

Marshall Memo 986

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 15, 2023

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Quotes of the Week

“We’ve all been in a meeting that could have been an e-mail. But what about an e-mail that should’ve been a meeting?”

Bonnie Low-Kramen (see item #6)

“The conversation about ChatGPT, like the remote instruction conversation that came before it, highlights an ever-present teaching challenge: there is no perfect way to assess learning. No matter how well a test is designed, students with good test-taking strategies who perform well under pressure will score higher than classmates with similar understanding of the material who don’t have those advantages. The same is true on writing assignments. A student who’s a strong writer is likely to get a higher grade than a peer with a similar grasp of the material but whose writing skills are less developed... ChatGPT could help surface hidden talent.”

Beckie Supiano in [“Will ChatGPT Change How Professors Assess Learning?”](#) in *The Chronicle of Higher Education*, May 12, 2023 (Vol. 69, #19, pp. 21-24)

“There is a logical progression of material from grade to grade and within each grade... Teachers at a grade level talk about what to teach, how to teach, and how to figure out what’s been learned.”

Charles Payne (see item #1)

“Unlike in most regular alphabetic languages, contending with phonics in English is not a smooth freeway that moves nonreading children to independent reading. Instead, it is more like a complex maze of country back roads that must be navigated thoughtfully based on a number of contingencies. Teachers and other adults need to play the role of an intelligent, adaptable GPS.”

David Reinking and Sharon Reinking (see item #4)

“Why make phonics in English any harder than it already is?”

David Reinking and Sharon Reinking (*ibid.*)

1. Instructional Coherence – and What Works Against It

In this passage from his book, *So Much Reform, So Little Change*, Charles Payne (Rutgers University) summarizes research on school conditions that greatly improve students' opportunity to learn – especially students who enter school with disadvantages:

- *A common instructional framework guides curriculum, teaching, assessment, and learning climate, combining specific expectations for students' learning with specific instructional strategies, materials, and assessments.* “There is a logical progression of material from grade to grade and within each grade,” says Payne, “Teachers at a grade level talk about what to teach, how to teach, and how to figure out what’s been learned.”

- *Staff working conditions support implementation of the framework.* This includes time for same-grade/same-course teacher teams to meet and discuss curriculum and pedagogy, supportive professional development and facilitation of meetings, and norms and expectations for collaborative work.

- *The allocation of materials, time, and staff assignments is done in a way that advances the common instructional framework.* “Teacher assignments reflect student need,” says Payne, “not political considerations. Assignments... remain stable enough to give teachers time to learn to do them well.”

When a school has these three elements of instructional coherence in place, it's better able to put qualified staff in place and overcome the impediments to effective teaching and learning that Payne has observed:

- A fragmented, poorly-paced curriculum;
- Teachers asked to teach one thing while students are tested on different content;
- Teachers and departments not coordinating with each another;
- Unmet resource needs, including personnel, materials, and space;
- Fragmented, “drive-by” staff development;
- Inadequate instructional supervision of teachers; lack of accountability;
- Gaps in staff content knowledge;
- Weak classroom management skills; conditions not conducive to learning;
- Teacher isolation: *What goes on in my classroom is my business.*
- Low sense of teacher agency;
- Teacher skepticism about students' learning capacity;
- Inadequate informal staff knowledge about students' backgrounds and interests;
- Rigidity of teachers' attitudes about how students learn;

- Reluctance of teachers to accept leadership from colleagues: *She must think she knows more than we do.*
- Generalized belief in program failure: *We've seen programs come, we've seen 'em go.*
- Generalized skepticism about professional development;
- Attrition of effective instructional staff; the best people move on.

So Much Reform, So Little Change by Charles Payne (Harvard Education Press, 2008, 2022, pp. 89-90, 81); Payne can be reached at cp840@newark.rutgers.edu.
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2. Can In-School Suspensions Be Over-Used?

