Marshall Memo 577

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 9, 2015

In This Issue:

Quotes of the Week

"Leadership is the art of getting people to want to do what must be done."
Dwight Eisenhower (quoted in item #1)

"I happen to believe that the single most important investment we can make as a society is to get as many kids as possible to a strong starting point for adult life by the end of high school."
Jim Collins (see item #1)

"If your school or organization or company cannot be great without you as its leader, it is not yet a great enterprise."
Jim Collins (*ibid*.)

"One of the great ironies of our educational system is that it seems to squelch the impulse most essential to learning new things and to pursuing scientific discovery and invention."
Susan Engel (see item #2)

"One of the most robust findings in developmental psychology is that kids learn how to treat one another by watching the way adults treat them and treat each other."
Susan Engel (*ibid*.)

"I think we were born into this world and inherit all the grudges and rivalries and hatreds and sins of the past. But we also inherit the beauty and the joy and goodness of our forebears. And we're on this planet a pretty short time, so that we cannot remake the world entirely during this little stretch that we have. But I think our decisions matter. At the end of the day, we're part of a long-running story. We just try to get our paragraph right."
Barack Obama from an interview in *The New Yorker*, http://wapo.st/1Fz0SPg

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1. Jim Collins on School Leadership

In this *Independent School* interview, editor Michael Brosnan questions *Good to Great* author Jim Collins about the principalship. Some highlights:

• *Schools' big-picture mission* – Based on his work analyzing businesses, social-service agencies, schools, and the U.S. Military Academy at West Point, Collins says, "I happen to believe that the single most important investment we can make as a society is to get as many kids as possible to a strong starting point for adult life by the end of high school."

• *Unit-level leadership* – One revelation for Collins at West Point was the critical importance of what he calls "unit-level leadership" – which in schools is the role filled by the principal. This level of leadership is especially important in challenging times. He compares the way we evaluate a mountaineering guide on an easy trail versus braving a howling storm on the side of K2. "There," he says, "whether you are an exceptional leader or an unexceptional leader is going to be exposed. This turns out to be true for all organizations facing challenges, including schools."

• *Three keys to greatness* – To be exemplary, Collins says, an organization must meet these criteria: (a) Getting superior results relative to its particular mission; (b) Having a unique impact on the world, such that people would truly notice its absence; and (c) Enduring over time, through multiple cycles of leadership. "If your school or organization or company cannot be great without you as its leader, it is not yet a great enterprise," he says. "In order to be great, you have to render it not dependent on you."

• *Building clocks versus telling time* – Collins and his colleagues like this metaphor. Time-tellers are go-to people with the right information and all the answers, but everyone is dependent on them. "For more sustainability, great leaders realize that they have to build a clock that can tell the time long after they are gone," says Collins. "The leader's real task is to think about how he or she builds the clock." That means enduring values, a clear mission, organizational structures and procedures, competent people, and a culture that keeps everyone's eyes on the prize and allows the organization to weather difficult times.

• *Simultaneously preserving the core and stimulating progress* – Another important leadership trait is the ability to develop and execute a set of Big Hairy Audacious Goals (BHAGs) that are in synch with the organization's values and mission but take them to the next level. "This is the yin and the yang of organizations," says Collins, "and they play off of each other constantly. The core comprises essential values and purpose… The stimulating progress part doesn't mess with those values. But it does look at ways to *improve* on their delivery. It's

about looking forward – about doing new stuff, doing things better, doing big things, and even looking beyond one's tenure."

• *Level 5 versus Level 4 leadership* – Level 4 leaders are, deep down, all about themselves, their ego, and their careers. Ninety percent of the time, Collins says, the people who successfully transform struggling organizations are Level 5 leaders. They share two characteristics: they're almost always from inside the organization, and they are seldom charismatic. "The tendency is to think you need someone with a proven track record," says Collins. "Most great leaders grow into becoming great leaders. They don't start out great… Usually it's someone who doesn't try to draw too much attention to him or herself. It's about the enterprise. It's about the school, about the kids… They have high levels of humility *and* will. All their ambition and drive are channeled outward into a cause or a company or school. It truly is not about them. It's not about how they look to the public. Not about their career. Not about the power or the money. It's about the cause or the mission. And they have the utterly stoic will to do whatever it takes to succeed for the sake of that cause."

