apply, says Strickland, but scaffolding and modeling are critical – as well as making instruction intellectually engaging. Upper-grade teachers should think aloud about how they cope with difficult words. “Make the task transparent,” says Strickland. “Show kids how experienced readers actually read – how they struggle with complex problems they have while they’re reading. Too often, struggling readers are given the most mindless tasks in reading. The best phonics instruction is done in the context of helping children think with text, and that’s even more important for kids who are struggling.”

“Strickland Discusses Proper Role of Phonics” in *Reading Today*, February/March 2011 (Vol. 28, #4, p. 6), no e-link available

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8. Three Keys to Improving Reading Achievement

“It’s simple: read more, write more, teach vocabulary,” says Louisiana literacy coordinator Deborah Hollimon in this *Reading Today* article. “What our students need are opportunities for voracious reading in classes brimming with engaging materials of all sorts, at many different levels... Reading means reading something engaging in every class, every day.”

In addition, teachers should get their students writing. “Writing is visible thought,” says Hollimon. “Writing connects the dots... Writing more means writing every day, in every class, mostly without fear of red ink... Content teachers can easily incorporate quick-writes, exit slips, learning logs, or journals into daily lessons. What better way for teachers to check for understanding than to peruse the writing thoughts of their students?”

Finally, vocabulary instruction is key – and the best way to teach new words is through reading. Hollimon recommends read-alouds to model good oral fluency and establish positive associations with books. Shared reading is helpful at all grade levels – the teacher reading a book aloud while students follow along in their own copies. “Struggling readers who hear no ‘voice in their head’ as they read now hear what fluent reading is supposed to sound like,” says Hollimon. “Happily, the teacher’s voice in their heads is soon replaced by their own.”

“It’s Simple: Read More, Write More, Teach Vocabulary” by Deborah Hollimon in *Reading Today*, February/March 2011 (Vol. 28, #4, p. 13), no e-link available

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9. Children’s Book Recommendations

In this *Reading Today* feature, former teacher David Richardson recommends six recently-published children’s books:

- *Spring Is Here!* by Will Hillenbrand (Holiday House, 2011) ages 2-8: A mole wakes up from hibernation and tries to wake up a bear by fixing him a good breakfast.

- *Zero* by Kathryn Otoshi (Ko Kisa Books, 2010), ages 5 and up: This book teaches the numeric value of zero and shows children that all people have value if they believe in themselves.

- *Fantasy Baseball* by Alan Gratz (Dial, 2011), ages 9 and up: Alex wakes up to find he’s playing baseball for the Oz Cyclones with other imaginary characters. Their continued existence depends on getting children to believe in them.

- *Of Thee I Sing: A Letter to My Daughters* by Barack Obama (Knopf, 2010), ages 7 and up: The president writes about interesting and inspiring people he hopes his daughters will see as heroes.

- *Sean Griswold’s Head* by Lindsey Leavitt (Bloomsbury, 2011), ages 11 and up: A girl is angry when she learns that her parents have kept her in the dark about her father’s serious illness. She decides to distract herself by writing about what’s going on inside the head of a boy who sits in front of her in class, and ends up falling for him and forgiving her parents.

- *A Tale Dark and Grimm* by Adam Gidwitz (Dutton, 2010), ages 9 and up: Richardson says this book is “masterfully written and wickedly funny” – it takes two well-known characters, Hansel and Gretel, and weaves them into Grimm’s fairytales, while an intrusive narrator warns readers to take small children out of the room as things are going to get worse, much worse.

“Children’s Book Reviews: What Could Be Better?” by David Richardson in *Reading Today*, February/March 2011 (Vol. 28, #4, p. 22), no e-link available

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10. Short Items:

a. TIMSS videos of 8th-grade math and science teachers – This website, organized by UCLA professor Jim Stigler and the Carnegie Fund for the Advancement of Teaching, has an

extraordinary collection of 53 full-lesson videos of 8th-grade math and science lessons filmed as part of the Third International Math and Science Study. The classes are in Australia, the Czech Republic, Hong Kong, Japan, the Netherlands, Switzerland, and the United States. Foreign-language videos have English subtitles and all the videos have time stamps and a full transcript. For free access to the videos and support materials, just register and create a password: <http://timssvideo.com/>

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b. State-by-state ratings of U.S. History standards – The Thomas B. Fordham Institute just released a state-by-state evaluation of U.S. History standards, written by Sheldon Stern and Jeremy Stern. Only South Carolina received an A. Six states got an A-minus: Alabama, California, Indiana, Massachusetts, New York, and the District of Columbia, along with the NAEP U.S. history framework. Oklahoma got a B+ and Georgia and Michigan got a B. The national average was a dismal D. To download the study, go to:

<http://www.edexcellence.net/publications-issues/publications/the-state-of-state-us.html>

“New from Fordham: The State of State U.S. History Standards 2011” in *The Education Gadfly*, Feb. 17, 2011 (Vol. 11, #7)

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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:

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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
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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