Marshall Memo 931

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 11, 2022

In This Issue:

Quotes of the Week

"Pedagogy is full of big ideas, but its unofficial golden rule is that, whenever something really works, you keep doing it."

> Nathan Heller in "The Access Trap" in *The New Yorker*, March 14, 2022, describing Lowell High School in San Francisco transitioning from selective admissions to enrolling students by lottery

"Above all else, teachers want to know if they are making a difference for their students."

> Thomas Guskey and Laura Link (see item #3)

"Too much teacher talk takes over the intellectual work and devalues or discourages student involvement by conveying that the teacher knows best and that the inquiry is not a collective, shared endeavor."

> Chauncey Monte-Sano, Mary Schleppegrell, Sida Sun, Jiaxin Wu, and Jeff Kabat (see item #4)

"People in positions of power must be aware of the weight of their opinions. Be mindful not to always speak first."

> Amy Crutchfield (see item #1)

"Just as there is no single best stew, there can be no single best college. It takes real chutzpah to claim that a formula comprising arbitrarily chosen factors and weights, which keep changing from year to year, can produce a single, all-purpose measure of institutional quality."

> Colin Diver (see item #2)

1. Guidelines for an Inclusive Hiring Process

In this *Chronicle of Higher Education* article, search consultant Amy Crutchfield (WittKieffer) says the internal dynamics of a hiring committee have a direct impact on whether candidates feel welcomed, respected, and treated fairly – and therefore on the diversity and quality of who's ultimately hired. She has eight suggestions for university searches that apply equally in K-12 schools:

• *Build rapport and trust within the committee*. This means taking time for getting-to-know-you exercises, however awkward they may feel. Each member should talk about their background and how it relates to the search; overall, the process should not feel rushed.

• *Early on, establish rules for how decisions will be made*. Crutchfield suggests a "community agreement" that includes listening to others' ideas, disagreeing respectfully, not talking over other colleagues, and assuming positive intent. It's helpful for committee members to review all candidates' files before the first meeting and come prepared to talk about their top choices, before they're influenced by groupthink.

• *Provide training and resources on inclusive hiring practices*. So that everyone is on the same page, the committee needs a presentation, literature, and perhaps videos on best practices, including interview questions that are appropriate and inappropriate and being aware of implicit bias.

• *Actively counteract structural hierarchies*. "People in positions of power must be aware of the weight of their opinions," says Crutchfield. "Be mindful not to always speak first." The same is true for extroverted members who tend to dominate conversations. If a member is quiet in a meeting, the chair might reach out afterward and say, "I noticed we did not hear a lot from you in the meeting, and I wanted to check in with you on how you are viewing the decision."

• *Recognize biases and beware of "fit."* Committee members need to be aware of the tendency to favor or downgrade candidates based on race, gender, sexual orientation, social class, geography, and perceived prestige. "A key principle of an inclusive hiring process," says Crutchfield: "Let each person's record speak for itself… Recognize that 'fit' can be interpreted as code for wanting people who look just like you." Rather, think in terms of "culture add" – how a candidate might add to the diversity of the team or institution. Finally, she says, if a committee is giving a white male candidate a pass (e.g., a gap in the résumé or frequent job changes), all other candidates should be cut the same slack.

• *Screen and interview "stretch" candidates*. Crutchfield encourages committees to interview one or two outliers, "calling people in, not out." "Strength on paper doesn't always transfer to being impressive in an interview," she says. "Likewise, someone who looks

mediocre on paper can really wow you in person… Interviews can be nerve-racking, and some people take a while to warm up."

• *Assess diversity at every point of the process*. Screening résumés, narrowing to first-round interviews, and selecting finalists, the committee should pause and ask if every effort has been made to ensure a diverse pool and include those who could bring different experiences or skills.

• *Handle video interviews respectfully*. These days, first-round interviews are often done via Zoom. "This should go without saying, but it's worth repeating," says Crutchfield: "During video interviews, it's not OK for committee members to take phone calls, check e-mail, depart suddenly, and exhibit other such distracting and disrespectful behaviors." It's also helpful to give candidates the questions 30 minutes before a remote interview; that way they have a heads-up and can refer to a written text but won't be overly rehearsed.

