

Marshall Memo 134

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

May 1, 2006

In This Issue:

1. Reading aloud with high-school juniors and seniors
2. How can Reading Recovery inform regular classroom teaching?
3. E. D. Hirsch on our flawed theory of action for reading improvement
4. Will better public libraries close the knowledge gap?
5. Grant Wiggins on “Leading by Design”
6. Supporting lesbian, gay, bisexual, and transgender youth
7. College-bound kids on steroids?!
8. Short items: (a) College-ready standards; (b) Math and science careers website; (c) Middle and high-school science bowls

Quotes of the Week

“The sensation of reading aloud together with my students is a surprise and a gift. It is the deepest joy I’ve found in high-school teaching.”

Laura Kelly, Arizona high-school teacher (see item #1)

“Schools have been assuming that skills-oriented, test-prep activities in comprehension strategies will improve test scores in reading. Yet they haven’t done so significantly.”

E. D. Hirsch (see item #3)

“Teachers over-plan and under-assess.”

Grant Wiggins (see item #5)

“Under the pretense of fair competition, tens of thousands of high-school students and their families employ the scholastic equivalent of steroids – test-prep courses, private consultants, Internet mills for massaging if not entirely creating their essays, exaggerated or cynical accounts of their community service.”

Samuel Freedman (see item #7)

“The most critical step toward creating the ‘LGBT-friendly school’ may therefore be to do what schools are charged to do in the first place: educate students.”

Michael Sadowski (see item #6)

1. Reading Aloud with High-School Juniors and Seniors

In this beguiling piece in *Education Week*, Arizona high-school teacher Laura Kelly touts the virtues of having her eleventh and twelfth graders read aloud from the book they're studying. "The sensation of reading aloud together with my students is a surprise and a gift," she says. "It is the deepest joy I've found in high-school teaching."

Kelly decided to try reading portions of books aloud when she saw how few students were reading in their spare time. One of her goals for the year was to get students to fall in love with reading; she wanted reading to fill the same role in their lives that it had for her: "transportation, portal, lifeline, illumination."

Students resisted at first, protesting that reading aloud was for babies, that they had outgrown that stage. Kelly saw that they were afraid of not reading quickly or smoothly enough, stumbling over words, being embarrassed in front of their peers, being judged by their teacher. She reassured them that it was not a contest or a performance. "We are reading aloud to savor the book," she said, "to practice public speaking, to listen for melody in language, and to tap into the sense of wonder and engagement we had as children when someone read aloud to us."

Soon students were hooked. As they read *The Lovely Bones* by Alice Sebold, a book about a 14-year-old girl who is murdered and watches from heaven as her family deals with her death, they were entranced, "their fidgety adolescent behavior silenced by the world they held in their hands and the whirl of their imaginations."

Kelly believes that there is something special about oral reading. "Though each of us labors individually, when we read aloud a particular atmosphere is created as we see the characters, feel with them, follow them, and welcome them. They're in the room with us much more than they are when we read alone... We laugh as characters amuse us and grimace when we follow them through tough times. I call attention to sentences that resonate with excellent craftsmanship. They trip over unfamiliar words, and we reach for the dictionary to discern meaning. As we read together we question, we comment, we talk back. Stories feel more potent, more alive."

Kelly concludes, "I'm grateful for the way my reading life has been enriched by reading aloud with my students. Their young, earnest voices fill with all the unknown promise of their lives before them. They are at once children and adults, and as we circle the room and read, I fill with tenderness, and the story comes alive for me in ways it never could if I were reading it alone."

"Reading Allowed" by Laura Kelly in *Education Week*, April 26, 2006 (Vol. 25, #33, p. 41), no free e-link available

2. How Can Reading Recovery Inform Regular Classroom Instruction?

In this thoughtful article in *Reading Research Quarterly*, Purdue researchers Beverly Cox and Carol Hopkins spell out the principles underlying Reading Recovery and suggest ways they can be applied to primary-grade classrooms.

A little background: Reading Recovery is a one-on-one early intervention program for struggling first graders that came to the U.S. from New Zealand in 1984. Since then, it has reached more than 1.5 million children; during the 2003-04 school year, 124,730 students in 49 states and Department of Defense schools were in the program, with another 2,000 students in Descubriendo la Lectura, the Spanish version of the program.

