

Marshall Memo 483

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 29, 2013

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Quotes of the Week

“The good news is that we now have an essential research base demonstrating that virtually every child could be reading on grade level by the end of first grade. The bad news is that almost no schools in the United States have anything in place that much looks like what the research says young children need to become engaged readers.”

Richard Allington (see item #1)

“Children can be taught to pronounce nonsense words, but this should not be confused with teaching them something useful as developing readers.”

Richard Allington (*ibid.*)

“When children are defiant, their goal is not to annoy, disrespect, or frustrate us. Rather, their goal often is to feel significant.”

Margaret Berry Wilson (see item #5)

“[T]eachers never win power struggles. Once you're in one, you've lost. And so has the child: *No one* wins a power struggle.”

Margaret Berry Wilson (*ibid.*)

“In 20 years, I have shot my gun twice. I use my pen every day. If you want to be a cop, you have to learn to write.”

A police officer speaking to an elementary class (quoted in “Bring Powerful Writing Strategies Into Your Classroom” by Karen Harris, Steve Graham, Barbara Friedlander, and Leslie Laud in *The Reading Teacher*, April 2013 (Vol. 66, #7, p. 538-542), <http://bit.ly/Yhy64N>; authors at Karen.r.harris@asu.edu and steve.graham@asu.edu)

1. Richard Allington on Doing Right by Struggling Readers

“The good news is that we now have an essential research base demonstrating that virtually every child could be reading on grade level by the end of first grade,” says Richard Allington (University of Tennessee/Knoxville) in this powerful article in *The Reading Teacher*. “Now the question we face is this: Will we use what we know to solve the problems faced by the children who struggle to become readers?... [T]he time has come to recognize that struggling readers still exist largely because of us.”

Why are so many students failing to read? First, Allington says, the National Reading Panel’s 2000 report put too much emphasis on systematic phonics, decodable texts, and nonsense words. To be sure, decoding is a key part of beginning reading, but there is no one right way to teach it, and teachers need to be adaptable to reach all students. As for “decodable nonwords”, Allington says, “Children can be taught to pronounce nonsense words, but this should not be confused with teaching them something useful as developing readers.”

Second, implementing commercial basal reading programs took precedence over effective teaching practices – even though research shows that basals are quite ineffective, especially for low-SES children. Worksheets and isolated lessons targeting specific skill deficits are particularly low-impact.

Third, struggling readers are too often working with paraprofessionals rather than with expert teachers. In addition, too few primary-grade teachers are well trained in effective methods. Students who are having difficulty reading need to be with the elite of the teaching profession.

Fourth, struggling readers are often asked to read texts that are too difficult, versus the high-success texts that will accelerate their reading growth and confidence. Reading at the frustration level is counterproductive.

Fifth, students don’t spend nearly enough time silently reading texts they select themselves. Research shows that silent, self-selected reading is a powerful driver of improvement.

Sixth, struggling readers spend much more time than proficient peers sitting through round-robin reading and filling out worksheets, both of which have been shown to be low-gain activities. “If we want to foster reading development, then we must design lessons that provide the opportunities for struggling readers to actually read,” says Allington.

What is to be done? Flipping each of these ineffective practices results in a far stronger reading program with these qualities:

- Using a balanced, eclectic approach to decoding linked to writing and comprehension (and no time spent on nonsense words);

- Using high-quality children’s literature and activities versus basals;
- Putting resources into training all primary teachers in effective approaches and eliminating paraprofessionals from instructional roles;
- Matching struggling students with texts that they can read with at least 98 percent word recognition accuracy and 90 percent comprehension;
- Maximizing silent reading of texts that students select themselves – during school hours and in the evenings, weekends, and vacations, especially the summer; struggling readers should leave school each day with at least one book they can read and that they want to read;
- Using effective teaching practices that get all students involved in reading and writing as much as possible; struggling readers should read and write more each day than proficient readers, says Allington.

How can school districts afford these changes? “Eliminating money wasted on things that don’t really matter seems the most logical place to begin our effort to teach all children to read,” says Allington. That includes workbooks, test prep materials, instructional paraprofessionals, and computer-based programs. “[I]t remains up to us, the educators, to alter our schools and our budgets so that every child becomes a real reader,” he concludes. “I hope we are up to the challenge.”

