

Marshall Memo 181

A Weekly Round-up of Important Ideas and Research in K-12 Education

April 16, 2007

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Quotes of the Week

"U.S. high-school graduates will sell to the world, buy from the world, work for international companies, manage employees from other cultures and countries, collaborate with people all over the world in joint ventures, compete with people on the other side of the world for jobs and markets, and tackle global problems, such as AIDS, avian flu, pollution, and disaster recovery."

Vivien Stewart in "Becoming Citizens of the World" in *Educational Leadership*, April 2007, p. 10 (full article available at www.ascd.org, click on Publications, April issue)

"Many students graduate from high school in a state of infantile naïveté when it comes to the real world of work."

Mel Levine (see item #2)

"Incoming information rings bells in the mind of an engaged learner. New data or insights reverberate with previously registered knowledge and experience, often eliciting strong personal reactions. A vibrant mind vibrates. While reading or listening, it engages in active dialogue, mentally jousting with author or speaker."

Mel Levine (*ibid.*)

"Use another word, please."

The response to offensive language at Springfield High School, Oregon (see item #3)

"Until we align our reward structures so that it is in the direct interest of every adult working in public schools to seek out and master best practice, the goal of all students' achieving at high levels will remain elusive."

Theodore Hershberg and Barbara Lea-Kruger (see item #4)

1. Ten Ineffective Classroom Practices

In this punchy article in *Middle Ground*, Virginia-based educator Rick Wormeli suggests that we look candidly at what's working and what's not working in classrooms and throw out teaching practices that are past their prime, don't have solid research support, and may be slowing down student progress by wasting time and giving everyone a false sense the learning is happening when it isn't. Here's his list:

- *Assuming all students get it because a few students can answer questions in class* – This is a classic piece of teacher self-deception, says Wormeli. Getting correct answers from a few students who have their hands up isn't an accurate gauge of whether students are learning. "Every single student must respond to every single prompt," he insists, perhaps by showing their answers on dry-erase boards, index cards, or some other way that checks more systematically for understanding.

- *Relying on teacher talk* – Too many teachers seem to believe, "I said it, so students must have learned it." But most students are visual learners, and need to *see* the main points the teacher is making in key words on the board or overhead or PowerPoint, in photos, graphics, graphic organizers, videos, visualization, or acted out.

- *Giving imprecise feedback on tests* – Wormeli is critical of cramming too much material into classroom tests and then giving students one overall grade that doesn't help them understand their mistakes and misconceptions. Better to give more-frequent tests covering fewer topics, he says, and then tell students exactly which areas were proficient and which need work.

- *Adhering slavishly to pacing guides* – "A teacher who follows a strict pacing guide regardless of its impact on students is copping out," says Wormeli. "We should consult the wisdom of the pacing guide but maintain enough autonomy to break from it occasionally and serve our students without fear of retribution."

- *Giving homework that doesn't teach* – Wormeli confesses that when he was a teacher, he sometimes gave worthless homework assignments. "The purpose of homework," he now sees, "is to allow students to practice, reinforce, and extend their learning – that's it. Every assignment should be substantive and advance our cause."

- *Assigning alphabet books and acrostic poems* – Wormeli thinks asking students to find topics that start with each letter and having them write or draw something about each one is a waste of time.

- *Telling students, “Study for the test”* – Such directions are too vague, says Wormeli, leaving many students floundering. They need more structure to study effectively, for example, being asked to categorize information, summarize, find three similarities and two differences between concepts, draw a mind-map, create a graphic organizer, write note-cards of facts about the topic, create a chapter outline, or make a deck of Rummy cards and use them to play a game.

- *Asking students to summarize each chapter of a novel* – This kills the experience for students, says Wormeli. Let them read the whole book, then go back and focus on key items.