In this article in *Urban Education*, Jason Jabbari (Washington University/St. Louis) and Odis Johnson Jr. (Johns Hopkins University) say that in-school suspensions have been promoted as a less-exclusionary form of discipline than out-of-school suspensions – a way to remove disruptive students from classrooms so their classmates can learn while school staff work to improve problematic behaviors. In-school suspensions are part of a national movement to reduce exclusionary discipline; a 2014 study found that the number of in-school suspensions had surpassed out-of-school suspensions.

But Jabbari and Johnson's study (conducted with a national sample before the pandemic) found that students in schools that *overused* in-school suspensions did less well in math and ultimately in college attendance when compared to similar students in the school who were not given in-school suspensions. "The notion that a greater reliance on suspensions would increase the achievement of non-suspended students by decreasing their exposure to disruptive students," say the authors, "has not been supported in this study. Instead, a greater reliance on suspensions provides an additional mechanism by which educational opportunities, such as those related to STEM and college attendance, are stratified" – by race and family income.

"Thus," conclude Jabbari and Johnson, "in-school suspensions – the original policy alternative to out-of-school suspensions – might require a policy alternative of its own." What might that be? The authors point to recent research on restorative justice. "Rather than separating offending individuals from their classroom communities," they say, "restorative justice practices seek to reintegrate these individuals by providing opportunities where relationships can be restored. Through conferences, mediations, and talking circles, offenders are able to repair previous harms with their victims and make amends with their classroom communities."

Jabbari and Johnson note that restorative justice practices are less common in high-poverty schools and schools with higher enrollments of students of color. These progressive policies should be prioritized for students who could benefit from them the most, they say, along with curriculum and scheduling initiatives like Double Dose Algebra in ninth grade to boost math achievement. "We believe," they conclude, "that reducing the amount of high-suspension schools has the potential to drain the school-to-prison pipeline and fill the STEM pipeline."

[“The Collateral Damage of In-School Suspensions: A Counterfactual Analysis of High-Suspension Schools, Math Achievement, and College Attendance”](#) by Jason Jabbari and Odis Johnson Jr. in *Urban Education*, June 2023 (Vol. 58, #5, pp. 801-837); Jabbari can be reached at jabbari.jason@wustl.edu.

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3. Dealing with Three Unhelpful Narratives About Trauma

In this article in *Educational Researcher*, Adam Julian Alvarez (Rowan University) defines trauma as “an all-encompassing experience resulting in soul loss – a wound that disrupts our equilibrium and causes us to reevaluate our sense of self, our views on reality, and our environment.” Alvarez believes that as well-intentioned educators strive to support students who have experienced trauma, they should be careful to avoid three common racialized tropes:

- *Hearing gunshots* – Educators may have a stereotyped view of violence in impoverished neighborhoods where their students live. This view is usually exaggerated, with economic hardship being a more common source of trauma. Yet, says Alvarez, “educators may fetishize violence narratives about youth of color – particularly youth in urban areas – and overgeneralize without understanding that severity, frequency, and proximity to violence matters.” Gunshots are also occasionally heard in some rural white communities, he adds, similarly associated with economic deprivation and stress.

- *The SES myth* – Alvarez says many educators he’s worked with believe trauma is directly tied to poverty and occurs across racial lines – that growing up poor “has an impact on all students’ mental, emotional, and behavioral health.” But the data show that children of color living in poverty are more likely to experience trauma than white children in similar economic conditions – and that black and Hispanic children gain less immunity from trauma than white children when their economic conditions improve. This, says Alvarez, is a deep reflection of the nation’s racial history.

- *What happened to them* – Many educators have taken to heart the admonition to stop asking what is wrong with a child and focus on what happened to them. But this, says Alvarez, can lead educators to have a sense of “false empathy,” adopting a deficit orientation on students who are viewed as *broken, lacking, or weak* in certain areas as a result of negative experiences. Educators can then “perpetuate a discourse of pathology that ‘others’ young people for their responses to conditions they often do not control.”

Alvarez has these recommendations for overcoming unhelpful trauma narratives as educators work with high-risk youth:

- Reject these trauma tropes, which are not constructive when working with students of color and reinforce the economic and racial status quo.
- Shift from “false empathy” to more-helpful emotions: anger at injustice; empathy for students’ full lived experience; and love, which can bridge us/them barriers and address human suffering when it occurs.