“What Really Matters When Working with Struggling Readers” by Richard Allington in *The Reading Teacher*, April 2013 (Vol. 66, #7, p. 520-530), <http://onlinelibrary.wiley.com/doi/10.1002/TRTR.1154/abstract>; Allington can be reached at rallingt@utk.edu.

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2. Preparing Students with Special Needs to Advocate for Themselves

In this thoughtful article in *Teaching Exceptional Children*, Juliet Hart and Julianne Brehm (Arizona State University/Tempe) suggest ways to empower elementary students who have special needs to advocate for their own accommodations when teachers don’t provide them. Hart and Brehm imagine a classroom scenario in which a third-grade girl has been prepped to be appropriately assertive. She’s studied all week with her mother and feels quite confident she can do well on the test, but her reading disability is making it difficult for her to understand the word problems independently. “I know I can do this,” she says to herself. “It was so much easier when Mom read the problems to me at home. Maybe I can ask the teacher to read the problems to me.” She gets out a cue card and recalls the role-play she did earlier. “Do I need to have the problems read aloud in order to be successful?” she asks herself. “Yes, I do. I know I do better if the questions are read aloud. Am I allowed to have the problems read aloud to me? Yes, my accommodations list says I can have math problems read aloud. Next, I need to get Ms. Smith’s attention. What am I going to ask? I should probably say, ‘Ms. Smith, may I please have the questions read aloud?’ I think I’m ready to ask.”

Here are the steps that Hart and Brehm have developed to make a scenario like this a reality:

- Obtain parental consent. Parents are full partners in this process, but are not on the scene at the crucial moments in the classroom.
- Help students set academic goals. What are the IEP goals, what does the student want to accomplish academically and career-wise, and what are the resources and skills needed to get there? Hart and Brehm have developed a one-page worksheet for all this information.
- Introduce accommodations and IEP concepts. Simple, jargon-free phrases should sum up what the student has difficulty with and how to deal with it – for example, *It's difficult for me to complete homework, so I write homework assignments in my agenda every day.*
- Investigate and model accommodations. Students should be involved in reviewing a comprehensive list of possible accommodations, helping decide which will be most helpful, and talking through what each one will look like in the classroom.
- Help students determine where and when they receive accommodations. For example, having extra time to finish assignments, using a calculator, or being able to work with a peer.
- Help students understand the importance of their accommodations. Students need to understand (in an age-appropriate way) that their accommodations aren't intended to give them an advantage over classmates, change the content of the work, or weaken academic rigor. Students should also be coached to understand that teachers are very busy and may forget to give students their accommodations or might not know that a certain student is entitled to a specific accommodation.
- Help students decide how to ask for their accommodations. “The thought of asking an adult for accommodations can be overwhelming for many students,” say Hart and Brehm, “so it is imperative that students have access to cues to remind them of the important steps in making the request. Students should be able to practice the skill repeatedly before they are expected to independently advocate for themselves.”
- Introduce cue cards and role-play the interaction with the teacher. This is an essential step to building confidence.
- Describe and practice action steps if the accommodation is not given. It's important for students to know how to handle this situation respectfully and effectively.
- Monitor student progress and troubleshoot areas of difficulty. This might occur in weekly check-ins and brief conversations with the responsible special-needs teacher or administrator.

“Promoting Self-Determination: A Model for Training Elementary Students to Self-Advocate for IEP Accommodations” by Juliet Hart and Julianne Brehm in *Teaching Exceptional Children*, May/June 2013 (Vo. 45, #5, p. 40-48), no e-link available; Hart can be reached at Juliet.Hart@asu.edu.

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3. High-Achieving, Low-Income Seniors' College Decisions

In this *New York Times* article, David Leonhardt reports on an experiment designed to see what leads well-prepared seniors from low-income communities to apply to – or not apply to – highly selective colleges. “The results are now in,” he reports on the study conducted by

Caroline Hoxby and Sarah Turner, “and they suggest that basic information can substantially increase the number of low-income students who apply to, attend, and graduate from top colleges.”