• *Intelligent innovation* – It took nine years of research for Collins and his colleagues to realize that the key to successfully weathering difficult challenges was not *being innovative* but *finding the innovations that are empirically validated* – in other words, what will actually work in the situation. "When a company or an organization is in trouble," he says, "it has to ask a central question: Is the reason we're in trouble because our recipe no longer works and we need to completely change it, or is it that we've lost discipline with a recipe that, in essence, still works? More often than not, it's a matter of getting the discipline back. But you have to know the answer to this question for your organization. And you have to be right."

• *The essence of leadership* – Collins doesn't believe there are important generational differences in leaders. Styles of communication and specific ideas may change with each new cohort, he says, but the fundamentals remain the same. In his time at West Point, Collins stumbled upon what he believes is a beautiful definition of leadership: Dwight Eisenhower said, *Leadership is the art of getting people to want to do what must be done*. Collins likes all three parts:

- Great leadership is an art.
- Leaders have to know what must be done, which is not always obvious.
- It's not about getting people to do the right stuff, but getting them to *want* to do it.

"I believe that we need legions of Level 5 leaders in our schools," Collins concludes. "My sense is that the up-and-coming generation of leaders has the Level 5 capacity to spark the entire education system to go from good to great. I am increasingly inspired and impressed by the young leaders I meet. Let's get out of their way and let them lead!"

"Humility, Will, and Level 5 Leadership: An Interview with Jim Collins" by Michael Brosnan in *Independent School*, Spring 2015 (Vol. 74, #3, p 34-38), no e-link available

Back to page one

2. Measuring What Matters Most in Schools

In this article in *The Boston Globe Magazine*, Susan Engel (Williams College) wades into the debate about standardized testing with an arresting statement: the tests U.S. students are taking don't measure what really matters in life. But Williams isn't for banning all tests. Rather, she says, we should assess what we value most in order to get objective feedback on how schools are doing on their most important job. "We need an empirical snapshot of a school," she says. "By approaching assessment this way, we'd free up students and teachers to do more meaningful work."

Here's her list of seven high-level educational outcomes, which she believes can be ascertained through sample testing:

• *Reading* – The goal should be "the ability to read an essay or book and understand it well enough to use the information in some practical way or to talk about it with another person," says Engel. This won't happen unless students are reading on a regular basis, using books and other texts for pleasure and information, and continuously developing their grammatical complexity, vocabulary, and thinking ability. What's the best way to measure all this? By analyzing random samples of students' essays and stories.

• *Inquiry* – Young children enter school with a natural "disposition to inquire," says Engel. However, she continues, "One of the great ironies of our educational system is that it seems to squelch the impulse most essential to learning new things and to pursuing scientific discovery and invention." Maintaining childish inquisitiveness and curiosity should be a major goal of schools, and the best way to keep track of progress is keeping track of the number and quality of questions a child asks in a given period of time – Can they be answered with data? How does the child go about getting answers? And how persistent is the child when answers are hard to find?

• *Flexible thinking and use of evidence* – College students are assessed on their ability to think about a situation in several different ways, says Engel. Why not get this information on K-12 students and use it to fine-tune the curriculum? Kids might be asked to respond to a prompt like this: "Choose something you are good at and describe to your reader how you do it" or "Write a description of yourself from a friend's (or enemy's) point of view."

• *Conversation* – "Teachers are given scant training in how to encourage, expand, and deepen children's conversations," says Engel, and notes that economically disadvantaged children are less likely to hear and be part of rich conversations at home. How can conversational skills be assessed? By listening in on children's chats, it's possible to code:

- The length of exchanges and turns taken;
- How many of these turns are in response to what was just said;
- How attuned each speaker is to what the other person is saying and thinking;
- Number of agreements and disagreements.
- Variety and depth of topics;
- Points of view articulated;
- Amount of information exchanged.

"If teachers knew that their students' conversations were valuable and that they and their

students were being measured by their conversations," says Engel, "they might get more help learning how to scaffold or enrich children's talk."