- *Watching videos for the whole class period* – Wormeli is critical of teachers who grade papers while showing videos that many students have already seen. Even if a video is directly connected to what the class is studying, he says, it still needs to be paused frequently for questions and discussion. “School is for doing things that we can do only when we are gathered together in the company of the teacher’s expertise and the building’s resources,” Wormeli concludes.

- *Not teaching something because it might be taught in a later grade* – Wormeli says it’s possible for students to read a Shakespeare play in middle school and then go to a deeper level with the same play in high school when they have a few more years of life experience under their belts.

“Spring Cleaning Our Teaching” by Rick Wormeli in *Middle Ground*, April 2007 (Vol. 10, #4, p. 29-31), no e-link available

2. Mel Levine on the Skills Needed by High-School Graduates

(Originally titled “The Essential Cognitive Backpack”)

In this thoughtful *Educational Leadership* article, North Carolina Medical School professor and author Mel Levine argues that many seemingly high-achieving high-school students struggle in college because they lack some important skills. Levine advises high schools to focus on four key areas:

- *Interpretation – helping students become in-depth comprehenders and critical thinkers.* Some students do well in high school “through efficient memorization and procedural mimicry,” says Levine. High schools need to groom students to move beyond rote learning and uninformed biases to become in-depth analysts and interpreters. Some examples:

- In science – Establish and defend your position on government support for stem-cell research;
- In social studies – Compare and contrast liberalism and conservatism; analyze a political speech to sort out its hard facts, hollow promises, assumptions, contradictions, and the doctrines on which it’s based (e.g., isolationism, fundamentalism, socialism).
- In art – Examine a painting and deduce the century in which it was created and who the artist might be;

- In all subjects – Identify your optimal learning modality: verbal, graphic, hands-on, experiential. Monitor your level of understanding: Do I really get this? If not, where is my breakdown in understanding occurring?

It's also crucial that high schools prod students to be active thinkers, constantly asking, *What does this remind you of?* and *How does this new information compare or contrast to what you learned before?* "Incoming information rings bells in the mind of an engaged learner," says Levine. "New data or insights reverberate with previously registered knowledge and experience, often eliciting strong personal reactions. A vibrant mind vibrates. While reading or listening, it engages in active dialogue, mentally jousting with author or speaker." Students should also need to find areas of passionate interest and learn about them in depth.

• *Instrumentation – helping students acquire a project mentality.* Before graduation, says Levine, high schools need to equip their students with the ability to handle complex *projects*, which are the stuff of the modern workplace. Some students are naturals at this, but most need systematic instruction and practice at:

- Brainstorming;
- Thinking long-term and previewing possible outcomes;
- Applying step-by-step thinking (versus snap decisions and impulsive approaches);
- Learning, developing, and applying strategies;
- Managing time and prioritizing;
- Getting past the idea that learning always has to be fun; developing "cognitive stamina";
- Harnessing mental energy and effort;
- Realizing that one has to work one's way up – that the big payoffs come later;
- Developing personal work patterns.

• *Interaction – helping students build and sustain productive, fulfilling relationships.*

Students need to outgrow adolescent friendship patterns, says Levine, and prepare to enter the quite different adult world. High schools need to help students in:

- Succeeding interpersonally without the need for constant approval;
- Learning to collaborate with others who are different from themselves;
- Forging working relationships as opposed to adolescent-type friendships;
- Communicating effectively;
- Learning to discern the needs of people they serve (e.g., customers, bosses);
- Relating to more senior people (such as bosses).

• *Inner direction – helping students acquire malleable self-insights so they can launch themselves into successful careers.* Too many students graduate from high school in a state of "infantile naïveté" about the world of work, says Levine. High schools need to help students identify their innate strengths (for example, "I've always been at my best when I'm working to help others", or "I'm very hands-on; my brain works best when I'm building or fixing or creating something with my hands"). Some pointers:

- Knowing one's current profile of strengths and weaknesses;

- Aligning that profile with (preliminary, tentative) life plans;
- Reviewing drafts of their autobiography they've written for recurring themes;
- Deciding on personal job values
- Finding pockets of intrinsic motivation, personal passions;
- Discovering and cultivating affinities;
- Uncovering competitive advantages;
- Previewing potential life roles;
- Probing what it will take to succeed.

