

# Marshall Memo 941

A Weekly Round-up of Important Ideas and Research in K-12 Education  
June 20, 2022

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## Quotes of the Week

“Schools are seasonal communities, and those of us who love schools often love them for their cycles of turn and return. We attend to the crisp beginnings in fall and the brightness of the days as spring bends toward summer. We cherish the pauses along the way and the rituals we come back to year after year.”

Dan Glass in [“Deep Impact”](#) in *Independent School*, Summer 2022 (Vol. 81, #4, pp. 80-84)

“Schools are the true fulcrum of the functioning of society. We always knew this in an abstract way. But the pandemic brought it home.”

Donna Orem in *Independent School*, Summer 2022 (Vol. 81, #4, pp. 8-11)

“Churches and schools are in the business of helping people on their journey to truth, but they also have budgets to balance, programs or ministries to offer, requirements to meet, and buildings to maintain.”

Autumn Adkins Graves (see item #1)

“What is the point of trying to do the right thing when it's just a drop in the ocean? But what is an ocean but a multitude of drops? Things get better when a multitude of drops form an ocean and sweep things away. World War II: the Nazis were defeated, as was a Japanese empire, because enough good people said no. Civil rights came about because of, I think, an American belief that our responsibility as citizens is to work toward making a more perfect union... I have a fascination with the progress that America has made in all these incremental moments. That is an American sense of what is right and what is wrong.”

Tom Hanks in [an interview](#) by David Marchese in *The New York Times Magazine*, June 19, 2022

“The relentless and superficial focus on whether phonics *or* whole language approaches represent the best way to teach reading skills has resulted in reading failure for many children.”  
Reid Lyon (see item #6)

“Seldom does anyone respond to criticism or demands.”  
Kaycie Maddox (see item #2)

“Humans are wired to fear the unknown... However, that gut reaction leads people to miss a crucial fact: uncertainty and possibility are two sides of the same coin.”

Nathan Furr and Susannah Harmon Furr in [“How to Overcome Your Fear of the Unknown”](#) in *Harvard Business Review*, July-August 2022 (Vol. 100, #6, pp. 135-139)

“So more Bob Martins and fewer guns. More hope and less despair. And then everything all at once, which really comes down to a single priority: a country where all people can see the possibility of their own future. Because the fact is, broken things need not stay broken. They can also be opportunities to rebuild.”

Rachel Louise Snyder in [“The Most Dangerous Years”](#) in *The New York Times*, June 12, 2022; Bob Martin was the social worker who saved her life during a tumultuous and traumatic adolescence.

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## **1. A Preacher’s Daughter Applies Her Father’s Wisdom**

In this article in *Independent School*, Virginia school head Autumn Adkins Graves reflects on the lessons she learned from her father, a minister in the African Methodist Episcopal Church:

- *Recognize the business needs.* “Churches and schools are in the business of helping people on their journey to truth,” says Graves, “but they also have budgets to balance, programs or ministries to offer, requirements to meet, and buildings to maintain. It’s a delicate balance that mission-driven businesses must navigate and, importantly, help their constituents understand... I think about how the way we spend money shows our values.”

- *Represent the brand.* People in congregations want to know if their leaders practice what they preach; similarly, parents watch to see if principals walk the talk about school values – including how their own families conduct themselves. At the same time, she’s grateful that her parents encouraged her to speak truth to power when she saw mistakes being made.

- *Set clear boundaries.* Graves remembers having dinner with her parents most nights, and although the conversation wasn’t always riveting, it was a great way to check in. In her first school leadership position, she learned the importance of putting some limits on the work

– making time to catch up with friends, watch a show, read for pleasure, go to bed earlier. Now that she has a family, she makes a point of being present with her husband and children and asks her colleagues not to call between 6 and 8 in the evening unless it’s an emergency.

• *Share the right message at the right time.* Graves says school leaders are increasingly called on to deal with thorny cultural issues. She remembers her father in the early 1980s pushing back on what he considered unchristian views on the HIV/AIDS crisis. “Inspired by Dad’s approach,” says Graves, “I continue to use love as the guiding principle in my decision-making. This has served me well when navigating election seasons or questions regarding diversity, equity and inclusion.”