Using leveled reading books, each 30-minute Reading Recovery lesson has seven parts: (a) re-reading familiar texts; (b) reading the previous day's new book; (c) a "running record" – a quick assessment in which the student reads 100 words in a book to the teacher; (d) word work – letter identification, breaking words apart, and words in isolation; (e) writing a message or story; (f) reassembling a cut-up story; and (g) introducing and reading a new book.

The idea behind Reading Recovery is that children begin first grade with many different levels of literacy preparation, and some are tied up in knots when it comes to making sense of written material. Reading Recovery teachers are trained to figure out each referred student's unique reading difficulty, build on their strengths, and accelerate them to the reading level of their classmates so that remediation is no longer required. The seven theoretical principles underlying the program are:

- *Principle 1: Reading is a complex, problem-solving process.* Students have to become automatic at everything from left-to-right progression to deciding what to pay attention to on the printed page, constantly cross-checking to see if things sound right and make sense.

- *Principle 2: Children construct their own understanding of the reading process.* Students bring their own prior knowledge (and misconceptions) to every reading task and can draw very different meanings from the same text.

- *Principle 3: Children come to literacy with varying knowledge.* Different home and pre-school experiences mean that students approach reading with widely different amounts and kinds of information. The teacher's challenge is to understand these differences and help all students construct the literacy knowledge needed for reading and writing in schools and a literate culture.

- *Principle 4: Reading and writing are reciprocal and interrelated processes.* Writing can foster reading comprehension and reading can foster writing competence.

- *Principle 5: It's important for students to read and write using continuous texts.* Learning words and practicing skills in isolation won't capture the complexity of real-world texts and won't prepare students for what they will need to do in the upper grades.

- *Principle 6: Learning to read involves a continuous process of changes over time.* Teachers therefore need to have a good grasp of how literacy develops and where each student is on the road to literacy. And students need to have books at their "just right" level always at their fingertips.

• *Principle 7: Children take different paths to literacy learning.* “Because children have different preschool and social experiences,” say Cox and Hopkins, “no literacy program or set of instructional activities can meet the needs of every child. Instead of relying on published programs, teachers must recognize that it is their knowledge and guidance that can best address children’s needs.” This means a high level of teacher training – as well as on-going assessment in the classroom.

How do these seven principles apply to literacy instruction in regular classrooms? The setting is different – a lot more students, most of them reading at higher levels and with fewer struggles than those assigned to Reading Recovery, and more instructional time – but Cox and Hopkins argue that the same basic principles apply. They make several points on the crossover:

First, classroom teachers need to know how the reading process develops over the years and realize – as many already do – that “knowing the sounds of letters and letter clusters is essential but not sufficient for successful reading.” (Clay, 2001) This means that most of the time students should be reading continuous texts, not phonics worksheets.

Second, classroom teachers need to constantly “dipstick” their students’ reading levels and skills by using running records and other assessments. Matching students to “just right” books and giving them the right skill instruction at the right time is the key to reading acceleration.

Third, teachers need to treat all information they get on students’ current reading levels as tentative, refrain from categorizing children (“He’s a Level One student”), and use data to inform good instructional decisions that move all students forward.

Fourth, teachers need to use the connection between reading and writing every day of the year.

Fifth, teachers need to make sure their students are getting the kinds of daily reading and writing experiences that deepen and accelerate their reading proficiency. These include:

- Numerous reading and writing experiences with materials in diverse genres;
- Time to read easy materials independently;
- Many opportunities to practice word work, reading, and writing independently and with teacher guidance;
- Talking about texts;
- Discussing and practicing decoding and comprehension strategies;
- Reading, re-reading, writing, and talking about the materials they read;
- Reading challenging materials in guided reading groups with expert help (“Does it make sense?” “Reread that to see if you can figure it out.” “Look through the whole word to see if what you said looks right.”)
- Whole-class mini-lessons to clarify particular points.

Finally, teachers need to engage in on-going professional development – preferably on-site and with their grade-level peers – to constantly enhance their skills in assessment, strategy, and making good instructional decisions.

“Building on Theoretical Principles Gleaned from Reading Recovery to Inform Classroom Practice” by Beverly Cox and Carol Hopkins in *Reading Research Quarterly*, April/May/June 2006 (Vol. 41, #2, p. 254-267), no e-link available

3. E. D. Hirsch on Our Flawed Theory of Action for Reading Improvement

In this forceful article in *Education Week*, E. D. Hirsch continues to make the case for teaching a core of basic knowledge throughout the elementary grades (see Marshall Memo 130 for a summary of a longer article by Hirsch in *American Educator*). American students’ weak grasp of background knowledge, argues Hirsch, is the reason that our fourth graders do pretty well in international reading assessments but lose their edge by eighth grade, when reading really counts. No amount of drill and practice in reading comprehension strategies – prediction, main idea, etc. – can overcome this knowledge deficit, he says. Nor will extensive reading, because without core knowledge, reading is an arduous, frustrating activity without much payoff – and therefore one that students are unlikely to engage in when they’re not in school.

To hammer home his point, Hirsch quotes a passage from one of the most influential books ever written, *Critique of Pure Reason* by Immanuel Kant:

A manifold, contained in an intuition which I call mine, is represented, by means of the synthesis of the understanding, as belonging to the necessary unity of self-consciousness; and this is effected by means of the category. This requirement of a category therefore shows that the empirical consciousness of a given manifold in a single intuition is subject to a pure self-consciousness a priori, just as is empirical intuition to a pure sensible intuition, which likewise takes place a priori.

Now imagine you are asked a typical multiple-choice question about this passage:

The main idea of the passage is:

- a. Without a manifold, one cannot call an intuition “mine.”
- b. Intuition must precede understanding.
- c. Intuition must occur through a category.
- d. Self-consciousness is necessary to understanding.

What would be more helpful as you tried to answer this question? Taking a little extra time to apply the comprehension strategies of predicting, summarizing, questioning, and clarifying? Or learning about the philosophical problem Kant was trying to solve and the structure of how he attempted to solve it? Obviously, the latter. This “domain-specific knowledge” would lead you straight to c., the correct answer.

This is the problem with our current theory of action for teaching reading, says Hirsch. “The vast amounts of time that teachers and students are spending on those strategy exercises is time that they aren’t spending in learning about domains of knowledge critical for understanding books, newspapers, and newscasts.”

Hirsch goes on to quote from a front-page *Washington Post* story (May 31, 2006) about a third-grade class struggling through a *Soar to Success* story about a grasshopper storm.

Students are practicing the reading strategies of predicting, summarizing, questioning, and clarifying. “‘Clarify,’ says Zulma, who began the year reading at the late 1st-grade level. ‘When I come to a word I don’t know, I look for chunks I do. Reminded. Re-mine-ded.’” Teachers in this school told the *Washington Post* reporter that they were working hard but this kind of activity didn’t seem to be improving students’ reading.

“The blame for all this drill-and-kill activity is being laid on the federal No Child Left Behind law and the standardized tests that are being used to fulfill its provisions,” says Hirsch. “But I have a different take. I would lay the blame for these deadly activities on inadequate theories of reading. Schools have been assuming that skills-oriented, test-prep activities in comprehension strategies will improve test scores in reading. Yet they haven’t done so significantly.”

The answer? Hirsch insists that we need to “focus laser-like on imparting knowledge to children, starting no later than kindergarten – the substantial knowledge of words and the world that will be essential to their later proficiency in reading.” And this means taking most of the time currently spent drilling comprehension skills and devoting them to substantive, well-aligned instruction in literature, science, history, geography, and math.

“Reading-Comprehension Skills? What Are They, Really?” by E. D. Hirsch Jr. in *Education Week*, April 26, 2006 (Vol. 25, #33, p. 52, 42), no free e-link available

4. Will Better Public Libraries Close the Knowledge Gap?

In this sobering article in *Reading Research Quarterly*, two researchers report on the impact of a \$20 million grant to Philadelphia’s 32 neighborhood public libraries starting in 1996. The idea was that by making the libraries more user-friendly and equipping them with computers and Internet connections, the knowledge gap between low-income and more advantaged children would close.

In fact, just the opposite occurred. Middle-class children took advantage of the improved libraries to a much greater extent, and the knowledge and achievement gaps actually widened. This shows clearly the distinction between a voluntary resource in the community and a resource systematically made available to all children in a school setting.