“All schools should stress career education,” says Levine, “exposing students to the realities of careers, the rewards and the impasses, and the roller-coaster rides pervading every work life.” For example, a girl who thinks her love of scuba diving means she should become a marine biologist needs to think through whether she's willing to acquire the mathematical proficiency needed to make it in this field.

Levine concludes with a rank-ordered list of the skills needed for success in the 21st-century workplace (Casner-Lotto and Barrington, 2006):

- Critical thinking/problem solving;
- Information technology application;
- Teamwork/collaboration;
- Creativity/motivation;
- Dealing well with diversity;
- Leadership;
- (Knowledge domains – foreign languages, math, writing, reading comprehension, and science – were ranked 12th through 16th).

“The Essential Cognitive Backpack” by Mel Levine in *Educational Leadership*, April 2007 (Vol. 64, #7, p. 16-22); <http://www.ascd.org> and go to Publications, or click on:

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Felmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=c4c101cd75eb1110VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=d20201cd75eb1110VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

3. A Student Campaign to Squash Offensive Language

“Watch it, fag!” shouted a boy who was accidentally bumped in the corridor of Springfield High School in Springfield, Oregon. A teacher was about to speak to the boy, but a third student who was passing by said, “Michael, use another word, please, OK?” In a classroom at this school, a sophomore was disgusted by an assignment and exclaimed, “This is gay.” Another boy turned to him and said, “Use another word, please.” Other students chimed in, “Yeah, use another word!” The first boy quickly said, “My bad. Sorry if I offended anybody.”

These remarkable interactions were part of a student-initiated campaign at the high school. In the fall of 2005, the Student Advisory Committee, encouraged by an assistant principal, zeroed in on the issue of offensive put-downs and thoughtless vulgarity and decided

to do something about it. Members of the committee fanned out into hallways and classrooms, clipboards in hand, and over a few days recorded 80-90 racist comments, 30-40 sexist comments, 50-60 homophobic comments, and about 20 random profanities. The student leaders then shared their data and explained their campaign in a meeting of the school's staff. "We hear these things in the school," said one student, "and a lot of times no one says anything. From now on, if you hear disrespectful language, we'd like you to say, 'Use another word, please.'"

In January 2006, the Student Advisory Committee launched the campaign schoolwide. Student leaders set up a table in the main courtyard and asked peers and staff members to sign a pledge and get a button with the slogan on it. Their two messages were, "When you hear a degrading word from another person, just react with the simple phrase, 'Please use another word!'" and "If you're being disrespectful, you're acting the fool."

Some students supported the campaign, saying it was cool, and the committee almost ran out of its supply of 400 buttons on the first day. But there was resistance and backlash from about 60% of students, including negative comments like "This is dumb" and complaining about "school censorship of language" and When some students pushed back in subsequent weeks, the student leaders tried to educate the offenders about the meaning of offensive terms:

"That's so gay."

"Use another word, please. Is it gay?"

"No, but it's stupid."

"Then you think homosexuality is stupid?"

"Homosexuality isn't stupid – just this assignment."

"Well, then, it's not gay; you need to say what you mean."

There was some ridicule at first, especially on the football team, where students regularly threw around words like *gay*, *Jew*, and *retarded*. There was also push-back on the right to free speech. But the Student Advisory Committee leaders held their ground, pointing out that most offensive, derogatory words that create a hostile environment are not protected by the First Amendment.

The tide began to turn as students who had been silently offended by these terms began to speak up and those who had resisted toned down their comments. Some offenders began to modify their expletives to more generic terms like *jerk* and *stupid*. Teachers noticed a reduction in nasty comments, and the school's discipline data showed improvement: suspensions went from 318 in 2004-05 to 142 in 2005-06; suspensions for fighting went from 86 to 38, and suspensions for defiance dropped from 176 to 11.