• *Collaboration* – "One of the most robust findings in developmental psychology is that kids learn how to treat one another by watching the way adults treat them and treat each other," says Engel. "The habits of kindness and teamwork need time, effort, and attention to develop." She believes that teacher training programs, professional development, and administrators need to be more attentive to this hidden curriculum and measure the levels of helpfulness and mutual support within the student body and faculty. For example, some popular students lord it over their cafeteria tables while socially isolated students don't know where they can sit.

• *Engagement* – The educational philosopher Harry Brighouse believes that one of the most powerful cognitive skills children can acquire is the ability to remain focused on something for 20 minutes at a time. Engel says schools should look for this ability and work to get all students to at least that level of engagement. This means frequently observing everyday classroom activities and seeing if teachers are providing opportunities for students to become fully absorbed in and energized by specific activities.

• *Well-being* – One way to measure if the six preceding elements are in place is asking students questions like these:

- How often do you enjoy being in school?
- What are you working on? Does it interest you? Do you care about it?
- Do the adults in this school know you?

"7 Things Every Kid Should Master" by Susan Engel in *The Boston Globe*, March 1, 2015, http://bit.ly/1x8hCYY; Engel can be reached at sengel@williams.edu.

Back to page one

3. School Climate as a Major Factor in Student Achievement

In this *Teachers College Record* article, Curt Adams, Patrick Forsyth, Ellen Dollarhide, Ryan Miskell, and Jordan Ware (University of Oklahoma) report on their study of school climate and its impact on student achievement in 80 elementary and secondary schools in a large urban district. They compared schools that controlled student behavior and regulated performance through external contingencies (rules, punishments, and rewards), and schools that worked to create a self-regulatory climate emphasizing student autonomy, competence, and relationships. The researchers hypothesized that a school with a self-regulatory climate would lead students to be "metacognitively, motivationally, and behaviorally active learners" who would "act volitionally toward academic goals and possess the inner agency to control academic efforts" – and that this would result in improved academic achievement.

What did they find? Schools with a self-regulatory climate produced significantly higher student achievement in mathematics. What were the key steps in achieving this kind of climate? These schools successfully orchestrated four interacting elements:

• *Collective faculty trust in students* – This was measured by faculty responses to questions like, "Students in this school can be counted on to do their work," "Teachers believe

students in this school are competent learners," and "Teachers in this school trust their students."

• *Collective student trust in faculty* – This was measured by student responses to questions like, "Teachers are always ready to help at this school," "Teachers at this school really listen to students," and "Teachers at this school are good at teaching."

• *Students' perception of a strong academic emphasis* – This was measured by students' answers to questions like, "This school has high expectations for student achievement," "Teachers in this school encourage students to keep trying even when the work is challenging," and "Teachers in this school place an emphasis on understanding school work, not just memorizing it."

• *Self-regulated learning* – This was measured by students' responses to items like, "I arrange a place to study without distractions," "I get myself to study when there are other interesting things to do," and "I remember well information presented in class and textbooks."

The researchers found that self-regulated learning correlated .96 with student trust in teachers, .83 with academic emphasis, and .66 with faculty trust in students. The bottom line: "Schools organized in ways that build collective trust and emphasize academic excellence can regulate student learning in ways that leverage the natural capacity of students to flourish… A self-regulatory climate establishes predictable and cooperative interactions through shared influence and risk taking, reducing the dependence on external controls that constrain behavior and undermine autonomous action… Schools with high collective trust and strong academic emphasis can use these conditions to their advantage as they implement new curricula, assessments, instructional technology, and other improvement strategies"

The researchers found this was true for students of various racial/ethnic and economic groups. They believe these factors create a "virtuous cycle" that improves achievement and helps students overcome weak entering academic skills.

"Self-Regulatory Climate: A Social Resource for Student Regulation and Achievement" by Curt Adams, Patrick Forsyth, Ellen Dollarhide, Ryan Miskell, and Jordan Ware in *Teachers College Record*, February 2015 (Vol. 117, #2, p. 1-28), http://bit.ly/1Gz985p; Adams can be reached at Curt.Adams-1@ou.edu.