"8 Ways for Search Committees to Be Inclusive" by Amy Crutchfield in *The Chronicle of Higher Education*, April 15, 2022 (Vol. 68, #16, pp 58-60)

Back to page one

2. Why College Rankings Should Be Taken with a Barrel of Salt

In this *Chronicle of Higher Education* article, Colin Diver (University of Pennsylvania Law School) compares the annual process of ranking colleges to cooking beef bourguignon. If you combine all the ingredients just right, you get a delicious French classic. "If you do it badly," he says, "you end up with gruel."

And gruel is how he characterizes the college rankings produced by *U.S. News, Wall Street Journal/Times, Washington Monthly, Forbes, Niche,* and other groups. They combine data (including graduation and retention rates, social mobility, undergraduate academic reputation, faculty resources, student selectivity, financial resources, alumni giving, graduate indebtedness, value-added) and come up with a single number for each college.

"Taken individually," says Diver, "most of the factors are plausibly relevant to an evaluation of colleges. But one can readily see that any process purporting to produce a single comprehensive ranking of best colleges rests on a very shaky foundation." He lists six design flaws and implementation problems that call the rankings into question:

• *Selection of variables* – College rankers haven't explained their idiosyncratic choices among hundreds of possible ways to measure the quality of a college education. Why faculty salaries versus research output? Why graduation rates versus postgraduate earnings? And why do most ranking formulas ignore racial and ethnic diversity?

• *Assigning weights to variables* – "The pseudoscientific precision of the mathematical formulas used in the most popular rankings is really quite comical," says Diver. For example, *U.S. News* counts the six-year graduation rate as 17.6 percent of its overall formula, freshman-to-sophomore retention rate as 4.4 percent. A 1997 study of ranking methodology found that the weightings lack "any defensible empirical or theoretical basis," yet *U.S. News* and others have continued to use them.

• *Overlap among variables* – Most of the supposedly independent factors are dependent on each other (collinear), says Diver – for example, a college's average SAT score for entering students is closely correlated with its graduation rate, yet these are counted separately in ranking colleges. A 2017 book found that a small number of variables explains almost all of the differences in the *U.S. News* rankings. "In other words," says Diver, "many of the factors so carefully measured and prominently featured by the magazine are just window dressing… A ranking that gives separate weights to each of those factors ends up largely measuring the same thing." Most of the criteria are heavily dependent on a college's institutional wealth, which corresponds directly to entering students' SAT scores, freshman retention rates, graduation rates, alumni giving, and peer reputation.

• *The salience of numbers* – Diver says that the 2022 *U.S. News* difference between the University of California at Berkeley (ranked 22nd) and the University of Southern California (ranked 27th) is statistically meaningless, the product of slight differences in some of the factors on the "magic 100-point scorecard." And yet many prospective students take differences like these seriously when choosing a college, ignoring better ways of assessing a college's strengths and weaknesses – especially factors like student-faculty ratio, quality of teaching, and spending per student.

• *Fiddling with the formula – U.S. News* and other raters often change their criteria, which creates drama and keeps readers coming back year after year. The real reasons, says Diver, are that the raters are responding to criticism (for example, after being lambasted for "blatant wealth bias," they included college affordability and social mobility), playing Whac-a-Mole when colleges successfully game the system, and making adjustments to fix implausible results – for example, Harvard Law School coming in fifth when law schools were initially ranked.

• *The "best college" illusion* – "Just as there is no single best stew," says Diver, "there can be no single best college. It takes real chutzpah to claim that a formula comprising arbitrarily chosen factors and weights, which keep changing from year to year, can produce a single, all-purpose measure of institutional quality." True, the rankers provide some details and allow aspiring students to customize the data (usually for a fee), but the overall hierarchy still speaks loudly: *Berkeley is better than USC*. Far too many college applicants are swayed by these highly problematic rankings.