"It works," said one teacher. "We're giving kids tools so when they're offended they can clearly express the fact that they're not happy with what was said."

"'Use Another Word' – One School's Campaign Against Put-Downs" by Nancy Meltzoff in *Rethinking Schools*, Spring 2007 (Vol. 21, #3, p. 46-48). No e-link, but the author can be reached at meltzoff@pacificu.edu.

4. Pay-For-Performance: Necessary But Not Sufficient

In this *Education Week* article, University of Pennsylvania educators Theodore Hershberg and Barbara Lea-Kruger note that the idea of paying higher salaries to excellent teachers is gaining momentum. But they believe pay-for-performance will not by itself raise the achievement of all students because it doesn't improve the effectiveness of *all* teachers. "To think otherwise," say the authors, "is to believe that all teachers know what to do and how to do it, and have been withholding their expertise, waiting for higher pay."

Best practices are widely available, say Hershberg and Lea-Kruger, but surprisingly few are actually used in classrooms. What's needed is a major improvement in professional development, coupled with incentives and other changes. "Until we align our reward structures so that it is in the direct interest of every adult working in public schools to seek out and master best practice," they say, "the goal of all students' achieving at high levels will remain elusive." Here are their recommendations:

- *Do pay-for-performance right.* Hershberg and Lea-Kruger believe that if we are going to attract top-notch people to the teaching ranks in the years ahead, we need to pay higher salaries to high-performers and get them to the top of the salary scale more quickly. The authors also think it's important that pay-for-performance schemes do not rate teachers in comparison to other teachers, creating unhealthy competition, but rate them on students' progress on standards.

- *Expand the role of teachers.* The authors believe that teachers deserve an equal say in decisions that affect their instructional practice, including professional development, evaluation, curriculum, and assessments not mandated by the state.

- *Give teacher teams frequent opportunities to meet.* "Teachers need more time regularly throughout the school year to interact with each other as colleagues," say Hershberg and Lea-Kruger. "Using powerful diagnostic data provided by value-added and more frequent formative assessment, teachers will collaborate to improve their instructional effectiveness."

- *Focus professional development at the school level.* The current system of basing salary increments on self-chosen university courses is ineffective, say the authors. "Professional development programs in each school should be designed based on the academic needs of students and the capacity of educators to address those needs," they write. It's also important to get a realistic picture of professional development expenditures, say the authors; many districts underestimate the amount they actually spend on PD.

- *Provide mentors for new teachers.* The sink-or-swim approach to new staff must end, say Hershberg and Lea-Kruger. Highly effective veteran teachers should provide close mentoring to new teachers for at least two years.

- *Provide coaching.* A New Zealand study found that instructional feedback and coaching from a competent colleague had a 0.81 effect size, whereas reducing class size had a 0.12 effect. Resources on high-quality teacher coaches are well spent.

- *Revamp teacher evaluation.* The authors recommend evaluating teachers on a combination of inputs (observation) and outputs (value-added student achievement over time).

They acknowledge that value-added measurement cannot be used for K-2 and specialist teachers, librarians, guidance counselors, and social workers – about 30 percent of staff.

- *Revise evaluation of administrators.* Hershberg and Lea-Kruger believe that administrators should be evaluated on whether they provide an appropriate working environment for their staffs and on value-added student achievement.

- *Ensure remediation for struggling teachers.* Studies have shown that when students have an ineffective teacher two years in a row, their achievement is seriously harmed, so remedial measures should be mandatory for these teachers – not a “gotcha” but a genuine opportunity to improve their craft.

- *Dismiss teachers who fail to improve.* “The current system, which places the decision solely in the hands of administrators, is not working,” write Hershberg and Lea-Kruger. They believe that peers should play a key role in the fair and timely removal of chronically ineffective teachers from the classroom.