Back to page one

4. How Can Successful School Improvement Ideas Be Taken to Scale?

In this article in *Educational Researcher*, Catherine Lewis (Mills College School of Education) asks why a number of good ideas for improving student achievement are not "scaling up" – that is, having an impact beyond a small number of successful classrooms and schools. Other fields (including health care and automobile manufacturing) have brought about major gains in quality by applying "improvement science," and so have Japanese educators using the Lesson Study model. So why not U.S. schools?

The reason improvement science hasn't taken hold in K-12 education, says Lewis, is that we've been wedded to a completely different approach to spreading school improvement ideas – the *experimental science paradigm*. In this model, experts design a program, ask

teachers to implement it with fidelity, carefully measure outcomes, and then try to get it working in other sites. The problem with the experimental science model is that there's tremendous variation in classrooms and schools and few "pure" programs work as designed in all situations. But following this model, variations in implementation are problematic – the model depends on implementing an innovation exactly as it was designed. The result: narrow findings and programs that work only under very specific conditions.

By contrast, the *improvement science model* is bottom up and thrives on local variation. Instead of attempting to implement a model program, it starts with a learning goal – for example, the Common Core standard, getting students to make sense of math problems and persevere in solving them – and tries out different solutions following a PDSA cycle (plan, do, study, act) revolving around three basic questions:

- What are we trying to accomplish?
- How will we know if we have been successful?
- What change can we make that will result in improvement?

Instead of the knowledge being "in" the program, the knowledge is "in" the teachers trying out different ideas. Instead of striving for fidelity to the program, teachers are constantly making adjustments as they see what's working and what's not working with their students. In the experimental science model, variation is problematic. In the improvement science model, variation is a source of ideas to continuously improve instruction and arrive at programs that are more likely to be useful in a variety of school settings.

In Japan, says Lewis, 95 percent of schools follow the Lesson Study model, and the same trial-and-error improvement science process is used at the district, university, and national level, with all levels constantly sharing ideas – which explains the significantly higher student achievement of Japanese students.

Can the improvement science model be used in U.S. schools? Some researchers are skeptical about importing ideas that have been successful in different cultures, but Lewis believes the basic idea, which has been successful in other enterprises in the U.S., can be used in K-12 schools. The key is shifting from the experimental science model and adopting the far more decentralized, bottom-up, adaptive, improvement science model of change – and then sharing successful practices across schools, districts, states, teacher-training programs, and researchers.

"What Is Improvement Science? Do We Need It in Education?" by Catherine Lewis in *Educational Researcher,* January/February 2015 (Vol. 44, #1, p. 54-61), available for purchase at http://edr.sagepub.com/content/44/1/54.abstract; Lewis can be reached at clewis@mills.edu.

Back to page one

5. How Schools Can Help Push Back the Age of Childbearing

In this article in *Education Next*, Michael Petrilli of the Thomas B. Fordham Institute asks what U.S. schools can do about the growing number of out-of-wedlock births and the well-documented travails of children raised in single-parent homes. "This may seem like a ridiculous question," he concedes. How can schools possibly affect a problem with such deep

roots? Shouldn't schools limit themselves to persuading disadvantaged teens to put off having children, graduate, and get into college?

Actually, great progress has been made on two of those steps: teen pregnancy has fallen 50 percent from its 1990 peak, and high-school graduation rates have risen from 65 to 80 percent. But one-third of low-income students start college and don't finish – and the number of unmarried mothers, now mostly in their early 20s, continues to rise. The problem is that too few young people are following the "success sequence" outlined by Isabel Sawhill and Ron Haskins: Get at least a high-school diploma, work full time, and be married and at least 21 before having children. Sawhill and Haskins estimate that 98 percent of those who follow this sequence will not be poor and 75 percent will be solidly middle class. Conversely, those who don't follow any of those norms will be poor, and almost none will make it into the middle class.

