Marshall Memo 513

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 2, 2013

In This Issue:

Quotes of the Week

"What are three things I could start, stop, or change to be more effective?"
Allison Vaillancourt on a good question to ask your supervisor (see item #9)

"Our publicly perceived personae of stern, shushing, bun-headed librarians have always been at odds with our passionate attention to access and equity… Libraries stand at the basis of a free society, and librarians are the guardians of that freedom."
Gail Dickinson (see item #3)

"'Dewey or don't we?' is the question that hundreds, if not thousands, of school librarians across the country are currently asking themselves."
Devona Pendergrass (see item #3)

"Human beings are natural storytellers. Given a series of facts, we use them to build a story that makes sense to us and keeps the randomness of the world in check."
Sarah Laskow (see item #4)

"[J]ust because you have *looked* at something doesn't mean that you have *seen* it. Just because something is available instantly to vision doesn't mean that it is available instantly to consciousness… What turns access into learning is time and strategic patience."
Jennifer Roberts (see item #1)

"For whatever reason, we have a deep-seated need to feel that we can judge character. The assumption is, if I meet them, I'll know."
Jason Dana (see item #4)

1. "Close Reading" of a Painting and the Importance of Patience

In this thoughtful article in *Harvard Magazine*, art and architecture professor Jennifer Roberts describes how she requires her students to choose a painting to write about and then spend three hours looking at it and taking notes on what they see. At first students are resistant to spending so much time staring at one painting. "It is commonly assumed that vision is immediate," says Roberts. "It seems direct, uncomplicated, and instantaneous – which is why it has arguably become the master sense for the delivery of information in the contemporary technological world. But what students learn in a visceral way in this assignment is that in any work of art there are details and orders and relationships that take time to perceive."

When she spent three hours studying the John Singleton Copley painting *Boy with a Flying Squirrel* (click the link below to view it), Roberts says, "It took me nine minutes to notice that the shape of the boy's ear precisely echoes that of the ruff along the squirrel's belly… It was 21 minutes before I registered the fact that the fingers holding the chain exactly span the diameter of the water glass beneath them. It took a good 45 minutes before I realized that the seemingly random folds and wrinkles in the background curtain are actually perfect copies of the shapes of the boy's ear and eye, as if Copley had imagined those sensory organs distributing or imprinting themselves on the surface behind him."

What does this experience teach students? That "just because you have looked at something doesn't mean that you have seen it. Just because something is available instantly to vision doesn't mean that it is available instantly to consciousness… What turns access into learning is time and strategic patience… There are infinite depths of information at any point in the student's education. They just need to take the time to unlock that wealth. And that's why, for me, this lesson about art, vision, and time goes far beyond art history. It serves as a master lesson in the value of critical attention, patient investigation, and skepticism about immediate surface experiences. I can think of few skills that are more important in academic or civic life in the twenty-first century."

Roberts concludes by arguing that patience is a key skill for today's students: "[A]s the shape of time has changed around it, the meaning of patience today has reversed itself from its original connotations. The virtue of patience was originally associated with forbearance or sufferance. It was about conforming oneself to the need to wait for things. But now that, generally, one need *not* wait for things, patience becomes an active and positive cognitive state. Where patience once indicated a lack of control, now it is a form of control over the tempo of contemporary life that otherwise controls us. Patience no longer connotes disempowerment – perhaps now patience is power." Some more contemporary terms for patience: *time*

management, temporal intelligence, or *massive temporal distortion engineering*.

"The Power of Patience" by Jennifer Roberts in *Harvard Magazine*, November/December 2013 (p. 40-41), http://harvardmagazine.com/2013/11/the-power-of-patience

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2. Montgomery County Focuses on Five Key Milestones

In this *Education Next* article, Montgomery County MD superintendent Joshua Starr shares the key data points around which he and his colleagues are organizing their efforts:

- Students reading on grade level by third grade;
- Students completing fifth grade with the necessary math, literacy, and social-emotional skills to be successful in middle school;
- Students completing eighth grade with the necessary math, literacy, and social-emotional skills to be successful in high school;
- Students having a successful ninth-grade year, as measured by grade-point average, well-being, and eligibility to participate in extracurricular activities;
- Students graduating from high school ready for college and career, as measured by such indicators as performance on Advanced Placement and International Baccalaureate exams and SAT scores.

"These are not the only indicators of an excellent, well-rounded education," says Starr, "but each is an important milestone in a child's education and is a starting point for our team to focus attention. Data for each area need to be analyzed by school and by demographic, socioeconomic, and programmatic well-being."

"Examining High-Stakes Testing: *Education Next* Talks with Joshua P. Starr and Margaret Spellings" in *Education Next*, Winter 2014 (Vol. 14, #1, p. 70-77), www.education.next.org

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3. A Lively Debate Among School Librarians: Dewey or Don't We?