- *Start small.* These changes, especially higher pay for the most effective teachers, will not be cheap, acknowledge the authors. They suggest starting with a few districts that volunteer and then using the results to make the case for broader implementation.

“Not Performance Pay Alone: Teacher Incentives Must Be Matched by Systemwide Change” by Theodore Hershberg and Barbara Lea-Kruger in *Education Week*, April 1, 2007 (Vol. 26, #32, p. 48, 35), no free e-link available

5. Power to the Principal!

In this *Education Gadfly* article, Chester Finn and Michael Petrilli summarize a new report on principals’ autonomy from the Thomas B. Fordham Foundation and the American Institutes for Research (AIR). A research team led by Hartford, Connecticut superintendent Steven Adamowski interviewed a number of principals and found a troubling gap between the power that school leaders need to get the job done (over budget, instruction, and hiring, firing, and transferring teachers) and the constraints under which most of them operate.

More troubling still, the report says, is that most principals are resigned to this autonomy gap and don’t push for the power they know they need. They’ve learned to work within the system, seeking to do the best they can as middle managers rather than as real agents of change.

This posture is understandable from the principal’s point of view, say Finn and Petrilli, “deserving of empathy not criticism. How could one rise from bed in the morning and head off to a long, hard day’s work if one were constantly frustrated by the terms of that job? Better to adjust one’s expectations.”

But this is not good for the big picture of improving schools and closing the achievement gap, say the authors. It’s a classic chicken-and-egg paradox: which will come first, empowered principals or principals who demand greater authority? Will principals who chafe at their limited autonomy within regular schools “select out”, becoming charter school principals or leaving the profession entirely?

The Fordham/AIR report describes two basic models being tried in U.S. school districts. One is the “managed instruction” model in which principals are seen as middle managers enforcing teacher “fidelity” to curriculum and instruction decisions mandated centrally – and not acting as instructional leaders in the true sense of the word. The jury is out on whether this approach produces results.

The second is the decentralized model being tried in New York City, Dallas, and Las Vegas – treating each school essentially as a charter school, with autonomy and accountability for results and much less micromanaging. The Fordham/AIR report clearly favors this approach. “If leadership is as important a factor in school success as research indicates and as just about everyone acknowledges,” write Finn and Petrilli, “and if great leaders demand (and need) true authority, taking this difficult step will justify the effort. It’s the best way to close the autonomy gap – and thus a key to closing the achievement gap as well.”

“The Autonomy Gap” by Chester Finn, Jr. and Michael Petrilli in *The Education Gadfly*, April 12, 2007; the full report is available at <http://edexcellence.net/doc/041107AutonomyGap.pdf>

6. Exercise and the Brain

This *Newsweek* cover story cites recent brain research showing that exercise is good not only for general health but also for learning, memory and higher-order thinking. Regular exercise does this by raising the level of BDNF (brain-derived neurotrophic factor), which acts as a “Miracle-Gro for the brain,” according to Harvard psychiatrist John Ratey. “People have been slow to grasp that exercise can really affect cognition just as it affects muscles,” says University of Illinois researcher Charles Hillman.

What’s the mechanism? Higher levels of BDNF stimulate brain nerve cells to branch out and join together in new ways, making it possible for the brain to absorb and catalogue more information. Lower levels of BDNF are associated with difficulty creating new memories and calling up old ones. The effect of exercise appears to be almost immediate; less than an hour after a vigorous workout, your brain is functioning better, says Hillman. But inactivity has a negative effect within a few weeks, slowing down the brain’s functioning.

The beneficial effects of exercise on intellectual functioning are most potent for children, say researchers. Kids’ brains don’t have fully developed frontal lobes and “recruit” other parts of the brain to think and learn. Increased blood flow and BDNF improve a broad variety of skills from math to logic to reading. Exercise also has well-known benefit for hyperactive children and is used by some parents and doctors as a supplement or substitute for Ritalin and other drugs.