- Build interracial group solidarity through a justice-oriented school mission and by working with community organizations and services.
- Move beyond reactive approaches such as mindfulness and social-emotional learning to preventive programs that address the sources of trauma.

[“Disrupting Three Prominent Racialized Trauma Tropes”](#) by Adam Julian Alvarez in *Educational Researcher*, May 2023 (Vol. 52, #4, p. 238-243); Alvarez can be reached at alvareza@rowan.edu.

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4. Why Learning Phonics Is So Complex and Challenging in English

In this *Journal of Reading Recovery* article, David Reinking (Clemson University/ University of Georgia) and Sharon Reinking (a retired teacher with 31 years in the primary grades) say that, “Unlike in most regular alphabetic languages, contending with phonics in English is not a smooth freeway that moves nonreading children to independent reading. Instead, it is more like a complex maze of country back roads that must be navigated thoughtfully based on a number of contingencies. Teachers and other adults need to play the role of an intelligent, adaptable GPS.”

What makes teaching English phonics so difficult? English has “incredibly complex and irregular connections between speech sounds and the letters they represent,” say Reinking and Reinking. Understanding these quirks is essential for teachers, parents, and other adults who want to help children become fluent readers. The authors propose three foundational principles that are important to teaching, learning, and applying phonics in any alphabetic language:

- *Phonics is necessary but not sufficient for real reading to occur.* “Reading is not pronouncing words,” say the authors. “It entails understanding and reflecting on thoughts, ideas, and information communicated through writing. It also includes the unique pleasures of reading, often through genres of creative writing such as poetry and fiction.”

- *Alphabetic texts are not just speech written down.* Speaking, especially in person, conveys inflections, cadences, and emotions that written texts try to capture through punctuation, italics, bold-face type, all-caps, and graphics. Speech is a continuous stream of thoughts with brief pauses here and there, while written texts separate groups of letters with white spaces.

- *Certain things must be in place before young children are ready to learn and apply phonics and decode.* Kids must be able to carry on a simple conversation, know the letters and the sounds they make, have phonemic awareness (that a word like *cat* is composed of discrete letters and sounds), and grasp the basic conventions of writing: groups of letters make words and, in English, lines of words are written left to right, top to bottom on a page – and where to start reading a book. If a child hasn’t acquired or been taught phonemic awareness, say Reinking and Reinking, “phonics instruction will be meaningless.”

In alphabetic languages with a consistent match between letters and sounds – Italian, Spanish, Arabic, and others – phonics instruction proceeds smoothly and naturally. In

phonetically regular languages, say the authors, “almost all children learn to decode fairly quickly and with relatively little difficulty.” Learning to decode in English typically takes children twice as long. Why? Multiple confusing irregularities!

In Italian, for example, the letter *i* invariably has the vowel sound that rhymes with *see*. In English, this same vowel sound can be represented with multiple letter combinations: *seen, thief, money, receive, treat, machine, and obedient*. Those same letter combinations can represent different sounds in English: *been, mischief, obey, beige, tread, great, medicine*. And the letter *e* sometimes has no sound: *like, some, foe, beautiful*.

Italian has fewer digraphs (two-letter combinations) and applies them more consistently, whereas students learning English must learn *ch, th, sh, ck, gh, ph, wh, kn, ng, qu,* and *wr* – and the different sounds they sometimes make – *character, choir, chart, chute* – not to mention other oddities like *sugar, sure, and issue*. English has 40-46 unique speech sounds, Italian has 30-36 (the variations come from dialects). But the real difference is how speech sounds are spelled: in English, there are hundreds of spellings across all speech sounds; in Italian there are only about 24.

Knowing these challenges helps overcome the “paradox of expertise,” otherwise known as the “curse of knowledge” – the tendency among literate adults to see phonics as “easy” for children to learn, forgetting the complexities and challenges they mastered long ago. “To teachers, and most adults,” say the authors, “reading has become incredibly easy in most situations, almost as natural as breathing, maybe even more so... So, one of the challenges for teachers and other adult readers who want to help children learn phonics is to overcome their own expertise and the illusion that decoding in English is relatively easy.”