Researchers believe that young people who fall off the sequence don't intentionally plan to do so; instead, they "drift" into early parenthood by not working very hard to prevent it and not seeing the almost inevitable hardships and handicaps they are setting up for themselves and their children. Many have naïve ideas about babies. According to Johns Hopkins University sociologist Kathryn Edin, parenthood is seen as a chance to "start over" and do something good with their lives. For men, fatherhood may seem like a magic wand to neutralize the negativity around them. And for their partners, say Edin and her colleague Maria Kefalas, "Children provide the one relationship poor women believe they can count on to last. Men may disappoint them. Friends may betray them. Even kin may withdraw from them. But they staunchly believe that little can destroy the bond between a mother and child."

"Unfortunately, and not surprisingly, these hopeful attitudes eventually give way to the grinding reality of daily life," says Petrilli. "Most of the romantic relationships between the parents fall apart within a few years. The dads desperately want to spend time with their kids – but not with their kids' mothers – an arrangement that eventually proves untenable. And so another generation of children is raised in poverty, with single mothers doing most of the child care and trying to make ends meet, and fathers having additional babies with other women in a fruitless quest to 'start fresh' and 'do the right thing.'"

The most effective way to break this cycle is for young people to have hope and purpose – a realistic plan for a life trajectory that is more attractive than babies – and the essential first steps are higher education and decently paid work. For young women on this track, having a baby in their early twenties becomes a catastrophe, robbing them of fun, travel, living in the big city, enjoying the singles life, climbing the ladder of success – providing a powerful incentive for the effective use of birth control. Schools can help disadvantaged young women get on this success track, while doing the equally important job of producing "marriageable men" who are on the same track and understand the need to defer children.

This push for higher education needn't be limited to four-year colleges. Petrilli says that 30 percent of employment opportunities in the coming years will be "middle skills" jobs in fields like health care and information technology, requiring community college and career and technical education (CTE) degrees. "Employers regularly struggle to fill these roles," he says,

"in large part because of America's underdeveloped – and often ignored – technical training system." One successful model is small CTE learning communities within comprehensive high schools with strong links to local businesses. One downstream study of the Manpower Demonstration Research Corporation (MDRC) found that career-academy graduates were 33 percent more likely to be married and living with their spouse than those in a control group.

The prior preparation necessary to succeed in a CTE program is the same as for a college-prep program, says Petrilli, so the role of elementary and middle schools is absolutely essential. Their mission has to be sending all students to high school with the necessary academic skills, as well as character traits like grit, prudence, and the ability to defer gratification. These personal qualities can be developed through old-fashioned methods like those used in Catholic schools or new-age approaches like yoga and mindfulness.

Petrilli mentions one more thing schools can do to tip the balance on early childbearing: robust extracurricular activities that keep students busy after hours, involve them in meaningful athletic, service, and creative roles, and leave them so exhausted they can't possibly get in trouble.

"All these actions, done well, are almost certain to help push back the average age of childbearing," Petrilli concludes, "which will help the next generation do better academically and economically."

"How Can Schools Address America's Marriage Crisis?" by Michael Petrilli in *Education Next,* Spring 2015 (Vol. 15, #2, p. 56-62),
http://educationnext.org/schools-address-americas-marriage-crisis-careers/

Back to page one

6. The Impact of Tablets in a Fifth-Grade Classroom

In this article in *The Reading Teacher*, Illinois teacher Ryan Schaefer says that when he heard that each of his fifth graders would be getting a tablet computer, he was "excited, nervous, curious, and more than a little overwhelmed." He wondered whether his students would be so seduced by their new gizmos that they wouldn't be interested in picking up old-fashioned books and visiting the library.

Schaefer has been pleasantly surprised: the tablets have actually enhanced students' learning and reinforced their passion for reading. Here are some of the ways that's happened:

- The tablets have an app that can read aloud a story or textbook that's above a student's reading level. "It has been like having 27 listening stations in my classroom," he says. "Suddenly, my most reluctant readers now have access to a whole new world of texts!"
- Students love being able to instantly access e-books in school or at home from a wide array of options.
- Students are supplementing their writing journals with Google Docs, working collaboratively on writing projects with classmates, and sharing them with teachers and parents.
- When students sit in the author's chair to present their work, Schaefer is able to project their writing with the LCD projector so the whole class can follow along.