Here’s how the study was conducted. Researchers identified high-school seniors in low-income communities whose SAT scores showed they could be successful in top-tier colleges. One group of students received a package of brightly colored brochures describing top colleges’ admission standards, graduation rates, financial aid packages (a low-income student pays only \$1,300 a year at Harvard), and other information – a proxy for the type of college counseling that more-privileged students take for granted. The packets explained application deadlines and student qualifications for each college and gave students a coupon that waived application fees. The control group of comparably proficient low-income seniors received nothing; they depended on their guidance counselors and personal networks.

Only 30 percent of the students in the control group got into colleges matching their academic qualifications. Of the students who received the information packages, 54 percent got into achievement-appropriate colleges. David Coleman, the newly appointed president of the College Board, was so struck by the results that he is planning to revamp the information he sends out to high schools. “We can’t stand by as students, particularly low-income students, go off track and don’t pursue the opportunities they have earned,” he said.

In an era in which race-based affirmative action is in full retreat, economic diversity is the new gold standard – a standard on which many top colleges do poorly. “The new research shows that large numbers of talented, well-prepared low-income teenagers exist,” says Leonhardt. “And many of them want to attend selective colleges, once they understand the options... Not so long ago, many elite colleges resembled finishing schools for well-off white Protestant men. By any measure, the colleges have changed enormously. They are far more meritocratic than they once were. They just aren’t yet as meritocratic as they claim to be.”

So what’s wrong with going to a less-prestigious college? Don’t many graduates of those institutions do quite well? True, but those colleges have much lower graduation rates, even for high-achieving students. Research by William Bowen, Michael McPherson, and Matthew Gingos found that even top students who attended community colleges often didn’t graduate, greatly diminishing their life chances. “They are likely to graduate from top colleges in far greater numbers than from colleges many now attend,” says Leonhardt. “And the more-affluent (and slightly less deserving) students they displace will move down only a notch on the college spectrum and still do very well.”

“A Simple Way to Send Poor Kids to Top Colleges” by David Leonhardt in *The New York Times*, Mar. 31, 2013 (p. SR5), <http://nyti.ms/12Vyg17>

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4. Using Writing Contests to Prepare Students for State Writing Tests

In this article in *The Reading Teacher*, Danielle DeFauw (University of Michigan/Dearborn) acknowledges the need to prepare students for cold writing prompts in state assessments, despite the fact that students usually get to select their own topic when they write

in school. DeFauw suggests a way to “teach to the test” that really helps students: submitting their work to writing contests. Entering a writing contest, she says, shares three characteristics with writing in a state test: (a) they have to respond to a prompt; (b) the audience is distant and unknown; and (c) it’s about competition, evaluation, and perhaps enjoyment. Here is her recommended procedure for 2-5 days of writing workshops:

- *Stage 1: Genre exploration* – The class reads winning contest entries together, using them as mentor texts.
- *Stage 2: Modeling* – The teacher chooses a contest prompt, reads the guidelines, rules, and rubric, selects a personal topic, and thinks aloud as he or she responds to the prompt.
- *Stage 3: Students write* – The teacher provides students with a writing contest prompt and has them apply what they have learned about writing to produce a draft, self-evaluate based on the contest guidelines and rubric, and decide whether to submit their work.
- *Stage 4: Sharing and feedback* – Students read each other’s writing with a partner, in a small group, or to the whole class, and the teacher then collects and gives students feedback on the writing.

DeFauw concludes by recommending ten websites that have no-fee writing contests or publishing opportunities (many of them post winning and exemplary entries):