“The Knowledge Gap: Implications of Leveling the Playing Field for Low-Income and Middle-Income Children” by Susan Neuman and Donna Celano in *Reading Research Quarterly*, April/May/June 2006 (Vol. 41, #2, p. 176-201), no e-link available

5. Grant Wiggins on Leading by Design

These are my notes on a two-day ASCD institute in Chicago at the end of March led by Grant Wiggins (assisted by Alison Zmuda). This does not pretend to capture everything that was said and the extensive materials that were given out, but it will give you some of the main points.

- Wiggins’s “big idea” is that school leaders need to stop jumping to solutions before they understand their goals and look at the data.

- The process of leading change in a school is like renovating a house (an experience Wiggins has just been through). It involves:
 - Envisioning – Thinking big about what you want and comparing it to what exists now;
 - Design phase – Planning the steps to get to the vision; at this stage, it's important to have design principles – in schools, a clear idea of how students learn best;
 - Preparation for construction – Getting the materials in place;
 - Demolition and construction – The messy part;
 - The finished product – Evaluating it against the design.

Wiggins likens state standards to the building codes that a home renovator must work within. The goal of a renovation is not to meet the codes! It's to build your dream house – within the codes.

• In the opening stages, it's vital to get past the wishful thinking and face the brutal facts. But don't rub people's noses in it, says Wiggins. It's enough for people to say, "Yes, we agree, there's a problem." Here are some hard messages about assessments:

- Most assessments in schools do not assess validly for state standards or higher-order thinking.
- Many teachers misunderstand their job: it's not to march through the textbook or cover the curriculum; it's to *cause learning* in a way that's aligned with standards.
- Many teachers' grading schemes are invalid and don't predict performance on state tests.
- Many students are bored with schoolwork.
- Few teachers seek feedback from students and parents on a regular basis and act on it.

• Many schools have vague, platitudinous goals ("All children can learn") that don't clarify what we should see if they are accomplished. We need specifics on what we should see if we have been successful. "But we're so deluded by our own good intentions and so scared that we don't ask for feedback," says Wiggins.

• Professional development leaders are sometimes the worst. "Giving training is not an accomplishment," says Wiggins. "Results are what counts. You have to *measure*." The key questions in planning for a professional development session should be:

- What big ideas and skills should teachers leave with?
- What counts as evidence that they really learned this?
- What learning experiences will get them there during the training?

• "Teachers over-plan and under-assess," says Wiggins. For example, a math teacher is able to predict accurately that 25 percent of students will fail Algebra I, but acts as if it's not going to happen. What would that teacher do if he or she worked backwards from 100 percent of students passing?

• A prime goal for principals, says Wiggins, is to get every teacher to *think like a coach* – to be committed to results versus good intentions, to constantly look at interim assessments and adjust strategy. There are formidable barriers to doing this: many schools don't have clear

curriculum goals, and lack an interim assessment system to fine-tune instruction during the year. Schools need to constantly gather data and use it nimbly.

Wiggins gives examples of timely sources of data – real data, not impressions – that a teacher might build into the school year:

- Beginning of the year: a pre-test against desired results; student learning profiles;
- Each week: students filling out a 5x3 card: what worked for you this week? What didn't? Informal notes and anecdotes on significant strengths, weaknesses, and borderline performance; a brief formal assessment on the unit goal;
- Each month: At least one major assessment against the desired result; a student survey; a brief report made to team leader or department head;
- Each semester: At least one major assessment against the desired result; at least one team-designed assessment against the desired result;
- At year's end: The post-test, based on the pre-test; a thorough report, using data and narrative, about the patterns of strength and weakness by year's end.

- Principals need to make the “humble assumption” that whatever they plan, there will be some problems as things proceed. It's a big mistake to think that your original plan will survive the process! Don't be afraid to adjust. In fact, courageously plan for adjustment to happen. Build in a feedback system to make corrections as you proceed. This is what coaches of successful athletic teams do all the time.

- Wiggins describes a common reaction when teachers see a difficult test item: “Our kids can't do that.” The best response is to agree and say that this is the *goal* – for students to be able to do this kind of work.