• *Offer pastoral care.* “When there’s a tragedy in our school community,” says Graves, whose school has 900 students and 225 employees, “when there’s a divorce, an illness, or even a disappointment, our job is to help students and adults feel that they belong, to know they’re cared for and loved, and to provide compassion and support. Sometimes just sending a note to let someone know you are thinking about them can make a difference.”

Graves’s father has retired now, but his influence is very much with her. “His legacy is one of compassion, care, business acumen, and impeccable stewardship. I hope I can continue his legacy through my leadership.”

[“Parallel Paths”](#) by Autumn Adkins Graves in *Independent School*, Summer 2022 (Vol. 81, #4, pp. 43-45)

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## 2. A Mid-Career Math Teacher’s Epiphany

In this article in *Mathematics Teacher*, Georgia educator Kaycie Maddox says that at the beginning of her career, she aspired to be a superstar high-school math teacher. “I loved the opportunity to encourage students and connect with them,” she says, “and I felt confident in my ability to explain and demonstrate mathematical concepts. And I was certain of the best approach to present mathematical ideas to students so they could understand.”

But reality intruded. Some students were unmotivated and disengaged and didn’t perform well. Maddox refined her pedagogy, tried to make the content more relevant, and built relationships with students, but a significant number continued to underperform. This was “a crossroads of belief,” she says. “What did I really believe about students and their ability to learn mathematics?” Some colleagues said those students just didn’t have the ability to be successful in the subject.

“This attitude about students was unsettling and dissatisfying to me,” says Maddox. “My students seemed intelligent and showed evidence of that capability in a variety of other academic areas or outside-of-school interests.” What’s more, she noticed that even students who got good grades on her unit tests didn’t retain the concepts and skills a few weeks later.

All this was on Maddox’s mind when she was asked to take part in a statewide math research project. The lead professor observed one of her classes and said afterward, “That was the most masterful lesson I have ever seen on geometric mean. It is obvious you have a deep

understanding of this concept. But let me ask you a question. What do your students know?” Maddox couldn’t answer. “I knew then I was out of my depth,” she says, “and needed all the help I could get.”

In the weeks following, she realized that for years she had been explaining math procedures to her struggling students and then asking low-level questions. Teachers in the research project were encouraged to ask open-ended questions on concepts and procedures. “Almost immediately,” says Maddox, “I began to notice a difference in the motivation and achievement of my students.” Presented with higher-level questions and challenging tasks, students:

- Eagerly explained their thinking;
- Engaged in discussions and writing that clarified and retooled their thinking;
- Used her questions, clarifications, and guidance to ramp up their skills and knowledge.

Maddox became more of a coach than a traditional pedagogue and included all students in this process, not just those who struggled. She found that all students’ retention improved; they could use and build on previously taught concepts when tackling new material.

To Maddox’s delight, her classroom became a model for the new approach and she frequently hosted visitors from inside and outside the school. The principal asked her to lead workshops, and several years later, after earning National Board Certification, she was persuaded to take a position supporting instruction across 13 school districts.

As she began coaching other teachers, Maddox found they embraced change only when personally ready to do so. She approached her work with some humility: “Seldom does anyone respond to criticism or demands,” she says. “However, asking such questions as, ‘What do your students know?’ or ‘What have you got to lose from using new strategies?’ can trigger opportunities for discussion of practice and can move toward a crossroads of belief.”

[“Teaching Is a Journey: Fostering Student Thinking”](#) by Kaycie Maddox in *Mathematics Teacher: Learning & Teaching PK-12*, June 2022 (Vol. 115, #6, pp. 441-443); Maddox can be reached at [kaycie.maddox@negaresa.org](mailto:kaycie.maddox@negaresa.org).

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### **3. Ideas for Co-Leadership in Corporations – and Schools**

“Power sharing never works – except that it often does,” say consultants Marc Feigen, Michael Jenkins, and Anton Warendh in this *Harvard Business Review* article about co-leadership in the corporate world. “Under the right circumstances,” they say, “it’s remarkable how much co-CEOs can do. They can bring deep and diverse competencies, backgrounds, and perspectives to the job. They can be in two places at once – literally. They can form a left-brain/right-brain partnership... One can lean inside, the other outside.” And they can keep each other grounded. Interestingly, co-consuls ruled ancient Rome for 500 years.

Feigen, Jenkins, and Warendh studied ten companies that have implemented a shared leadership model and found the following success factors [most of which also apply to co-principalships in K-12 schools]:

- *Willing participants* – Both leaders need to be whole-heartedly committed to the idea that two heads are better than one and are open to hearing another opinion, communicating, and not always needing to get their way.

- *Shared values* – This is essential, say Feigen, Jenkins, and Warendh: “To succeed, they need a relationship based on honesty, respect, trust, and compromise.”

- *Complementary skill sets* – Hiring committees are sometimes torn between two candidates with different strengths and wish they could merge them. Co-leadership is a way to do that, getting the best of both leaders. To the degree to which skills overlap, there’s potential for conflict, which is less likely to happen if there are...

- *Clear responsibilities* – It’s important to define separate and complementary areas of control, responsibility, and decision-making. When there’s uncertainty, the co-leaders need to get together and decide, “You take this” or “I’ll take it” or work on it together.

- *Mechanisms for conflict resolution* – In cases where there’s disagreement, the co-leaders need to close the door and talk through their differences – and have a plan for outside mediation when things can’t be resolved.

- *An appearance of unity* – It’s vital that co-leaders “speak to their employees with a common voice,” say Feigen, Jenkins, and Warendh, “because disagreements among coequals can lead to confusion and indecision throughout the organization.” Colleagues need to know that speaking to one of the leaders is speaking to both of them.

- *Fully shared accountability* – That means each leader is responsible for overall performance and is paid the same.

- *Board support* – It needs to be ongoing and “nonintrusive,” say the authors. There’s a temptation for board members to pull one of the co-leaders aside and ask how it’s going. Big mistake. The board should also avoid being used by one or the other co-leader or their supporters. “Disagreements should be brought to the board only if the two CEOs do so together.”

- *An exit strategy* – If things don’t work out, there needs to be a way to switch back to a traditional leadership model.

[“Is It Time to Consider Co-CEOs?”](#) by Marc Feigen, Michael Jenkins, and Anton Warendh in *Harvard Business Review*, July-August 2022 (Vol. 100, #6, pp. 50-54); see also [“The Conversation: Two Co-Heads Discuss Their Leadership Model”](#) by Jonathan Harris and Casey Hitchcock in *Independent School*, Summer 2022 (Vol. 81, #4, pp. 105-107)

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#### **4. Do State Curriculum Standards on Evolution Make Any Difference?**

In this article in *Education Next*, Benjamin Arold (ifo Center for the Economics of Education) says that although virtually every student in the U.S. is required to take biology in high school, there’s wide variation in course content. This is especially true of evolution, which is both foundational to modern science and controversial among Americans. According to a 2015 Pew Research poll, only 65 percent of U.S. adults accept the theory of evolution, and their understanding and beliefs track closely with political and religious affiliation;

Republicans and evangelical Christians are more likely to be skeptical and Democrats and independents are more likely to embrace the theory. The same differences are true of other doubts about scientific findings, including climate change and Covid-19 vaccinations.

The debate on teaching evolution goes back more than a century. After Charles Darwin's paradigm-shifting 1859 book, *On the Origin of Species*, the scientific community quickly reached consensus on the theory of evolution. But in the U.S., curriculum decisions were often made at the local level and biology textbooks lagged behind the scientific consensus. In the 1925 Scopes trial, a Tennessee high-school teacher was found guilty of teaching evolution in violation of state law. It wasn't until 1968 that the U.S. Supreme Court ruled that such laws were unconstitutional. Even so, efforts to limit the teaching of evolution persisted, with some states insisting on "balanced treatment" of evolution and creationism (the Supreme Court ruled out that approach in 2007).

What was happening in classrooms? A national poll in 2007 found that only 51 percent of high-school biology teachers said they presented evolution as the scientific consensus. That percentage rose to 67 percent in 2019, but organized efforts to influence how evolution is taught persist to this day, including "academic freedom" bills proposed in Florida, Oklahoma, Arizona, and others empowering parents to challenge curriculum content and requiring teachers to present an array of theories on the origins of life, climate change, and other issues.

Arold found that between 2000 and 2009, 22 states expanded their curriculum coverage of evolution (with Florida, Kansas, and Mississippi making the most significant enhancements) while 15 states reduced curriculum emphasis (the biggest downgrades were in Connecticut, Louisiana, and Texas). The changes in state curriculum standards were idiosyncratic, not always following left-right political shifts.

Arold looked closely at the impact of states' curriculum changes on three data points; high-school graduates' understanding of evolution; adults' acceptance of the theory; and adults' likelihood of working in the natural sciences. He found a positive correlation in all three areas. Specifically, in states that required more-comprehensive instruction on evolution:

- Students were more likely to correctly answer knowledge questions on evolution at the end of high school (as measured on the NAEP science test). The biggest increases were among female students, low-income students, African-American students, and those who didn't have a computer at home. The smallest increases were among male and Hispanic students. Interestingly, students' improvements in understanding of evolution did not spill over into other areas of science.

- Adults were more likely to accept the theory of evolution; there's a 33-percentage-point difference between the two types of states. A key question: *Human beings, as we know them today, developed from earlier species of animals. Is that true or false?*

- Adults were 23 percent more likely to pursue careers in the life sciences, including high-paying occupations in medicine, biology, chemistry, and agriculture. Interestingly, being exposed to an evolution-rich curriculum had no impact on working in science-oriented occupations outside the natural sciences, such as science technicians and social scientists, or in non-scientific fields.

In short, says Arold, “what states require in their educational standards has long-lasting effects on individual attitudes and occupational choices – which, even outside of the challenges of managing a pandemic, can foster innovation, opportunity, and economic growth. When state education leaders require comprehensive instruction in evolution theory in high school, they are helping grow the science workforce of the future.”

[“The Costs of Canceling Darwin”](#) by Benjamin Arold in *Education Next*, Summer 2022 (Vol. 22, #3, pp. 56-63); Arold can be reached at [arold@ifo.de](mailto:arold@ifo.de).

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## 5. Jay McTighe on Curriculum Mapping 3.0

In this online *Solution Tree* article, Jay McTighe traces the development of curriculum maps and suggests a new approach:

- *Curriculum mapping 1.0: Describing what’s taught* – This approach got a lot of attention in the late 1990s with Heidi Hayes Jacobs’s influential book, *Mapping the Big Picture*. Teachers created diary maps of the topics and skills being taught, when, and for how long, and met in grade-level and department teams to compare their maps and check for gaps or duplication in coverage and vertical alignment. A school might discover that dinosaurs were being taught in kindergarten and second grade, or that students were leaving high school without learning how to write a research paper. “During this era,” says McTighe, “curriculum mapping software programs emerged, providing educators with electronic tools for easily entering and storing the maps, updating the curriculum, and generating a variety of reports to check for alignment.”

- *Curriculum mapping 2.0: Aligning with standards* – States developed detailed curriculum expectations to guide local coverage in core subjects. Grade-level and department teams worked to make sure their curriculum maps covered the standards, and some produced pacing guides for each year.

- *Curriculum mapping 3.0: Looking at high-level learning* – The first two generations of curriculum mapping looked at inputs, says McTighe – the topics or standards being taught. He believes it’s time to focus on desired *outcomes* – what students should *be able to do* with their learning, measured by authentic tasks or projects in realistic and relevant context. “Such tasks,” he says, “include a clear purpose, a target audience, and genuine constraints (e.g., schedule, budget, word count). Since these tasks are typically open-ended they frequently offer opportunities for students to work toward their strengths and be creative.” Some examples:

- Prepare and present a multimedia TED Talk on a researched topic.
- Compose an original story on a theme to present to younger students.
- Create a mathematical model to represent a real-world phenomenon.
- Conduct a scientific investigation to answer a question – for example, which brand of paper towels is more absorbent?
- Prepare a public service announcement to encourage citizens to vote, conserve water, or volunteer.
- Develop a how-to guide or technical manual to teach others a skill or process.

- Research different perspectives on a contemporary issue, choose a position, and develop an argument supported by reasons and evidence.
- Critically appraise information and claims found on websites and social media.
- Create an infographic to explain (for example) how a bill becomes law or the exponential spread of a virus.
- Create a work of art in a chosen medium to express thoughts and feelings.
- Propose and conduct a “passion project” on a topic of personal interest.

An important feature of curriculum mapping 3.0 is that key performance skills will recur across the grades – for example, oral communication, argumentation, writing for varying purposes and audiences, problem solving, investigation, design thinking, artistic expression. Students should learn, refine, and apply these and other skills through ongoing opportunities in increasingly complex situations.

McTighe suggests five benefits of mapping the curriculum around a coordinated set of authentic tasks:

- When students are engaged in rich and motivating learning experiences, they are more likely to see purpose and relevance beyond the classroom, recognize the importance of learning foundational content and skills, and have “voice and choice” in content connected to their interests and talents.

- When teachers shift from covering content to orchestrating authentic performances, students learn to apply their learning in new and varied situations. “Think of coaching in athletics,” says McTighe; “coaches recognize that their job is to prepare their players for the game (authentic performance), not to cover the playbook page by page.”

- This approach naturally integrates 21st-century skills (critical thinking, collaboration, communication, innovation) with the curriculum in ELA, math, and other areas.

- Curriculum 3.0 focuses on valuable skills that can’t be assessed in standardized tests and tend to fall through the cracks – argumentation, design thinking, multi-media communication, historical inquiries, scientific investigations, collaborative community projects. Evidence of student learning in these areas can be collected in digital portfolios that are part of a school’s aspirational “portrait of a graduate.”

- The broader and deeper student thinking involved in Curriculum 3.0 helps establish an adult culture of results-focused continuous improvement monitored by teacher teams.

A modern curriculum, McTighe concludes, should prepare students “to apply their learning to the new opportunities and challenges they will face in an increasingly complex, interconnected, and unpredictable world.” He remembers his long-time writing partner Grant Wiggins saying that students should graduate with a résumé of accomplishments, not just a record of Carnegie Units, seat time, and a GPA. Curriculum mapping 3.0 focused on authentic performance tasks can help realize that vision.

[“It’s Time for Curriculum Mapping 3.0”](#) by Jay McTighe in Solution Tree, March 2, 2021; McTighe can be reached at [jay@mctighe-associates.com](mailto:jay@mctighe-associates.com).

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## 6. Still More on the Early Reading Debate

In this LinkedIn article, Reid Lyon, former head of the Child Development and Behavior Branch at the National Institutes of Health, says the two sides in the ongoing debate on early literacy have been distracting educators from seeing what's best for primary-grade students. "The relentless and superficial focus on whether phonics *or* whole language approaches represent the best way to teach reading skills," says Lyon, "has resulted in reading failure for many children." Here's how he sees the issues:

- The either/or debate doesn't capture the complexity of learning to read which, he says, "requires the development of a number of interacting language-literacy skills, each necessary but not sufficient for reading proficiency." We've known for over three decades, Lyon continues, that to become proficient readers, children need to understand the language's sound structure, develop vocabulary, increase speed and accuracy when reading words and text, apply reading comprehension strategies, and more, all in skillfully differentiated instruction. The question that should be continuously asked is, "for which children are which instructional approaches or combinations therein most beneficial in developing reading skills at which stages of reading development?"

- The phonics/whole language debate has muddled teacher preparation for far too long, says Lyon, including periods when teaching phonics skills was seen as "an affront to teachers' power and creativity." Too few teachers were "grounded in the complexity of reading development... nor were they provided the tools to identify valid research findings and weave them into their instruction."

- Teachers have been whipsawed by heated arguments about how students should be taught: at one extreme the notion that phonics instruction is a negative "kill and drill" experience for developing readers, at the other that learning to read is a psycholinguistic guessing game. "Years of NIH research," says Lyon, "found that comprehensive, direct, and systematic instruction for all critical reading skills was essential, particularly for struggling readers. Such instruction could be provided in a vibrant and interesting manner, not via a rote, lockstep process... The phonics-whole language content wars miss this completely."

- The either-or formulation, says Lyon, has "sucked the life out of critical early intervention approaches to reading development." Important research in the 1990s identified key early warning signs of reading failure that can identify would-be struggling readers in kindergarten or earlier. "It was clearly established," he says, "that focusing early and intentionally on early intervention was a critical element in preventing reading difficulties."

"Is the new 'science of reading' viewed as the tool to adjudicate the debate in favor of phonics?" Lyon asks. "Despite the fact that phonics-only programs fail children as well? As long as we continue to view reading instruction through the lens of either/or, no science, no matter how solid and robust, will lead to the changes in teacher preparation and the reading marketplace necessary to reduce reading failure."