Yet only 31% of Americans 18 and older engage in any form of regular leisure-time exercise. This suggests that an important part of schools’ mission is giving students regular, vigorous physical exercise, first for its short-term effects on their growing brains, and second, to get them in the habit of lifelong exercise. If we are successful in this area, today’s students might not go the way of their more sedentary grandparents – slowly sliding into mild cognitive impairment, followed by Alzheimer’s.

“Stronger, Faster, Smarter” by Mary Carmichael in *Newsweek*, March 26, 2007, p. 38-55

7. Short Items:

a. Leadership toolkit online – The Education Commission of the States has just launched an online Education Leadership Policy Toolkit for principals, teachers, and policymakers. The site has eight areas: vision, governance, relationships, culture, human development, instruction, evaluation, and resource allocation. The site also has case studies from Boston, National City, CA, and Memphis. It’s at <http://www.ecs.org/metlifetoolkit>.

Spotted in *PEN Weekly NewsBlast*, April 12, 2007

b. Online teaching and learning resources – OER Commons is a new website from the Institute for the Study of Knowledge Management in Education, featuring complete courses, learning modules, library documents, and interactive links on subjects ranging from algebra to zoology. Check it out at <http://www.oercommons.org>.

Spotted in *PEN Weekly NewsBlast*, April 12, 2007

c. Plagiarism websites – This helpful page in *Middle Ground* provides several websites that teachers can use to educate students about plagiarism and check for it in students’ work:

- A quick way for teachers to check for plagiarism: <http://www.plagiarismchecker.com>
- A hands-on activity in which students are given a sense of what plagiarism is all about: http://www.cybersmartcurriculum.org/lesson_plans/45_08.asp
- A crash course on preventing plagiarism from Houghton Mifflin, including a series of flashcards that help students learn about citing sources in their writing: http://college.hmco.com/english/plagiarism_prevention.html
- Lesson plan on unintentional plagiarism from the New York Times Learning Network: <http://www.nytimes.com/learning/teachers/lessons/20060428friday.html>
- Advice on how to cite sources properly: The Plagiarism Checker from the Landmarks Project: <http://citationmachine.net>
- Nine pieces of advice for teachers from Jamie McKenzie on preventing plagiarism in the classroom: <http://www.fno.org/may98/cov98may.html>

“Hot Links: Student Work: It’s the Real Thing... or Is It? Teaching in the Age of Plagiarism” by Brenda Dyck in *Middle Ground*, April 2007 (Vol. 10, #4, p. 15)

d. Rhode Island curriculum website – The state education department of Rhode Island has launched a Web-based archive of lesson plans, student work, and videos of effective teaching. So far the website covers English language arts and math, and it will soon add science, civics, and history. Although the website is aligned to the state’s academic expectations, it is open to anyone. It’s at <http://www.ride.ri.gov/instruction/curriculum>.

“R.I. Offers Web-Based Curriculum Linked to Statewide Standards” by Jeff Archer in *Education Week*, April 11, 2007 (Vol. 26, #32, p. 13), no free e-link available

e. Investor education materials online – This website has ten classroom resources for investor education for middle and high-school students:
<http://www.investoreducation.org/investoredclassroom>.

Spotted in *PEN Weekly NewsBlast*, April 12, 2007

f. “Raised by Women” – This article in *Rethinking Schools* shares a successful unit based on the Kelly Norman Ellis poem, “Raised by Women,” and provides a link to the Coal Black Voices website, which has the full text of the poem and a video of the author reading the poem: <http://www.mwg.org/production/documentary/voices/poets/kelly/index.html>.

“Raised by Women: Building Relationships Through Poetry” by Linda Christensen in *Rethinking Schools*, Spring 2007 (Vol. 21, #3, p. 14-17)

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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 36 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 (with occasional breaks; there are about 50 issues a year).

Subscriptions:

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

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
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
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
TESOL Quarterly
Theory Into Practice
Times Educational Supplement, Magazine