"The Rankings Farce" by Colin Diver in *The Chronicle of Higher Education*, April 15, 2022 (Vol. 68, #16, pp 16-22)

Back to page one

3. Shifting the Feedback Conversation to Results

(Originally titled: "What Teachers Really Want When It Comes to Feedback")

In this *Educational Leadership* article, Thomas Guskey (University of Kentucky) and Laura Link (University of North Dakota) say there's no shortage of suggestions to teachers from principals, instructional coaches, teammates, and PD providers. But how much of that

feedback is helpful? Teachers in a K-12 midwestern school district told Guskey and Link that five types of feedback are truly helpful:

• *Information about student learning* – Most teacher evaluations focus on posting lesson objectives, asking higher-order questions, differentiating instruction, and other teacher behaviors. But these don't resonate with many teachers, and besides, formal observations happen only once or twice a year. "Above all else," say Guskey and Link, "teachers want to know if they are making a difference for their students" – Are kids "getting it"? Can they solve problems they couldn't solve before? Do they feel good about themselves as learners? Sharing observations about outcomes like these and what the teacher did to make them happen – that's solid gold for teachers.

• *Local evidence* – Most teachers have learned to be skeptical about ideas that supposedly work for other teachers with different students in different contexts. "Eliminating that skepticism," say Guskey and Link, "requires personal mastery experiences that provide teachers with tangible evidence that the ideas work with *their* students in *their* classrooms."

• *Trustworthy assessments* – Administrators and school boards use standardized test scores to judge schools' success, but those results arrive too late to help improve classroom instruction in the here and now. Many teachers look at high-stakes tests with a jaundiced eye, especially if they aren't aligned with the curriculum they're asked to teach. What teachers do trust is students' daily work, their projects and presentations, and data from teacher-made assessments. One of the most powerful improvement dynamics is teachers looking at an error analysis of a common formative assessment and zeroing in on items that need to be retaught using a more-effective strategy.

• *Timely feedback* – "When it comes to classroom-level strategies or procedures," say Guskey and Link, "teachers want evidence of improvement quickly, typically within the first few weeks." Lacking that, teachers often abandon an innovative approach, especially if it comes from outside. That's not because they're against change but because they don't want to waste time on practices that don't benefit their students. New methods and materials should have built-in assessments that give rapid feedback on what's working and what isn't within days or weeks, not months or years.

• *Feedback that's constructive and diplomatic* – Guskey and Link say that helpful correctives for teachers parallel what we know about feedback to students:

- Begin with something positive.
- Describe non-judgmentally what needs improvement.
- Offer ideas and practical guidance on an approach that might be more effective.
- Express belief in the recipient and confidence in success.

"Teachers want timely and trustworthy feedback that focuses on their students' learning and offers practical suggestions for classroom applications," conclude the authors. "When we offer teachers this type of feedback, they gain meaningful information for improvement and direct evidence that their work makes an important difference."

"What Teachers Really Want When It Comes to Feedback" by Thomas Guskey and Laura Link in *Educational Leadership*, April 2022 (Vol. 79, #7, pp. 42-48); the authors can be reached at guskey@uky.edu and laura.link@und.edu; a related article by Guskey and Link is summarized in Memo 925.

Back to page one

4. Involving All Students in Middle-School Social Studies Discussions

In this *Teachers College Record* article, Chauncey Monte-Sano, Mary Schleppegrell, and Sida Sun (University of Michigan), Jiaxin Wu (Duke Kunshan University, China), and Jeff Kabat (Ann Arbor Public Schools) say that middle- and high-school classroom discussions often take up a small amount of instructional time, and when they do take place, only a small percent of students participate. Lecture and recitation are more common, say the authors, and "too much teacher talk takes over the intellectual work and devalues or discourages student involvement by conveying that the teacher knows best and that the inquiry is not a collective, shared endeavor."

This is most unfortunate since discussion and argumentation are important to student learning – which is why they're prominently featured in Common Core ELA and Math, Next Generation Science, and C3 Social Studies standards. Why are good classroom discussions so rare? Because, say the authors, "facilitating a discussion has multiple complexities, including motivating student participation to ensure equitable access to the knowledge being developed, sharing knowledge with integrity and coherence, and managing time and other classroom constraints."