A big misconception is that phonics in English can be boiled down to a few rules. Not true! Unlike Italian, there are no invariable rules for individual letters or letter combinations in English, say Reinking and Reinking. There are some patterns and generalizations (i before e except after c) but no hard-and-fast rules (*weight, eight, freight, foreign, seize, neither, weird, leisure*). “The generally rule-less landscape of English,” say the authors, “also suggests careful consideration of which phonics generalizations have the most utility as well as having a sense of when it is time to stop teaching generalizations altogether.”

But aren't most short, common words pretty regular and easy for the beginning reader? Again, not true. A classic study identified 45 phonics rules taught in widely used commercial reading programs and applied them to 2,600 different words that children were asked to read in those programs. Only 24 worked more than three-quarters of the time; 10 worked less than half the time. Even the tried-and-true rule – *When two vowels go walking, the first one does the talking* – worked for only 46 percent of the words in a beginning reading text. Another study found that half of the most common words in English have irregular, atypical, or ambivalent letter-to-sound correspondences.

One suggestion for dealing with this problem is decodable texts – beginning readers written to minimize irregularly spelled words (in Italian, there's no such thing since all texts are equally decodable). But decodable texts are often stilted and uninteresting (*Dan ran with*

the fan), and, say the authors, “research findings provide no clear support for using them.” One recent study found that young children comprehend better with naturally written texts.

The good news is that once students master the most frequent words, they can read most words in the texts they encounter. The bad news, say the authors, is that these common but irregular words – *of, to, some, your, word* – become models for decoding words with similar spelling but different pronunciations – *often, so, home, our, cord*. And as students encounter longer words and have to break them into syllables, phonics becomes even more complicated. Then there are the silent letters: *island, indict, could, mortgage, honest, colonel, sign, castle, yacht, calf, build, foreign, half, hymn, answer, pneumonia, corps, receipt, clothes, and more*. To add to the challenge, there are oddly-spelled words that children see in ads and signs – *lite, kwik, trix, blu, kombat, froot*.

And then there are dialects, each with rules for pronouncing common words differently. “These variations in dialect and pronunciation,” say the authors, “can be a challenge to teaching phonics in any alphabetic language, but it is especially challenging in English, which has so many alternative ways to represent the same speech sounds” – even more complicated when students speak with a different dialect than their teacher and there are cultural and social-class assumptions about which is the “correct” way to speak.

The “overarching implication” of all this, say Reinking and Reinking, “is that anyone helping children use phonics in English needs to be aware of and appreciate its complexity and difficulty. That means not assuming nor giving children the impression that sounding out words by individual letters or letter combinations is foolproof decoding, nor the essence of reading... For teachers, and for those who directly support their efforts, a deeper and more-nuanced understanding of phonics in English is necessary.” Reinking and Reinking suggest some basic principles that any English phonics program should address:

- *Evaluating and prioritizing generalizations and skills* – “Because it is unreasonable to teach every possible phonics generalization,” they say, “a logical implication is the need to decide which generalizations merit more attention than others. Which are more or less reliable, have the fewest exceptions, or are easier to explain and apply with fewer technical terms?” There are arcana that may *not* be worth knowing – for example, the small number of words in English where spelling changes the pronunciation of *th*: *bath* and *bathe*, *breath* and *breathe*, *teeth* and *teethe*. “Why make phonics in English any harder than it already is?” quip the authors.

- *Determining when to move away from or cease phonics instruction* – At some point phonics should be phased out, allowing children, supported by their teachers, to sort out other idiosyncrasies of the English language.

- *Supplementing phonics with other approaches and strategies for decoding* – These include teaching a set of high-frequency words by sight and encouraging students to compare and contrast similar spelling patterns and use them to identify new words by analogy.

- *Using professional judgment to accommodate individual differences* – “Much like a good doctor who will vary treatments and dosages for individual patients,” say Reinking and Reinking, “teachers need to merge deep knowledge of phonics and their students with their

professional experience to make wise decisions.” Principals and higher-ups need to allow for and support variation.

When are students ready to read? Primary-grade teachers face wide differences in students’ readiness and how easy or difficult it will be for each student to master phonics and move into fluent reading, including:

- Language experience in English;
- Exposure to reading;
- Books read aloud;
- Motivation and eagerness to read;
- Knowledge of the alphabet and letter sounds;
- Phonemic awareness;
- Vocabulary and background knowledge;
- Learning disabilities that make phonics instruction much more challenging.

Differentiation is a challenge for teachers of alphabetic languages around the world, say Reinking and Reinking, “but the deep complexity of letter-to-sound correspondence in English amplifies its influence on instruction and increases the need for accommodating differences in background and readiness.”

• *Expecting and accommodating debate and controversy* – “The complexity of phonics in English creates a large space for debate and controversy,” say the authors. The “Reading Wars” have had several iterations in recent decades, most recently in the debate over the “science of reading.” Countries with phonetically regular languages don’t have these debates, nor do they have periodic national commissions on teaching reading, state laws mandating a particular phonics approach, ongoing academic debates, or fierce competition among publishers and consultants. All this stems from the unique, baked-in complexity of phonics in English – and also, the authors believe, because of an assumption that phonics in English is no more complex than with other alphabetic languages.

It isn’t, and that’s the heart of the matter, conclude Reinking and Reinking. The “central issue of phonics in learning to read in English is carefully and strategically managing its complexity... There is not one, but many reasonable ways to deal with it. It also suitably makes room for professional judgment grounded in teachers’ knowledge of their own students and in their professional experience, both the successes and the inevitable failures.”

[“Why Phonics \(in English\) Is Difficult to Teach, Learn, and Apply: What Caregivers and Teachers Need to Know”](#) by David Reinking and Sharon Reinking in *The Journal of Reading Recovery*, Fall 2022 (Vol. 22, #1, pp. 5-19); the authors can be reached at david.reinking@uga.edu.

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5. What Decisions Should the Central Office Leave to Schools?

In this *Kappan* article, Joshua Starr says that when he was a superintendent, he resisted the blandishments of vendors from curriculum and technology companies. He didn’t trust the impartiality of those who had a clear profit motive, believing that professionals in his school

district could make better judgments about curriculum materials, PD, and assessments. “Those who are closest to the problem,” he believed, “should be charged with solving it and supported in doing so.”

But after several years working in the nonprofit and now the commercial world, Starr has a different perspective. “I learned that both nonprofits and private companies have vastly more research and development resources than school districts,” he says, “and that their survival depends on their ability to improve curriculum, assessment, technology, and intervention services... I’ve made a 180-degree shift in how I think school system leaders could strike a balance between internal and external expertise.”

Starr now believes central office leaders should focus on the work they can do best – namely:

- *Resource allocation* – “Funding, time, and people must be distributed so that the schools that need the most help get it and the community’s vision for its students can be realized,” says Starr. “Resources grease the wheels of system transformation.”

- *Public engagement and strategic communication* – Only district leaders can juggle the multitude of constituencies and stakeholders: school board members and other elected officials; business, community, religious, and nonprofit leaders; families, students, and educators. Superintendents need to communicate regularly through multiple channels, and they have to know where opposition is coming from and figure out how to deal with it.

- *Compliance and accountability* – “Like it or not,” says Starr, “public education is heavily regulated” – state and federal mandates, safety and environmental rules, labor contracts, programmatic requirements for special populations, and more. Central office leaders play a vital role keeping everyone in bounds and preventing headaches and distractions.

- *Supporting principals* – This is more important than ever, says Starr, and superintendents and their designees are the only ones who can fulfill this vital role. The Wallace Foundation has strongly recommended that district leaders have a manageable number of principals (about 12) to supervise, coach, and evaluate, which means staffing up principal support in larger districts.

This division of labor leaves key instructional decisions for the school level. If Starr were a superintendent now, he would reduce funding for central-office curriculum leaders and shift significant amounts to 12-month teacher leaders. “The role of coaches, content leaders, team leaders, and department heads,” he says, “should be bulked up to give them more formal authority to create an instructional environment that addresses the needs within their school.” Teacher leaders would have time to work with colleagues in other schools to find the best materials, ideas, assessments, and consultants. This increased instructional autonomy, with decisions made by those closest to classrooms, would operate “within nonnegotiable frameworks determined in concert with educators at all levels.” [Decisions about curriculum materials might also be guided by *Consumer Reports*-type organizations like [EdReports](#).]