In her lead article in this chockerblock-full issue of *Knowledge Quest*, Gail Dickinson (Old Dominion University and president of the American Association of School Librarians) introduces 14 articles for and against reorganizing school libraries by genre and topic in place of the traditional Dewey Decimal Classification system. Dickinson and the AASL haven't taken a position, instead framing the issue in the broadest terms and inviting educators to decide whether or not to dump Dewey based on whether it furthers the fundamental mission of libraries. "Our publicly perceived personae of stern, shushing, bun-headed librarians have always been at odds with our passionate attention to access and equity," she says. "Libraries stand at the basis of a free society, and librarians are the guardians of that freedom."

Here are some of the arguments from Dickinson's article and a selection of the others:

<u>For continuing Dewey organization</u>:

- Libraries need to have a system for organizing books; otherwise people won't be able to find specific books they're searching for.

- The Dewey system is one of only two well-thought-out systems for organizing books (the other is the system used by the Library of Congress).
- The system developed by Melvil Dewey in 1876 was revolutionary for its time, and organized human knowledge to answer the biggest questions, starting with, *Who am I? How did I get here?*
- The Dewey system is constantly being revised to meet new informational needs, has plenty of capacity to add new categories, and has been linked to online resources at http://dewey.info; this platform allows users to connect Dewey numbers to virtually all online sources of information and vice-versa.
- For various libraries to be able to exchange books, catalogues, and information, a uniform system is important, and Dewey is the logical choice.
- Librarians are trained in the Dewey system and most are able to make it work for children.
- Keeping a uniform, predictable library arrangement is important if students are to be comfortable finding resources in public and university libraries in the future.
- It's not a good use of librarians' time to be inventing and implementing a new classification system when they could be providing direct services to users.

For genre- and topic-based arrangements:

- The two main ways students look for books, say New York City librarians Tali Balas Kaplan, Sue Giffard, Jennifer Still-Schiff, and Andrea Dolloff, are (a) searching the catalog, finding the number, writing it down, and locating the book on the shelf, and (b) browsing the shelves. Most students find books by browsing. The library's organization should make that as easy and productive as possible, but the Dewey system doesn't do that.
- In fact, say Kaplan, Giffard, Still-Schiff, and Dolloff, the Dewey system "is not developmentally appropriate for children, and the connections are not intuitive… In addition, many of the browsing connections that Dewey makes are either out of date or not logical to children… As a result, they are not able to browse effectively."
- Revisions to the Dewey system have resulted in numerical overload, which younger readers find confusing. The system is "usable, but not user-friendly," say New York librarian Sandra Bojanowski and assistant librarian Shelley Kwiecien. "Our goal was to make our classification system work harder for the students and not the students working hard to understand the system."
- Dewey's taxonomy is confusing, say Kaplan, Giffard, Still-Schiff, and Dolloff: Why, they ask, are railroads under 383, but other transportation in the 620s? Why is astronomy in 520 but space flight in 629.4? The 600s are about technology, which in Dewey includes inventions, human body, electricity, boats and ships, bridges and tunnels, airplanes, cars, motorcycles, space travel, robots, gardening, pets, cooking, sewing, codes, and woodworking. And why are books about homosexuality right next to books on incest and slavery? asks Jeffrey Aubuchon.
- Better to rethink library organization by looking ahead to what libraries will be like in the year 2020, says Christopher Harris. He believes a new system should be student-oriented, flexible enough to accommodate growing and evolving knowledge in the years ahead, take

into account the declining role of print-based resources, and designed to work in harmony with future digital storage, discovery, and retrieval methods.

- Works of fiction should be displayed in ways that match the interests of users, which points to "genre-fying" – for example, sections for adventure, animals, fantasy, historical, mystery, scary, science fiction, and sports.
- After looking at a number of possible systems, Kaplan, Giffard, Still-Schiff, and Dolloff developed Metis http://metisinnovations.com with the goal of organizing libraries to be flexible, visual, child-friendly, browsable, searchable, and put topics together to maximize what they call *orchestrated luck*: "This 'luck' increases patrons' chances of finding books that they didn't know they would want but are happy to have found."
- Their big question in creating Metis was, "Where can I put this book that would maximize its chance of being found by likely users?" This led them to put fiction and nonfiction together, which they believe will reduce confusion and raise interesting questions about the difference between what's real and what's not.
- Kaplan, Giffard, Still-Schiff, and Dolloff claim that Metis is a natural fit with Common Core, pushing students "to demonstrate independence and perseverance, to construct arguments, and comprehend, critique, and support with evidence; and to use resources, strategies, and tools to demonstrate strong content knowledge."

A hybrid system:

- Need this be an either-or choice? Is it possible to maintain the Dewey system and pull books out for special genre or topic displays that change over time?