["Comments on Lucy Calkins Retreat on Phonics by Dr. Reid Lyon"](#) on LinkedIn, June 6, 2022

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## 7. Overcoming Common Problems with Physical Education Classes

In this *MindShift* article, author Linda Flanagan lists the reasons some students hate their schools' compulsory physical education classes:

- Bullying in locker rooms (no adult supervision);
- The humiliation of being passed over when teams are picked;
- The pressure to throw and run well for an impromptu team;
- Overweight and unathletic students being teased;
- Boys being "absolutely psycho" (in the words of one girl);
- Having to undress and shower in front of peers (or return to class in sweaty clothes).

All this is unfortunate, says Flanagan, because exercise is linked not only to physical fitness but also to brain health, improved memory, problem solving, creativity, executive functioning, sunnier moods, less depression, and overall happiness. "Is there a way," she asks, "to make physical education less alienating – and possibly even appealing – to the thousands of kids who take part?" She found several schools that have been successful. Here's how:

- *Variety* – Teachers shift to a new unit every two or three weeks and include sports students might not encounter outside school – pickleball, for example – where all students need to learn the rules from scratch.

- *Choice* – Students in one school cycle through three major exercise units over the year: team games and yoga; cardio; and choice (soccer or basketball, self-defense or running, other options). It's also a good idea to have a choice between competitive and non-competitive games. "Thus," says Flanagan, "kids who want to go hard at the game can compete against other gung-ho players, while those who prefer a relaxed and fun approach can participate with similarly mellow students."

- *Addressing locker room issues* – Some schools give students the option to stay in school clothes or change earlier or later than classmates, and an adult is always present to prevent bullying.

- *Exercise never a punishment* – Making students do three laps if they're late does the opposite of teaching that exercise is fun; teachers might take attendance while students warm up, building in flexibility on punctuality.

- *Mindset* – Students get the message that exercise is central to life and anyone with a body is an athlete. At one school, every adult takes part in "morning movement."

- *Relationships* – Effective PE teachers get to know students personally and make them feel welcome and appreciated.

["Six Ways Schools Improved P.E. to Prioritize Student Interest and Motivation"](#) by Linda Flanagan in *MindShift*, May 10, 2022

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## 8. Short Items:

*a. Online Material on Evolution* – [This website](#) by the Smithsonian National Museum of Natural History, *What Does It Mean to Be Human?*, has a rich trove of material on research evidence, lesson plans, and more.

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**b. Out of Vietnam, Fifty Years Later** – In this [New York Times article](#), Kim Phuc Phan Thi reflects on the iconic photograph taken of her as she ran screaming from her Vietnamese village after a U.S. napalm attack in June 1972. She now lives in Canada and is the founder of the Kim Foundation International, which provides aid to children who are victims of war.

“I Am Not ‘Napalm Girl’ Anymore” by Kim Phuc Phan Thi in *The New York Times*, June 12, 2022

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**c. Digital Museum Content** – The [Museums for Digital Learning](#) website has a curated collection from several museums including 3D models, audio files, documents, images, videos, and more than 40 resource kits for K-12 educators – all free.

Spotted in “Museum Hoppers” in *Independent School*, Summer 2022 (Vol. 81, #4, p. 16)

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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.

## ***Subscriptions:***

Individual subscriptions are \$50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

## ***Website:***

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Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word and PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 18+ 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 Express  
Cult of Pedagogy  
District Management Journal  
Ed. Magazine  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Exceptional Children  
Harvard Business Review  
Harvard Educational Review  
Independent School  
Journal of Adolescent and Adult Literacy  
Journal of Education for Students Placed At Risk (JESPAR)  
Kappa Delta Pi Record  
Knowledge Quest  
Language Arts  
Learning for Justice (formerly Teaching Tolerance)  
Literacy Today (formerly Reading Today)  
Mathematics Teacher: Learning & Teaching PK-12  
Middle School Journal  
Peabody Journal of Education  
Phi Delta Kappan  
Principal  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
Teachers College Record  
Teaching Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The Journal of the Learning Sciences  
The Language Educator  
The Learning Professional (formerly Journal of Staff Development)  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Time  
Urban Education