- *Creative Communication: A Celebration of Today’s Writers* for grades 3-12, essays up to 300 words, deadlines in February, August, and October: www.poeticpower.com
- *The Grannie Annie Family Story Celebration* for grades 4-8 – Students interview family members about events that happened before the student was born, 275-500 words by February 1st each year: www.thegrannieannie.org
- *The Legacy Project’s Listen to a Life Contest* for students 8-18 years old writing about an interview with a person who is 50 or older about his or her life experiences, dreams, goals, challenges, or successes: www.tcpnow.com/contests/winners.html
- *Letters About Literature*, Center for the Book in the Library of Congress, for grades 4-10 writing personal letters to an author, living or dead, whose work has influenced their view of the world or of themselves: www.lettersaboutliterature.org
- *Magic Dragon* from the Association for Encouragement of Children’s Creativity for elementary students; not a contest, but poems, stories, essays, or artwork on any topic may be published: www.magicdragonmagazine.com
- *Optimist Club* for students under 19 by the end of February, 700-800 words, sharing an opinion through persuasive, explanatory, or narrative prose in response to a prompt: www.optimist.org/e/member/scholarships3.cfm
- *PBS Kids Writers Contest* for K-3 students, a story with at least five illustrations, 50-200 words for K-1 and 100-350 words for 2-3: <http://pbskids.org/writerscontest/contest.php>
- *Scholastic* has multiple contests through the website and magazines (*Scope* and *Storyworks*): <http://clubs2.scholastic.com/programs>
- *The Writing Conference* has a January deadline and welcomes all students to write in narrative, poetic, or expository genres to a specific prompt:

www.writingconference.com/contest.htm

- *Young Voices Foundation: Mentoring Young Writers* has an annual poetry contest and three themed fiction/nonfiction contests for K-2, 3-6, and 7-12:

www.youngvoicesfoundation.org/youngvoiceshome.html

“10 Writing Opportunities to ‘Teach to the Test’” by Danielle DeFauw in *The Reading Teacher*, April 2013 (Vol. 66, #7, p. 569-573), <http://onlinelibrary.wiley.com/doi/10.1002/TRTR.1161/abstract>; the author can be reached at daniellp@umd.umich.edu.

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5. Dealing with a Defiant Student

“When children are defiant, their goal is not to annoy, disrespect, or frustrate us,” says Margaret Berry Wilson in this article in *Responsive Classroom Newsletter*. “Rather, their goal often is to feel significant.” Teachers sometimes get into power struggles with defiant children, she says. “But teachers never win power struggles. Once you’re in one, you’ve lost. And so has the child: *No one* wins a power struggle.”

What’s the alternative? Orchestrating things to prevent defiance in the first place, says Wilson, and if it occurs, calmly working with students in ways that address their need to feel significant – while holding them accountable for following the rules. Some specifics:

- *Build positive relationships*. Potentially defiant students need to know that you’ll still care about them whatever happens. Focus on positive attributes, learn about their interests, and channel those strengths into playing an important role in the classroom – for example, a student might be the expert at fixing jammed door locks.

- *Reinforce progress and effort*. Notice and give specific praise for positive, cooperative behaviors, however small. Wilson believes teachers should avoid saying “I like”, “I appreciate”, and “I want”, which convey the idea that it’s about pleasing or complying with the teacher rather than doing the right thing. Such language may also make a student feel manipulated. Better to talk about positive results – for example, “When you helped Kevin this morning, I think he felt valued.”

- *Teach how to disagree respectfully*. “It’s empowering for all children – especially those who struggle with authority – to know that they may disagree with adults,” says Wilson – as long as it’s done appropriately. Students should be taught to use phrases like “I feel that” and “I suggest” when they believe something is unfair or should be changed.

- *Channel children’s energy in positive directions*. If students are fired up about an issue, they should be encouraged to write letters to the school or community paper, get involved in service projects, or do their own research on it.

- *De-escalate defiance*. The goal is to keep the child safe and cool things down. Wilson suggests:

- Avoid pushing the student’s buttons; don’t do anything that will heighten stress or invite more resistance.

- Don't try to reason or make an emotional appeal when the child is too angry to process it.
- Slow down. Taking a few minutes before saying anything raises the probability that the child will listen.
- After the incident, reflect on what the trigger might have been – an unexpected schedule change, perhaps?

- *Intervene early.* At the first sign of defiance, set clear limits. The earlier the teacher intervenes, the less likely the child will be to dig in and escalate. Use brief, direct statements, speak in a calm, matter-of-fact voice, avoid questions, and keep body language neutral – for example, “Andrew, take a seat. You can read or draw for now.”