- Wiggins urges teachers and principals to look at the released test items of state tests. It's vital to know exactly how those vaguely-worded state standards are going to be assessed, and in most states that information is readily available. Wiggins is shocked at how many educators he talks to around the country are unaware that these items are on state department of education websites.

- But a common problem, says Wiggins, is that teachers teach the standards too directly, with too much scaffolding, doing too much of the work for students. They tell students what the big ideas are, and then, when students encounter a slightly different problem on the state test, they can't transfer the skill. For example, the *Boston Globe* reported recently that a test item asking students whether a passage in an English language arts state MCAS test was an essay. Most students got the question wrong, and when questioned by the reporter, students said that it couldn't have been an essay because it was funny and was more than five paragraphs long. They hadn't been taught at a deep enough level of understanding to transfer to a novel situation. Teachers' job, says Wiggins, is to make themselves obsolete – to help students become independent thinkers. Teachers' tests tend to be for content mastery, not transfer. They have to redesign them.

- Here's an example of the kinds of provocative, deep questions that might be used to frame a high-school World History course:

- What role has religious belief played in history? When for good and when for ill?
- To what extent is history the history of freedom? Great men? Military power? Wealth?
- Why do some cultures thrive and others fail?
- Who are our global friends and enemies? Why? Why and in what ways has the answer changed over time?
- To what extent is history the account of the “winners”? With what implications?
- September 11, 2001: How and why did it happen, historically speaking?
- What are the key global issues of today? Why? How confident are we that this is a global perspective and not an ethnocentric one?
- To what extent has *realpolitik* triumphed over core moral principles in our policy with other countries? When and where are we hypocritical, then, in foreign policy?
- What longstanding issues are very much alive in the world, requiring a careful study of world history? Which issues or questions no longer matter, and why?

“Leading by Design” – a two-day pre-conference institute by Grant Wiggins and Alison Zmuda March 30-31, 2006 at the Chicago ASCD convention

6. Supporting Lesbian, Gay, Bisexual, and Transgender Youth

In this lead article in the May/June *Harvard Education Letter*, Bard professor Michael Sadowski reports that in some recent books and magazine articles (including a *Time* cover story last October), the message has been that things are improving for lesbian, gay, bisexual, and transgender (LGBT) teenagers in the U.S. A recent book, *The New Gay Teenager*, pooh-poohs the “suffering suicidal script” for gay teenagers and says that in the era of movies like *Brokeback Mountain* and same-sex marriages and civil unions, the climate is much better and the majority of LGBT youth are “adapting quite well, thank you.”

But more authoritative research says otherwise. A national survey of students and teachers conducted by Harris Interactive in 2005 found that:

- 90 percent of LGBT students had been verbally or physically harassed at school in the past year;
- 70 percent of teens said they often hear the term “gay” used in a derogatory way;
- Just over half said they often hear their peers use other types of anti-LGBT language at school;
- 53 percent of LGBT students said they felt unsafe at school because of their sexual orientation;
- LGBT students were nearly four times as likely as their non-LGBT peers to skip a class because they felt unsafe or uncomfortable (22 percent versus 6 percent);
- LGBT students were nearly three times as likely as “straight” youth to skip school for an entire day because they felt uncomfortable or unsafe (14 percent versus 5 percent).

Clearly schools have their work cut out for them before they are “LGBT-friendly” environments in which all students can feel safe and concentrate on learning. Sadowski lists some steps:

- *School policy* – Step one is a clearly enunciated K-12 policy that all students have the right to attend school free from harassment and discrimination. To be effective, such policies have to explicitly mention race, gender, religion, sexual orientation, and gender expression and also the kind of language and behavior the policy covers. The school’s policy has to be widely disseminated, include reporting procedures, and give students an “anonymous option” to report violations without identifying themselves, if doing so might place them at psychological or physical risk.

- *Gay-Straight Alliances* – Studies indicate that the presence of a GSA in a secondary school makes LGBT students feel safer and contributes to a reduction in derogatory speech.

- *Staff training* – Schools that have conducted workshops on LGBT issues and sensitized staff to critical issues are much more likely to be supportive environments for these students.

- *LGBT youth of color* – Race seems to compound the pressures and increase harassment of LGBT teens, making them feel doubly isolated. It’s especially important that training and outreach focus on the racial dimension.