Fortunately the researchers were able to observe, video-record, and analyze the work of two middle-school social studies teachers (Kabat was one of them) who managed to engage all students in their diverse classes in substantive discussion and argumentation. Here's what made that possible:

- An inquiry-based social studies curriculum and careful teacher preparation for each lesson;
- Students reading engaging primary-source materials with an eye toward their teachers' compelling, open-ended questions;
- Students discussing those questions in pairs or small groups, corroborating sources, evaluating their reliability, and constructing and debating claims;
- Teachers establishing a common focus, checking for understanding, and encouraging students to use textual evidence to support ideas and claims;
- Teachers leading classes with a mix of direct instruction, small-group work, and calling on students to interpret texts and extend their thinking;
- Teachers encouraging students to build on, respond to, and develop each other's ideas;
- Teachers playing an "active, not domineering" role, say the authors, "micro- and macro-scaffolding," asking questions with multiple possible answers, building knowledge versus quizzing, and listening carefully to what students said;
- Teachers touching on three types of discussions: sensemaking, argumentative, and culminating argumentative;

- Teachers highlighting social studies practices, concepts, and knowledge central to constructing or evaluating historical interpretations;
- Students building on each other's contributions to reach a deeper understanding of the unit's big ideas.

In the two classes, conclude Monte-Sano et al., students with a wide range of background knowledge, reading levels, and English proficiency participated, and "discussion made students' intellectual work visible, while also serving as the medium for accomplishing that work."

"Discussion in Diverse Middle School Social Studies Classrooms: Promoting All Students' Participation in the Disciplinary Work of Inquiry" by Chauncey Monte-Sano, Mary Schleppegrell, Sida Sun, Jiaxin Wu, and Jeff Kabat in *Teachers College Record*, October 2021 (Vol. 123, #10, pp. 142-184); Monte-Sano can be reached at cmontesa@umich.edu; here's a link to the authors' social studies curriculum: https://readinquirewrite.umich.edu.

Back to page one

5. A New Jersey High School Works on Inclusion, Community, and Trust

In this *Phi Delta Kappan* article, Bailey Verdone and Antony Farag, teachers at Westfield High School in suburban New Jersey, describe how they and their colleagues, horrified by school shootings in U.S. high schools with similar demographics and size, created Transition, a program that's been in operation for almost two decades. The goal, say Verdone and Farag, was "to build a more trusting and inclusive environment, where students' social and emotional needs are more fully addressed… ensuring that every student feels known, valued, and respected."

At this high-achieving school, stress, competition, social isolation, and mental health are the most worrisome issues. Right from the start, the focus was on the transition from Westfield's smaller middle schools to the 2,000-student high school. Every year, Transition recruits 130 student volunteers from the eleventh and twelfth grades to work with small groups of entering ninth graders. In addition, every ninth grader is paired with at least one junior or senior within the first two weeks of school, and older students make a point of greeting ninth graders in hallways, cafeterias, and other non-classroom settings.

The discussion groups, dubbed "outreaches," meet on seven designated days within the first semester. Outreaches engage in role-plays, project-based learning, and group discussions aimed at building community and ensuring everyone's sense of belonging and safety. One segment on stereotypes begins by listening to the song "You have to be carefully taught" from the musical *South Pacific*. Students discuss the sources of stereotypes and prejudice in families, friends, neighbors, the media, and society, how it feels to be a target, how to actively resist, how to get support, and the way negative beliefs can be unlearned.

Group leaders are trained to conduct discussions in ways that don't reinforce stereotypes but guide students to see how stereotypes can lead individuals and groups to feel like outcasts – isolated, stigmatized, and marginalized. Peer-to-peer discussions without adults usually focus on non-academic aspects of students' lives, which is especially valuable in a

community with lots of academic pressure. Follow-up surveys have consistently shown that these group discussions have a positive impact on incoming ninth graders.

Verdone and Farag coordinate Transition, and every spring they select the 130 group leaders from more than 200 applicants. Leaders are chosen based on teacher recommendations, self-awareness, being comfortable speaking in front of peers, and strong interests outside the classroom. Selected leaders go through an intensive training program to build skills at leading discussions and being active listeners. During the year, group discussions take place during ninth graders' health and physical education classes, which requires forbearance by those teachers. The older students also miss some classes and must be prepared to make up the work they miss.

Group discussions are only lightly monitored by adult advisors to promote authentic sharing. "School administrators must trust and empower program advisors to manage the logistics of the program," say Verdone and Farag, "and address the rare disciplinary issues that might arise when groups of students interact in a semi-formal context." They believe the trust engendered in Transition groups is "compounded throughout the school, spreading to teachers and administrators."

What have been the results? Over the 17 years the program has operated, measures of harassment, intimidation, and bullying have steadily decreased. The head of the school's counseling department credits Transition for these trends. She reports that the school has a high level of student self-referrals, which she believes shows increased self-awareness and less stigma for seeking help. Local organizations and a state program have supported Transition financially (stipends for the coordinators and four advisors, materials for training and group meetings, guest speakers, and refreshments for an end-of-year thank you for advisors), reflecting a belief that the program benefits the whole community.

"Creating a Safe Community: The Transition Project" by Bailey Verdone and Antony Farag in *Phi Delta Kappan*, April 2022 (Vol. 103, #7, pp. 43-46); the authors can be reached at BaileyVerdone@gmail.com and AntonyFarag@gmail.com.

Back to page one

6. Integrating Dance and Physics for African-American Girls

In this *Journal of the Learning Sciences* article, Folashadé Solomon (TERC and Framingham State University), Dionne Champion (University of Florida), Mariah Steele (University of Rochester), and Tracey Wright (TERC) say that physics has often seemed off limits to African-American girls. To counteract this exclusion, the authors devised a program that integrates dance and dance-making practices with physics content.

Describing an activity that has circles of dancers coordinating their weight, strength, and balance, the authors say, "This is the work of dancers, but it's also physics. This activity, part of an embodied physics learning lab for high-school girls, reveals how gravity, forces, and balance play a significant role in developing choreography. It also reveals how dance can play a critical role in physics engagement."

The full article provides details and illustrations; here are a few of the physics concepts incorporated in the program:

- Gravity – Learning dance phrases, sharing weight with a partner, practicing technical dance feats such as jumping and turning, and then analyzing the forces at play;
- Newton's Laws of Motion – Choreography focused on forces and full-group improvisations to illustrate physical phenomena such as the formation of stars;
- Electron structures and chemical bonding – Representing physics topics in movement;
- The periodic table – Dancing the elements.

"Black girls remain an untapped resource for STEM creativity and innovation," conclude the authors. "It is critical that we center and celebrate their knowledge resources as we reimagine what physics learning could be."

"Embodied Physics: Utilizing Dance Resources for Learning and Engagement in STEM" by Folashadé Solomon, Dionne Champion, Mariah Steele, and Tracey Wright in *The Journal of the Learning Sciences,* January-March 2022 (Vol. 31, #1, pp. 73-106); Solomon can be reached at folashade_solomon@terc.edu.

Back to page one

7. Leaders' Vulnerability and Psychological Safety

This forthcoming article by Constantinos Coutifaris and Adam Grant in *Organization Science* (summarized in *Harvard Business Review*) describes a study in which 111 team leaders were divided into four groups and given different instructions for interacting with their employees:

- Group 1's leaders asked their team members for feedback on the leader's performance.
- Group 2's leaders shared areas from their performance evaluations in which they needed improvement.
- Group 3's leaders asked for feedback and shared their own weak areas.
- Group 4's leaders conducted business as usual.

A week later, then a year later, all employees were surveyed on the perceived level of psychological safety in their team. After a week, none of the teams reported any effects; a year later, there was a significant increase in psychological safety only in the teams in which leaders shared their own shortcomings. In follow-up interviews, the researchers were able to figure out what had happened:

• In the teams where members were asked to give their leader feedback, leaders reacted defensively, feeling judged; they hadn't made a commitment to being vulnerable. In addition, team members tended to give feedback on superficial matters, or items that were outside the leader's span of control. This created a vicious cycle in which subordinates said less and less and leaders were increasingly unresponsive.

• In the teams where leaders openly discussed their own weaknesses, leaders initially felt anxious and awkward and employees were surprised and skeptical, mostly staying quiet. But as leaders continued to be open about their own failings, employees began to respond in

kind. This created a virtuous cycle in which vulnerability was normalized – which allowed feelings of safety to grow.

Coutifaris and Grant say these findings "reveal an interesting paradox. Seeking feedback created a wide funnel that invited comments… on a wide range of issues, undermining the efficacy of both leaders and employees. Sharing feedback created a filter, helping employees to concentrate on issues that were important and controllable for leaders."

"To Create Psychological Safety, Share Negative Feedback About Yourself" in *Harvard Business Review*, March-April 2022 (Vol. 100, #2, p. 26), from "Taking Your Team Behind the Curtain: The Effects of Leader Feedback-Sharing and Feedback-Seeking on Team Psychological Safety" by Constantinos Coutifaris and Adam Grant in *Organization Science* (forthcoming)

Back to page one

8. Notable Children's Picture Books of 2021

In this feature in *Language Arts*, Jeanne Gilliam Fain, Vera Ahiyya, Elizabeth Bemiss, Janine Schall, Jennifer Summerlin, and Fran Wilson list the books they selected from 538 titles as the best for readers in grades K-8:

- *Above the Rim: How Elgin Baylor Changed Basketball* by Jen Bryant, illustrated by Frank Morrison
- *All Because You Matter* by Tami Charles, illustrated by Bryan Collier
- *Exquisite: The Poetry and Life of Gwendolyn Brooks* by Suzanne Slade, illustrated by Cozbi Cabrera
- *I Am Every Good Thing* by Derrick Barnes, illustrated by Gordon James
- *I Talk Like a River* by Jordan Scott, illustrated by Sydney Smith
- *If Dominican Were a Color* by Sili Recio, illustrated by Brianna McCarthy
- *Lift* by Minh Le
- *On Account of the Gum* by Adam Rex
- *Once Upon an Eid: Stories of Hope and Joy by 15 Muslim Voices* edited by S.K. Ali and Aisha Saeed
- *Overground Railroad* by Lesa Cline-Ransome, illustrated by James Ransome
- *Packs: Strength in Numbers* by Hannah Salyer
- *Swashby and the Sea* by Beth Ferry, illustrated by Juana Martinez-Neal
- *Swish! The Slam-Dunking, Alley-Ooping, High-Flying Harlem Globetrotters* by Suzanne Slade, illustrated by Don Tate
- *The Day Saida Arrived* by Susana Gomez Redondo, illustrated by Sonja Wimmer
- *The Oldest Student: How Mary Walker Learned to Read* by Rita Lorraine Hubbard, illustrated by Oge Mora
- *The Power of Her Pen: The Story of Groundbreaking Journalist Ethel Payne* by Lesa Cline-Ransome, illustrated by John Parra
- *We Are Water Protectors* by Carole Lindstrom, illustrated by Michaela Grade
- *What I Like Most* by Mary Murphy, illustrated by Zhu Cheng-Liang

- *Winged Wonders: Solving the Monarch Migration Mystery* by Meeg Pincus, illustrated by Yas Imamura
- *Write! Write! Write!* by Amy Ludwig VanDerwater, illustrated by Ryan O'Rourke
- *Your Name is a Song* by Jamilah Thompson-Bigelow
- *Your Place in the Universe* by Jason Chin

"The 2021 Notable Children's Books in the English Language Arts" by Jeanne Gilliam Fain, Vera Ahiyya, Elizabeth Bemiss, Janine Schall, Jennifer Summerlin, and Fran Wilson in *Language Arts*, March 2022 (Vol. 99, #4, pp. 281-290)

Back to page one

9. Short Items:

a. Looking Ahead – Way Ahead – This article by Max Roser, accompanied by some intriguing graphics, takes the long view of the future of human civilization far into the future – if we keep ourselves safe.

"The Future is Vast: Longtermism's Perspective on Humanity's Past, Present and Future" by Max Roser, in *Our World In Data*, March 15, 2022

Back to page one

b. Best 2021 Poetry and Verse Novels for Kids – This link has short descriptions and cover images of the books selected by the National Council for Teachers of English Excellence in Children's Poetry Award Committee.

"Notable Verse: NCTE's 21 Best 2021 Poetry and Verse Novels for Kids" by Ted Kesler, Ryan Colwell, Deanna Day, Rebecca Kai Dotlitch, Gabrielle Atwood Halko, Heidi Mordhorst, and Mary-Kate Sableski in *School Library Journal*, April 2022 (Vol. 68, #4, pp. 42-44)

Back to page one

If you have feedback or suggestions,
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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 52 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 150 articles each week, and selects 8-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every 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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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD Express
Cult of Pedagogy
District Management Journal
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
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Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Urban Education