- *When using consequences, offer limited choices.* Because students who have escalated to defiance are often seeking power, it's smart to give them a selection of consequences – for example, “Anna, either you can come with us now, or I can have Mrs. Bell come sit with you. Which do you choose?”

- *Avoid negotiating in the moment.* Once a teacher has decided on a consequence or redirection for a defiant child, it's wise to stick with it. “Negotiating during the incident will invite further testing,” says Wilson. “It also sends the message that children can avoid a redirection or consequence by resisting.” And don't get into a power struggle. “Max, we're done talking about that for now. Everyone, get your writing journals out and start on your stories from yesterday.”

- *Give the child time and space.* Once a consequence has been given, it's best to step back and give the child space to comply in a reasonable amount of time. Asking for immediate compliance invites further defiance.

“When Children Are Defiant” by Margaret Berry Wilson in *Responsive Classroom Newsletter*, Summer 2013, <http://www.responsiveclassroom.org/article/when-children-are-defiant>

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6. Classroom Management 101

In this *NJEA Review* article, Tracey Garrett (Rider University) refutes three common myths about classroom management: (a) that it can't be taught and must be learned by experience; (b) that it's a bag of tricks; and (c) that it depends on giving students extrinsic rewards. In fact, says Garrett, one of the major success stories of educational research in the 20th century was establishing a set of principles and strategies that *can* be taught, observed, and emulated. Here's her take, with a major focus on preventing discipline problems from happening in the first place:

- Develop an organized physical layout for the classroom.
 - Purge the classroom of all unwanted clutter.
 - Personalize the classroom so it communicates information about the teacher and students.
 - Plan pathways to avoid congestion.
 - Plan adequate space for students to line up by the door.

- Make it clear where materials belong.
- Provide space for both academic and social tasks.
- Display students' work.
- Involve students in the design of the classroom.
- Locate the teacher's desk in an appropriate place.
- Develop clear rules and routines.
 - Create 4-6 classroom rules that clearly specify appropriate behavior.
 - Consider involving the students in generating these rules.
 - Write the rules using positive language.
 - Post classroom rules and refer to them as necessary.
 - Develop routines to provide direction about how different classroom tasks are accomplished.
 - Teach and demonstrate classroom rules and routines as specifically as you do academic content.
- Establish caring relationships with and among students.
 - Get to know something personal about each student.
 - Be aware of students' accomplishments and comment on them.
 - Send positive notes, phone calls, or e-mails home.
 - Be sensitive to students' moods and concerns.
 - Praise more, criticize less.
 - Hold high expectations.
 - Be a "real person."
 - Maintain a sense of humor.
- Plan and implement engaging instruction.
 - Match the physical layout of the classroom to the teacher's style.
 - Have all materials organized and ready before the start of each lesson.
 - Establish an attention-getting signal.
 - Adapt content and activities to students' interests.
 - Ensure students work at the appropriate level of challenge or difficulty.
 - Give students the chance to exercise autonomy and make choices.
 - Give students the opportunity to finish and display their work products.
 - Show enthusiasm for the curriculum
- Address discipline issues when they arise.
 - Use nonverbal interventions such as proximity, eye contact, hand signals, and facial expressions to redirect misbehavior.
 - Ignore minor misbehavior, if possible.
 - Use brief, concise, and specific verbal interventions to redirect misbehavior.
 - Use positive teacher language to tell the student what to do rather than what not to do.
 - Implement logical consequences to help students learn something about why that particular misbehavior was inappropriate.

“Classroom Management: It’s More Than a Bag of Tricks” by Tracey Garrett in *NJEA Review*, Oct. 2012 (Vol. 86, p. 17-19), <http://bit.ly/Qsy5CV> (spotted in *Education Digest*, May 2012)

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7. A Radical Departure in Foreign-Language Teaching

In this article in *The Language Educator*, Oregon teacher Caleb Zilmer wonders why so many adults who took a language in school don’t remember more than how to ask directions to the nearest bathroom. Did they lack intelligence or the knack for learning a language? Did they study the language after the magic age of eight? What happened to all those hours of work? Zilmer offers these basic principles for an approach he believes will make a language stick:

- *Focus on meaning rather than grammar.* The key is pushing for 100 percent of classroom discourse conducted in the target language, including attendance, giving out homework, jokes, and of course instruction. This puts the emphasis on communication and fluency. Students will make mistakes – what they need is a “sympathetic listener,” says Zilmer. “Students quickly learn that self-correction goes hand-in-hand with working through communication... As proficiency increases, so does the need for accuracy, and learners become more capable of attending to accuracy with greater proficiency.”