- *Transgender issues* – “Issues affecting transgender students are widely considered to be the last frontier in efforts to ensure safer schools for sexual minority students,” writes Sadowski. This is the issue that staff and students often know the least about, and once again, harassment is especially intense for students of color.

- *Curriculum* – Not just in a once-a-year “Gay Day” but throughout the year, students should see LGBT-related images around the school and be exposed to the contributions, voices, and history of LGBT people. “The most critical step toward creating the ‘LGBT-friendly school,’” concludes Sadowski, “may therefore be to do what schools are charged to do in the first place: educate students.”

“Making Schools Safer for LGBT Youth” by Michael Sadowski in *Harvard Education Letter*, May/June 2006 (Vol. 22, #3, p. 1-3, 6), no e-link available

7. College-Bounds Kids on Steroids?!

In a rather bold analogy in his *New York Times* education column last week, Samuel Freedman likens college-bound students taking test-prep courses to Barry Bonds’s alleged use of steroids. Here’s how Freedman draws the link. “An ambitious and talented person, having worked extremely hard for a decade or more, sees a competitor suddenly performing at an inexplicably higher level. That first person comes to believe the second must be obtaining secret, unacknowledged help. So, rather than risk being left behind, he pays for the same stealthy assistance... Mr. Bonds [allegedly] made a Faustian bargain, believing that his home-run rival Mark McGwire had similarly sought an unearned advantage, one invisible to the rapt public.”

“Such is the story of admission to the elite colleges and universities in this country,” continues Freedman. “Under the pretense of fair competition, tens of thousands of high-school students and their families employ the scholastic equivalent of steroids – test-prep courses,

private consultants, Internet mills for massaging if not entirely creating their essays, exaggerated or cynical accounts of their community service.”

He goes on to tell the story of Kaavya Viswanathan, a poster child for this syndrome. She won admission to Harvard with the help of Ivy Wise, a consulting company that charges \$10,000 to \$30,000 for its services. She then published a book about the experience, *How Opal Mehta Got Kissed, Got Wild and Got a Life*, and is now in the news for plagiarizing significant portions of the book.

“The system is broken,” concludes Freedman, “even in the estimation of its participants, and it is so thoroughly broken in so many ways that counselors, students, parents, and deans can agree on little else than that somebody is at fault – somebody, invariably, other than themselves.”

“In College Entrance Frenzy, A Lesson Out of Left Field” by Samuel Freedman in *New York Times*, April 26, 2006, http://www.nytimes.com/2006/04/26/education/26education.html?_r=1&oref=slogin

8. Short Items:

a. College-ready standards – Standards for Success, a project sponsored by the Association of American Universities and the Pew Charitable Trusts, describes the knowledge and skills students need to succeed in entry-level courses and major in specific academic areas in leading research universities. The standards have since been licensed by the College Board and used to develop SpringBoard, a math, reading, and writing program for grades 6 - 12 designed to prepare all students for college-level work, including AP courses. See <http://cepr.uoregon.edu> and <http://www.collegeboard.com/springboard/>.

“Ready or Not” in *Education Week*, April 26, 2006 (Vol. 25, #33, p. 28)

b. Math and science careers website – The Education Development Center and three hundred middle-school students from around the U.S. collaborated to develop the FunWorks website to link students’ interests and hobbies to future careers in science, technology, engineering, and math. It’s at <http://www.thefunworks.org>.

“New to Use” in *Middle Ground*, April 2006 (Vol. 9, #4, p. 6)

c. Science bowls – The National Middle School Science Bowl, open to all middle schools, will feature an academic question-and-answer math and science competition and a model hydrogen fuel cell car competition. For more information, go to: <http://www.scied.science.doe.gov/nmsb/default.htm>. For information about this year’s high-school bowl (concluding today), go to: <http://www.scied.science.doe.gov/nsb/default.htm>.

“New to Use” in *Middle Ground*, April 2006 (Vol. 9, #4, p. 6)

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 36 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through scores of articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2004-05).

Subscriptions:

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

Website:

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Update
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Jimmy Kilpatrick
Journal of Staff Development
Language Learner
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
Theory Into Practice
Times Educational Supplement