[“Rethinking the Role of the District Curriculum Leader”](#) by Joshua Starr in *Kappan*, May 2023 (Vol. 104, #8, pp. 56-57); Starr can be reached at jstarr@leadered.com.

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6. Emotional Intelligence with E-Mail

In this *Fast Company* article, Bonnie Low-Kramen (Ultimate Assistant Training and Consulting) says while e-mail has many advantages – speedy, asynchronous, providing an electronic paper trail – she believes there are five types of e-mail that managers shouldn't send:

- *Checking in before a deadline* – With an agreed-upon task and a completion date, sending an e-mail reminder communicates that the colleague isn't trusted. "No matter how you cut it, these e-mails are experienced as disrespectful and unprofessional," says Low-Kramen – like a parent nagging a child about homework.

- *Urgent when it's not* – Bosses should save red flags and "open immediately" for true emergencies. Otherwise, colleagues get rattled and annoyed and don't take e-mails as seriously – even when they really are urgent.

- *Negative tone* – E-mails can't convey body language and facial expressions that communicate subtle human emotions. If you're upset or distracted, it's best to wait and ponder how your e-mail might be read.

- *Communicating big changes* – "We've all been in a meeting that could have been an e-mail," says Low-Kramen. "But what about an e-mail that should've been a meeting?" Major initiatives and organizational changes are best discussed with everyone physically present.

- *Weighty personnel decisions* – "It is never a good idea to fire/lay off/downsize anyone in an e-mail," says Low-Kramen. "It is not only cowardly, it can also feel inhumane, demoralizing, and traumatizing."

["5 Types of E-Mails Managers Should Never Send"](#) by Bonnie Low-Kramen in *Fast Company*, May 11, 2023

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7. Poetry Books for Children

This *School Library Journal* article lists the NCTE Excellence in Children's Poetry Award Committee's selections for the best new poetry and verse novels for children (click the link below for cover images and short reviews):

Poetry Books:

- *Mother Winter* by James Carroll
- *Patchwork* by Matt de la Peña, illustrated by Corinna Luyken
- *At the Pond* by David Elliott, illustrated by Amy Schimler-Safford
- *Counting in Dog Years and Other Sassy Math Poems* by Betsy Franco, illustrated by Priscilla Tey
- *Ice Cycle: Poems About the Life of Ice* by Maria Gianferrari, illustrated by Jieting Chen
- *You Are the Loveliest* by Hans Hagen and Monique Hagen, illustrated by Marrit Törnqvist
- *Room for Everyone* by Naaz Khan, illustrated by Mercè López

- *Marshmallow Clouds: Two Poets at Play Among Two Figures of Speech* by Ted Kooser and Connie Wanek, illustrated by Richard Jones
- *Mother Goose Goes to India* by Kabir Sehgal and Surishtha Sehgal, illustrated by Wazza Pink
- *Out of This World: Star-Studded Haiku* by Sally Walker, illustrated by Matthew Trueman
- *Maya's Song* by Renée Watson, illustrated by Brian Collier
- *Behold Our Magical Garden: Poems Fresh from a School Garden* by Allan Wolf, illustrated by Daniel Duncan

Verse Novels:

- *The Door of No Return* by Kwame Alexander
- *Odder* by Katherine Applegate, illustrated by Charles Santoso
- *The Hope of Elephants* by Amanda Rawson Hill
- *The Road to After* by Rebekah Lowell
- *A Seed in the Sun* by Aida Salazar
- *Blood Brothers* by Rob Sanders

[“Notable Verse: The Best 2023 Poetry and Verse Novels for Kids”](#) in *School Library Journal*, April 2023 (Vol. 69, #4, pp. 34-35) www.slj.com/2023-notables

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About the Marshall Memo

Mission and focus:

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

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

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- The "classic" articles from all 14 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
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
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