- *Create a safe environment for experimentation.* Students’ experiences and stories, not the textbook, become the focus of the curriculum, and a free-flowing dialogue creates the kind of climate that builds enthusiasm, ownership, and fluency. In this format, groupings are fluid and desks are not in straight rows. In fact, students may be on their feet talking in small groups a good part of the time.

- *Instruction and assessment inform one another.* “With every interaction with students every day, teachers are attending to how students’ productions look and sound,” says Zilmer. “Depending on what is most appropriate... teachers either instruct in the moment or save thoughts to share later. Thus, assessment happens in the moment, as does instruction.”

A teacher had this to say about Zilmer’s approach: “It is 100% unconventional and 100% effective. It makes sense, and because it makes sense, it will work. Not to mention it’s a blast.”

“90% Target Language, Authentic Texts, No Isolated Grammar? How?” by Caleb Zilmer in *The Language Educator*, April 2013 (Vol. 8, #3, p. 26-29), no e-link available

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8. Gradually Releasing Responsibility Using iPads in Early Reading

In this article in *The Reading Teacher*, Laura Northrop (University of Pittsburgh) and Erin Killeen (Stow-Munroe Falls City Schools, Ohio) note that there are plenty of jazzy early-literacy apps for iPads (they recommend iWrite Words, Little Matchups ABC, Abc Pocket Phonics, Word Connex, iCard Sort, Fry Sight Words, Toontastic, Poplet, and Doodle Buddy). However, they believe teachers need to be systematic to get the most out of iPad apps:

- Step 1: Teach the concept without the iPad. Low-tech is the best starting point, say Northrop and Killeen – introduce the literacy concept through direct word-study instruction before letting students near the app.

- Step 2: Explain and model the app. It’s important to be explicit about what the app is going to help students practice and show students how it works, using a think-aloud process to walk them through the steps. A list of guiding questions is helpful.

- Step 3: Have students do guided practice with the app. The teacher checks in as students start working with their iPads in a specific word or skill. “Because hidden misconceptions and difficulties can arise, the guidance and feedback provided by the teacher are crucial,” say Northrop and Killeen.

- Step 4: Have students do independent practice with the app. This might happen during literacy center work or independent work time.

“A Framework for Using iPads to Build Early Literacy Skills” by Laura Northrop and Erin Killeen in *The Reading Teacher*, April 2013 (Vol. 66, #7, p. 531-537), <http://onlinelibrary.wiley.com/doi/10.1002/TRTR.1155/abstract>; the authors can be reached at lsn6@pitt.edu and st_killeen@smfcsd.org.

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9. Children’s Books About Incarceration

In this article in *The Reading Teacher*, Mary Ellen Oslick (University of Central Arkansas/Conway) suggests a little-explored dimension of diversity in classrooms: children who have incarcerated family members. She recommends several books that treat this subject sensitively and suggests a way to discuss them in the classroom. Her booklist:

- *Nine Candles* by Maria Testa – A boy’s emotions before, during, and after visiting his mother in prison on his seventh birthday.

- *Visiting Day* by Jacqueline Woodson – A young girl prepares to visit her father in prison.

- *Your Move* by Eve Bunting – A gang tries to entice a ten-year-old boy to join.

“Children’s Voices: Reactions to a Criminal Justice Issue Picture Book” by Mary Ellen Oslick in *The Reading Teacher*, April 2013 (Vol. 66, #7, p. 543-552), <http://onlinelibrary.wiley.com/doi/10.1002/TRTR.1157/abstract>; the author can be reached at moslick@uca.edu.

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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.marshall48@gmail.com

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 42 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
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
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Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
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Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
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