- A variety of apps has supplemented the science and social studies curriculums, including Timeline, Venn Diagram, Kingsoft Office, PicSay, Comic Strip It!@, Skitch, Photo Grid, and QR Droid.

"Fostering a Love of Reading in the Electronic Age" by Ryan Schaefer in *The Reading Teacher*, February 2015 (Vol. 68, # 5, p. 347), http://onlinelibrary.wiley.com/doi/10.1002/trtr.1308/full

Back to page one

7. The Power of Reading Aloud

In this article in *The Reading Teacher*, Illinois teacher JeanaLe Ann Marshall describes how her fourth graders react when she wraps up her daily 10-minute readaloud: "Nooooo! Read more! Don't stop! Why do you always do this to us?" Among their favorite books:

- *Timmy Failure: Mistakes Were Made* by Stephan Pastis (2013)
- *The One and Only Ivan* by Katherine Applegate (2012)
- *A Long Walk to Water* by Linda Sue Park (2011)

"I'm confident that my students know the power of a story," says Marshall. "They've listened all year long. They know the feeling of getting hooked, and they realize that within the pages of each book lies a lesson – one that someday just might change them or, even better, cause them to create change in the world."

Reading well-chosen books aloud has also spurred independent reading. "Little by little, they search for books without my guidance," says Marshall. "They become ready to orchestrate their own journeys. They take the helm. Now it's up to them whether or not to read one more chapter or softly let the pages fall closed."

"When Whining Is Wanted" by JeanaLe Ann Marshall in *The Reading Teacher*, February 2015 (Vol. 68, # 5, p. 393), http://onlinelibrary.wiley.com/doi/10.1002/trtr.1306/epdf

Back to page one

8. Suggested Multicultural Texts Geared to Common Core Standards

In this article in *The Reading Teacher*, Fenice Boyd (University of Buffalo), Lauren Causey (an independent scholar), and Lee Galda (University of Minnesota/Minneapolis) advocate for culturally diverse texts in schools and suggest the following books that address specific Common Core standards:

Craft and Structure:

• RL.2.6 – Acknowledge differences in points of view of characters…

My Man Blue by Nikki Grimes

• RL.3.6 – Distinguish their own point of view from that of the narrator or those of the characters:

The Other Side or *Coming on Home Soon* by Jacqueline Woodson

• RL.4.6 – Compare and contrast the point of view from which different stories are narrated…

Morning Girl by Michael Dorris

• RL.5.6 – Describe how a narrator's or speaker's point of view influences how events are described:

Guests by Michael Dorris and *Year of Impossible Goodbyes* by Sook Nyul Choi

• RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text:

One Crazy Summer by Rita Williams-Garcia and *The Friendship* or *Mississippi Bridge* by Mildred Taylor

• RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters in a text:

Roll of Thunder, Hear My Cry by Mildred Taylor, *Keesha's House* by Helen Frost, and *Seedfolks* by Paul Fleischman

Integration of Knowledge and Ideas:

• RL.1.7 – Use illustrations and details in a story to describe its characters, setting, or events:

Grandfather's Journey by Allen Say

• RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot:

The Bat Boy and *His Violin* by Gavin Curtis

• RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story:

Little Night by Yuyi Morales and *Hot Day in Abbott Avenue* by Karen English

• RL.4.7 – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text:

March On! The Day My Brother Martin Changed the World by Christine King Farris

• RL.6.7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch:

The Watsons Go to Birmingham – 1963 by Christopher Paul Curtis

• RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium:

Warriors Don't Cry by Melba Patillo Beals, with *Eyes on the Prize* (documentary), *Crisis at Central High* (docudrama), and Hazel Bryan and Elizabeth Eckford (photograph); and *I Have a Dream* speech by Martin Luther King Jr.

"Culturally Diverse Literature: Enriching Variety in an Era of Common Core State Standards" by Fenice Boyd, Lauren Causey, and Lee Glada in *The Reading Teacher*, February 2015 (Vol. 68, # 5, p. 378-387), http://onlinelibrary.wiley.com/doi/10.1002/trtr.1326/epdf; Boyd can be reached at fboyd@buffalo.edu.

Back to page one

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 44 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 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

Subscriptions:

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
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
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest