

# Marshall Memo 1127

A Weekly Round-up of Important Ideas and Research in K-12 Education  
March 2, 2026

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## Quotes of the Week

“What ultimately distinguishes the schools that endure is not whether turnover happens but whether effective practices have been institutionalized strongly enough to survive it.”

Robert Pondiscio (see item #2)

“Reading success does not unfold in a straight line. It is a reciprocal cycle in which each stage – sound, sense, thought, and knowledge – feeds and strengthens the others... Treating these stages as isolated steps means missing opportunities to leverage their interdependence.”

Barrie Olson (see item #3)

“Slowing down to examine student work, rehearse task launches, script questions, or practice responding to misconceptions can feel inefficient in the moment. But the return on investment is big.”

Isobel Stevenson (see item #1)

“The mere presence of a smartphone in a classroom (even one set to silent mode) represents a cognitive liability. Pop-up notifications, whether seen or merely anticipated, impose a tax on the very attentional resources that learning requires.”

Carl Hendrick (see item #4)

“The ping of a notification, the silent vibration in a pocket, the ambient awareness that something, somewhere, might require a response: these are not incidental features of modern life. They are now its architecture... The mind never fully settles. It hovers in a state of anticipatory vigilance, perpetually primed for the next interruption.”

Carl Hendrick (*ibid.*)

“No text, theory, or equation exists outside of time, place, and power. Literary canons, scientific paradigms, and mathematical methods reflect decisions about whose knowledge is preserved, valued, and taught.”

Aaliyah El-Amin and Scott Seider (see item #7)

## 1. What Rowing Can Tell Us About School Improvement

In this *Coaching Letter*, Connecticut writer/consultant Isobel Stevenson suggests rowing as a metaphor for our efforts to improve K-12 schools. Studies show that rowing (on the water or on a gym machine) can be a highly efficient form of exercise. There are three components – cardiovascular fitness, strength, and technique – and any one of these can hold a person back. But technique is the most significant: the way one performs each stroke – catch, drive, return – “is the variable that affects whether power is applied smoothly and continuously throughout the stroke cycle,” says Stevenson, and that determines the payoff from each session. Even if a person is strong and fit, the wrong technique means an unsatisfying workout.

How does this apply to K-12 schools? The key concept is the *bottleneck*: the part of rowing, or the factor in a school, that is preventing optimal performance. In rowing, the bottleneck might be the catch, the arms/back/legs sequence, or the follow-through. In a school, it might be:

- Low cognitive demand that leads to student compliance rather than thinking;
- The teacher overexplaining a learning activity so students have nothing to figure out;
- Not checking for understanding so misconceptions are left unaddressed;
- Lack of time for teacher teams to collaborate;
- Staff meetings as reporting sessions versus places where professional learning happens;
- Norms that discourage intellectual risk-taking.

If bottlenecks like these aren't identified and addressed, says Stevenson, “effort increases but movement does not.”

In rowing, another possible bottleneck might be applying more power – *pull harder!* – but using poor technique. In schools, it might be urging people to have a sense of urgency but with the wrong materials or flawed pedagogy. “If you up the pace without holding your technical discipline,” says Stevenson, “you put strain on the system, you increase inefficiency, and you risk the system collapsing in on itself.”

In rowing, there are certain things you can't do anything about – for example, the length of your arms and legs, which affects the length of one's stroke. But other elements of technique can compensate for not being long-limbed. In schools, there's nothing teachers can do about students' home circumstances, but there are plenty of things within the school that can improve their academic and social achievement.

In rowing and schools, as capacity improves, bottlenecks may shift. Improved rowing technique makes building strength or cardiovascular capacity more important. In classrooms, as instructional materials and the student tasks get better, teaching technique becomes more

important, says Stevenson – “ensuring that all students are asked to think and make their thinking visible and get a response from the teacher that moves their understanding forward.”

When addressing bottlenecks, she says, less is more. Watching elite crews train, she’s been struck by the slow pace of their strokes, “working on their timing, technique, and coordination because the payoff is much greater if they invest in increasing the efficiency of the boat moving through the water, and the way they do that is to make each rower hyper-aware of their own technique, the balance of the boat, and the movement of the rower in front of them. They slow the stroke because they can sustain the slower speed for longer periods of time, giving them more time to work on the non-physical factors.”

Improving instruction benefits from a similar deceleration, says Stevenson. “When the constraint lies in the quality of tasks, in how lessons are launched, or in how teachers respond to student thinking, adding more initiatives or increasing pace does not produce better learning. Slowing down to examine student work, rehearse task launches, script questions, or practice responding to misconceptions can feel inefficient in the moment. But the return on investment is big.”

[“Coaching Letter #227”](#) by Isobel Stevenson, February 25, 2026; Stevenson can be reached at [istevenson@partnersforel.org](mailto:istevenson@partnersforel.org).

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## **2. How Some Beat-the-Odds Schools Sustain Their Success**

In this *Education Gadfly* article, Robert Pondiscio says that when high-achieving, high-poverty schools fail to sustain their success over time, the explanation is often that leadership turned over or the staff churned. But shouldn’t truly successful schools be able to survive these predictable events? The average tenure of a principal is four years (less in low-SES schools), and many teachers transfer or leave the profession after five years. “What ultimately distinguishes the schools that endure,” says Pondiscio, “is not whether turnover happens but whether effective practices have been institutionalized strongly enough to survive it.”

What needs to be present for an effective program to keep up quality despite staff and leadership turnover? he asks. Here is Pondiscio’s working hypothesis, based on his experience and some anecdotal evidence:

- A clearly defined instructional core – “Not a ‘philosophy,’” he says. “Not a mission statement. An operating system.” It needs to include common, high-quality materials, a thoughtful instructional sequence, clarity on what is taught and why, and a definition of effective classroom practices. New teachers are acculturated and trained in this model, not left to reinvent the wheel in their classrooms.

- Consistency – “Schools that sustain results minimize variation in the things that matter most,” says Pondiscio, “particularly foundational literacy and numeracy instruction. They monitor whether the curriculum is actually delivered. They coach toward specific practices. When drift appears, they correct it.” Consistency is not aspirational; it’s operational.

- Good day-to-day teaching – Schools that are short hitters tend to rely on “great” teachers; schools that sustain success focus on effective practices and build an ethos about

instruction accompanied by support systems that help “ordinary” teachers be successful over time. Good instructional routines aren’t a matter of individual discretion – they are expected throughout the organization. These schools assume there will be turnover and design accordingly.

In 2019, Pondiscio published a book about the Success Academy charter schools in New York City (*How the Other Half Learns*, Avery) describing their sustained success in spite of quite high teacher and principal turnover. He concedes that this model may not be “portable” to parts of the country that don’t have as many “ambitious young people willing to endure an intense professional environment for a few years.” He also notes that Eva Moscovitz, the founder and “culture-keeper” of the Success Academy schools, is still the leader, “meaning the ultimate test of its durability is still to come.”

Pondiscio closes with a request for readers to send the names of schools that have sustained success over time, especially in communities where the demographic odds are usually working against students. “Durable success, not temporary breakthroughs, is what the field most needs to find, study, and emulate,” he says. With a nod to superb athletes like Michael Jordan, he points to John Stockton, Vince Carter, Cal Ripken, and Lou Gehrig as analogues – “guys who were not just good but who managed to stay that way for a long, long time.”

[“Good Schools Don’t Beat Staff Turnover. They’re Built for It”](#) by Robert Pondiscio in *Education Gadfly*, February 26, 2026; Pondiscio can be reached at [Robert.Pondiscio@aei.org](mailto:Robert.Pondiscio@aei.org).

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### **3. Teaching Early Reading As a “Reciprocal Cycle”**

In this article in *Language Magazine*, Barrie Olson (Curriculum Associates) questions the classic formulation of children’s literacy development: *learning to read* in the primary grades, then *reading to learn* starting in grade 3. This assumes a linear progression:

- Decoding
- Fluency
- Comprehension
- Knowledge-building

But “reading success does not unfold in a straight line,” says Olson. “It is a reciprocal cycle in which each stage – sound, sense, thought, and knowledge – feeds and strengthens the others... Treating these stages as isolated steps means missing opportunities to leverage their interdependence.”

This insight was driven home when Olson’s six-year-old daughter Noa entered kindergarten. The girl knew how to decode and loved stories, but her teacher labeled her a “reluctant reader” because she balked at reading classroom materials. The problem, it turned out, was what students were being asked to read: decodable texts that weren’t good stories, books that were too difficult to decode, and texts that demanded too much background knowledge.

For students like Noa, says Olson, the answer is teaching reading and using classroom materials in ways that activate the full reciprocal cycle, with skills and knowledge interacting continuously. That works because:

- Knowledge makes decoding easier;
- Decoding practice deepens comprehension;
- Fluency frees cognitive resources for reasoning;
- Reasoning builds knowledge that accelerates future decoding.

For example, a student who understands the concept of photosynthesis will find it easier to decode *chlorophyll* than a student who sees the word in isolation. And a student who knows how to decode multisyllabic words will have more confidence navigating a complex science text.

Each of the four stages – decoding, fluency, meaning, and knowledge – is essential, says Olson, and none stands alone. Here’s how they can be integrated:

- *Decoding* – Mastering the foundational skills of phonological awareness, phonics, and word recognition takes a lot of cognitive effort at first, and practicing with controlled texts is important. “But the decoding is not an endpoint,” says Olson. “When students encounter familiar concepts, decoding becomes easier because cognitive load shifts away from meaning-making. Knowledge lightens the burden.” And children love good stories.

- *Fluency* – Automatic word recognition, phrasing, and expression frees working memory for more-fluent reading, says Olson. “Yet fluency without understanding is hollow. A child can sound fluent without actively thinking. But as fluency solidifies for students, their minds have bandwidth to engage in thinking about meaning.”

- *Comprehension* – Moving beyond literal recall, says Olson, students “can begin to infer missing information, connect ideas across sentences or texts, evaluate evidence and bias, and reflect on themes and implications.” But this requires that students have more and more...

- *Knowledge* – Students connect what they’re reading with what they already know and add to their background knowledge about science, literature, and history, which makes it easier to understand new texts. “When students know more,” says Olson, “they can think more efficiently and fluently. They decode faster (because familiar words and concepts are easier to recognize), comprehend more deeply, and continue building knowledge not only for themselves but for others.”

Olson concludes with some advice for teaching reading using this integrated, reciprocal approach:

- Pair phonics instruction with domain-rich literature and social studies and science texts.
- Be explicit about the links between sound, sense, meaning, and knowledge.
- Choose materials wisely – decodable at first, meaningful, and engaging. “Avoid stories that sacrifice sense for simplicity,” says Olson.
- Build knowledge gradually with high-interest thematic units.

“The Reciprocal Cycle of Reading” by Barrie Olson in *Language Magazine*, February 2026

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#### 4. Unchecked Technology Has Failed Us; We Need Relational Intelligence

In this article in *Stanford Social Innovation Review*, Isabelle Hau (Stanford University) says “the defining challenge of our time is not whether artificial intelligence will advance – it will – but whether we will intentionally cultivate the RQ [relational intelligence] that makes those advances serve human flourishing, rather than undermine it. In an era marked by loneliness, fragmentation, and the substitution of technology for human presence, RQ is both under threat and newly indispensable.”

According to anthropologist Robin Dunbar, humans’ large neocortex evolved primarily to navigate the complex relationships in 150-person hunter-gatherer bands. As *Homo sapiens* developed language and technology, we built collective identities larger than kinship or tribe, and in the past century, IQ – the intelligence of logic, analysis, and problem-solving – was important to thriving in economies driven by industry and information. Over the last three decades, EQ – the capacity for empathy, self-awareness, and emotional attunement – has become a focus in schools and workplaces.

“Yet IQ and EQ may no longer be sufficient markers of human intelligence,” says Hau, “in an era when machines increasingly outperform us in analysis and convincingly simulate empathy.” The next stage in human evolution, she believes, is RQ – “the capacity to build trust, navigate difference, repair ruptures, and create meaning together.” She cites current data on the changes technology is bringing about in human interactions:

- Infants are experiencing fewer conversational turns with their primary caregivers.
- Studies show that the number of childhood friends is in decline, as is time spent socializing and playing.
- 40 percent of U.S. children under age 2 now have their own mobile device.
- Children who use technology heavily are five times more likely to experience communication delays.
- When people check their devices (about 205 times a day) they risk interrupting a connection.
- Children now receive far more frequent affirmation from machines than from humans.
- Users of relational AI believe it is more human and emotionally close than human caregivers.

“If our most reliable relationships are with machines,” says Hau, “our tolerance for the complexity of human intimacy may erode, along with the relational intelligence it builds. Real relationships are full of friction: misunderstandings, silences, needs unmet. They require patience, compromise, humility, savvy, and wisdom.”

The bottom line: relational intelligence is decaying at the very time when we need it most. Hau believes that families, schools, workplaces, and communities must work to strengthen empathy, trust, and human connections. Technology will continue to be a major factor in our lives, but we need to set limits, in the same way that we have speed limits on highways. Her ideas:

- *Augmentation over automation* – Use technology for efficiency (summarizing notes, scheduling, and coordination) opening up more time for people to listen, mentor, and care.
- *Bridges, not buffers* – Success should be measured by more human-to-human contact, for example, tutoring tools that prompt more teacher check-ins, not fewer.
- *Relational safety* – Platforms should provide us with off-ramps to real-time connections with each other, transparent data practices, and safeguards against design tricks that isolate people from one another.

We must “design policies, schedules, spaces, and incentives,” says Hau, “so that connection is not an act of private heroism, but the easiest, most natural path” – in infant care, daycare, schools, workplaces, and communities. “In sum, relational infrastructure, sustained across the lifespan, is not only a moral imperative but also a pragmatic foundation for health, learning, work performance, and social resilience.” She closes with ten recommendations:

- Name RQ as a valuable public outcome.
- Share data on RQ in schools, workplaces, and hospitals.
- Funding for RQ time – smaller class sizes, continuity in medical care, mentoring.
- Procure for presence – reward technologies that increase human contact.
- License relational practices – embed RQ in credentialing and residencies.
- Support early bonds – caregivers’ ability to tune in to children’s emotional cues.
- Redesign for connection – for example, schools as relational hubs in communities, and advisory structures in schools – small, stable groups of students meeting regularly with a dedicated adult responsible for knowing them deeply, supporting their academic and emotional growth and maintaining strong ties with families and the community.
- Tame technology and adopt relational rituals – digital sabbaths and time-bound use.
- Steer AI toward RQ – adopt core standards for transparency and handoffs to humans.
- Fund relational infrastructure innovation that builds the connective tissue of society.

“By taking these steps,” Hau concludes, “we can start the next revolution in human intelligence. It won’t come from machines that think faster – it will come from people who relate better. From schools that teach love as literacy. From communities that measure progress not by accumulation but by connection. From public officials and foundations that invest in relational infrastructure that serves us... We are standing at a crossroads in human history. Artificial intelligence will continue to advance, dazzling and disrupting. But alongside it, quietly, another revolution is possible: a relational renaissance, where the measure of intelligence is not the power to compute, but the capacity to care.”

“Welcome to the Era of Relational Intelligence” by Isabelle Hau in *Stanford Social Innovation Review*, Spring 2026 (Vol. 24, #2, pp. 26-35)

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## 5. What Happens When a Student’s Phone Buzzes

In this article in *The Learning Dispatch*, Carl Hendrick (Academica University, Netherlands) reports on a new study of smartphone notifications. The conclusion: students’

attention has been “colonized by a system designed to fracture it,” says Hendrick. “The ping of a notification, the silent vibration in a pocket, the ambient awareness that something, somewhere, might require a response: these are not incidental features of modern life. They are now its architecture.”

The researchers studied what happens to students’ attention each time they receive a notification: cognitive processing is slowed for about seven seconds. This may not sound like much, but the average participant in the study received more than 150 notifications a day, so the cumulative impact of all those seven-second interruptions was “a fundamentally altered cognitive rhythm,” says Hendrick. “The mind never fully settles. It hovers in a state of anticipatory vigilance, perpetually primed for the next interruption.”

The researchers were able to separate out students’ reactions by notification type: ones they didn’t recognize, ones from the apps they used most often, and ones they knew were specifically for them. The amount of distraction escalated from small with the first (the notification caught the student’s eye) to moderate with the second (they were accustomed to getting information from it) to significant with the third (it was *for them*). “The last of these is the crucial amplifier,” says Hendrick. “Put simply, we are not merely distracted by notifications. We are *recruited* by them.” Even if a student sees a notification on another student’s phone, it’s a distraction: “The body responds before the mind has decided to care.”

The study concluded that young people’s screen time is not the metric parents and educators should be most worried about. The researchers looked at (a) the number of notifications per day, (b) how often kids checked their phones, and (c) total time spent on devices. It turns out that screen time was only marginally associated with cognitive distraction; what was most powerful was the frequency of notifications and how often kids reached for their phones. “Parental anxiety fixates on duration,” says Hendrick, “but this study suggests that the relevant variable is not how long we stare at the screen, but *how frequently we are pulled toward it*. The damage is done not by sustained use but by the ceaseless rhythm of interruption and return.”

What’s going on in the brain, he reports, is a dopamine kick that gradually sensitizes the reward circuitry, increasing attentional salience. “Our relationship with our devices,” says Hendrick, “has been shaped, through thousands of daily conditioning trials, into something resembling a compulsion.” Over time, notifications produce a level of activation similar to seeing faces, experiencing a threat, and survival-relevant cues. “A notification from Instagram, in the brain’s reckoning, begins to compete with a rustling in the undergrowth.”

All this is deeply subversive of the kind of “cognitive patience” required in schools – students’ willingness to linger with difficulty, to sustain attention long enough for meaning to emerge,” says Hendrick. “But this is precisely what the notification environment does: it trains the brain to expect interruption, to anticipate reward at ever shorter intervals, to treat sustained focus not as the default mode of cognition but as an effortful departure from it... Every notification is a small vote for shallowness.” The clear implication: during focused work, phones need to be in another room.

For educators, says Hendrick, the message from this study is clear: “The mere presence of a smartphone in a classroom (even one set to silent mode) represents a cognitive liability. Pop-up notifications, whether seen or merely anticipated, impose a tax on the very attentional resources that learning requires. And the tax falls disproportionately on those students whose notification environments are most dense and most rewarding; which is to say, on those who are most deeply enmeshed in the platforms designed to exploit their attention, usually social media.”

[“How Much Cognitive Damage Does a Phone Notification Actually Do?”](#) by Carl Hendrick in *The Learning Dispatch*, February 13, 2026; the original study is “Attention Hijacked: How Social Media Notifications Disrupt Cognitive Processing” by Hippolyte Fournier et al. in *Computers and Human Behavior*, June 2026 (Vol. 179, pp. 1-39)

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## 6. What “Warm Demanders” Do

In this *Edutopia* article, Sarah Gonser describes four characteristics of teachers who successfully combine caring with high expectations:

- *Expectations* – Making classroom work challenging and insisting on high standards can turn some kids off, but when it’s conveyed the right way, it shows respect for students and belief in their potential. Students understand that they’re being asked to perform at high levels not out of compliance but because the teacher believes they can do it.

- *Consistency* – “Setting and steadfastly enforcing classroom rules and standards is a key part of what makes the approach work,” says Gonser. Routines, procedures, reminders, and consequences are essential parts of a warm demander’s repertoire. On academic standards, says third-grade teacher Stephany Neptune, “I don’t back off because that’s not helping the scholar. When you’re insistent and consistent, that is holding them accountable. And yes, it takes time and patience, but they will get there.”

- *Empathy* – “We’re hard-wired to make snap judgments about people,” says Gonser, “and teachers are no exception.” But when students are late to class or misbehave, warm demanders take the time to see if there’s a back story – for example, a high-school student was late to school because he relied on his older brother to drive him and the brother was on a night shift and overslept. The teacher worked with the family to find a way to get the student to school on time.

- *Celebration* – “We don’t stop to celebrate our wins enough,” says Minnesota principal Jessica Cabeen. She instituted “micro and macro celebrations” when students met their academic and attendance goals, and teachers found these deepened students’ motivation to keep at it day by day.

[“4 Characteristics of Outstanding ‘Warm Demander’ Teachers”](#) by Sarah Gonser “in *Edutopia*, August 27, 2025

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## 7. How Teachers Can Work Within Today's Curriculum Constraints

In this article in *Greater Good*, Aaliyah El-Amin (Harvard University) and Scott Seider (Boston College) note that this school year has been challenging for teachers who wish to discuss race, equity, gender, and social movements in their classrooms. A recent survey found that even in states without formal curriculum prohibitions, two-thirds of teachers are limiting classroom instruction to avoid controversy.

“But educators have always been masters of creativity and adaptation,” say El-Amin and Seider. “History reminds us, again and again, that when the outside world closes in and places deep constraints on our work, educators remember the creative power that they have; they innovate, reimagine, and persist.” They suggest these work-arounds:

- Use your classroom to model civility. Kids are seeing lots of callousness and cruelty in the news and on social media, say the authors. However, “educators have the power and space every day to offer young people relational tools and help them practice the basic skills of communal human living” – listening to and engaging with each other, respecting norms of engagement, and disagreeing in civil ways. “These small practices strengthen students’ ability to build just relationships and communities outside of school.”

- Apply critical thinking skills and frameworks to issues of social justice. State standards call for teaching students to analyze works of literature, historical events, and science and mathematics concepts. Teachers have flexibility, say El-Amin and Seider, to help students apply those skills “to making sense of the wider world and the social and political forces shaping our lives and communities” – answering questions like:

- Who benefits?
- Who is excluded?
- Who has power?
- Whose experiences are being discounted?
- Who is harmed?

In history classes, students might ask those questions with topics like the Industrial Revolution and women’s suffrage. Science teachers might explore environmental and health issues and industrial policies.

- Broaden the scope of current curriculum topics. Many topics “can be grounded in concepts of civic engagement, social change, or justice,” say El-Amin and Seider. “No text, theory, or equation exists outside of time, place, and power. Literary canons, scientific paradigms, and mathematical methods reflect decisions about whose knowledge is preserved, valued, and taught.”

- Use school practices for critical analysis. Students might be asked to look at classroom rules, school dress codes, and how their views can be expressed. “This practice of noticing and observing power in the everyday spaces they inhabit,” say the authors, “helps students see power at work in tangible ways and supports their understanding of a fundamental principle of justice... These opportunities build students’ muscles to do this critical questioning in other domains.”

• Leverage schools and classrooms as sites for practicing social action. Civic action within the classroom and school can develop the skills needed to engage in social action more broadly. In a Rhode Island high school, for example, students took a critical look at the school’s handbook, researched different approaches, and successfully lobbied the school’s administration for changes in policies on cellphones, tablets, and laptops.

[“Five Ways to Teach Critical Thinking in Challenging Times”](#) by Aaliyah El-Amin and Scott Seider in *Greater Good*, February 18, 2026 (pp. 1-14); the authors can be reached at [aaliyah\\_el\\_amin@gse.harvard.edu](mailto:aaliyah_el_amin@gse.harvard.edu) and [scott.seider@bc.edu](mailto:scott.seider@bc.edu).

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## **8. A Video with Seven Insights on Teaching and Learning**

This 15-minute YouTube [video](#) by David Epstein provides lively advice on seven keys to effective teaching and learning:

- Structured practice
- Spaced retrieval
- Pre-testing
- Treating difficulty as feedback
- Varying settings
- Reading actively
- Shaking that web

“Why You Should Fail 15% of the Time” by David Epstein, YouTube, 2026

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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 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers early Tuesday (there are 50 issues a year). Every week there's a podcast and HTML version. Artificial intelligence is not used.

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