"The Way We Do the Things We Do" by Gail Dickinson (p. 4-6), gdickins@odu.edu
"The Dewey Debate" by Hilda Weisburg (p. 8-9), hildakw@gmail.com
"A Genre Conversation Begins" by Juanita Jameson (p. 10-13), jjameson@gckschools.com
"Library Classification 2020" by Christopher Harris (p. 14-19), infomancy@gmail.com
"One Library's Experience" by Sandra Bojanowski and Shelley Kwiecien (p. 20-21)
"Dewey: How to Make It Work for You" by Michael Panzer (p. 22-29), panzerm@oclc.org
"One Size Does Not Fit All" by Tali Balas Kaplan, Sue Giffard, Jennifer Still-Schiff, and Andrea Dolloff (p. 30-37), balaskaplan@yahoo.com, sgiffard@gmail.com, jennstill@yahoo.com, and akdblue@aol.com
"21st-Century Thinking at the Local Level" by Jeffrey Aubuchon (p. 44-45), jaubuchon@awrsd.org
"Is It Truly a Matter of 'Dewey or Don't We'?" by Allison Kaplan (p. 46-47), agkaplan@wisc.edu
"Dewey or Don't We?" by Devona Pendergrass (p. 56-59), dpendergrass@mtnhome.k12.ar.us
in *Knowledge Quest*, November/December 2013 (Vol. 42, #2), http://www.ala.org/aasl/kq.
Educators can post their views on the Dewey/Genre debate at https://www.facebook.com/aaslala.

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4. Why Are So Many Job Interviews a Waste of Time?

Interviews are "almost entire useless" at selecting the best candidate for a job, says Sarah Laskow in this *Boston Globe* article. "Though employers have been slow to catch on,

studies since the early 1980s have shown that, when compared with other types of tests, unstructured interviews are one of the worst choices for accurately judging how well a particular person will do at a particular job."

So why do people put so much stock in interviews? "For whatever reason, we have a deep-seated need to feel that we can judge character," says Jason Dana, a Yale management professor who was the lead author of the study. "The assumption is, if I meet them, I'll know. People are wildly overconfident in their ability to do this, from a short meeting." Interviews give us so much information, verbal and non-verbal, that they pull our attention away from information that's more relevant. There's also a tendency to like someone who shares our interests, hobbies, gender, age, skin color, or background. "Human beings are natural storytellers," says Laskow. "Given a series of facts, we use them to build a story that makes sense to us and keeps the randomness of the world in check. When the facts come from a meandering interview, those stories have a poor record of predicting how well the applicant will perform."

So how can we select the best people for our job openings? Laskow suggests the following steps:

• Take the time to draft carefully considered, predetermined questions, use a consistent interview structure, and analyze responses using a well-constructed rubric based on criteria directly related to the job. Dispense with unstructured questions and informal chit-chat.

• Dig for actual data on the candidate's performance in previous jobs.

• Have candidates perform relevant tasks. "If you're hiring someone to fold clothes, have them fold clothes," says Dana. "If you're hiring someone to do consulting, have them do a consulting case."

• Follow up with references – the people who have worked with them for months or years – and look at their GPA, which, Dana says, is "an aggregated opinion of a bunch of people."

"Ban the Job Interview!" by Sarah Laskow in *The Boston Globe*, Nov. 24, 2013 (p. K3), no free e-link available

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5. Restorative Justice in Action

In this article in *Principal Leadership*, Nancy Frey and Douglas Fisher (San Diego State University) and Dominique Smith (a social worker at Health Sciences High and Middle College, San Diego) describe several negative school incidents: a student steals money from a teacher's purse; two students who used to be friends are threatening each other; a student sells copies of an exam; and two boys almost come to blows vying for the affection of a girl. Frey, Fisher, and Smith suggest that schools' usual response to such incidents – a suspension doled out by an administrator – is rarely effective at rebuilding trust and preventing repeat offenses.

Far better, they say, is the restorative justice process, which involves working in a different way with students and involving the whole faculty in training and proactive formats like regular circle discussions in classrooms. Here are the basic principles:

- Foster understanding of the impact of behavior.
- Seek to repair the harm that was done to people and relationships.
- Attend to the needs of victims and others in the school.
- Don't impose intentional pain, embarrassment, or discomfort on students.
- Actively involve others as much as possible.

A restorative conference brings together students and adults (participation is voluntary) with a trained facilitator and starts with a series of questions to the person or persons who precipitated the incident:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way have they been affected?
- What do you think you might need to do to make things right?

Then the person affected by the incident is asked questions like these:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

If the discussion goes well, the parties create and sign a contract and the healing process begins.

"It is important to note that restorative practices do not supplant other disciplinary measures," say Frey, Fisher, and Smith. "Disciplinary procedures remain in place and are sometimes used in conjunction with a restorative conference." But they report that a four-year pilot program in one school resulted in a 60 percent decrease in suspensions and not a single expulsion.

"Restorative Practices" by Nancy Frey, Douglas Fisher, and Dominique Smith in *Principal Leadership*, December 2013 (Vol. 14, #4, p. 56-59), no free e-link available; Frey and Fisher can be reached at nfrey@mail.sdsu.edu and dfisher@mail.sdsu.edu.

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6. When Students Are Absent Because of Health Problems

"Chronic absenteeism presents roadblocks for student success," says Donna Mazyck (National Association of School Nurses) in this article in *Principal Leadership*. "Between 13% and 18% of children and adolescents have some sort of chronic health condition – nearly half of them could be considered disabled." Common issues include vision problems, asthma, teen pregnancy, aggression/violence, and inattention/hyperactivity. Consider the reasons these middle- and high-school students missed or were late for school:

- A boy must take care of an ailing younger sibling because his single parent can't afford to miss work.
- A high-school student misses first and second period classes as she waits for her aunt to come take care of her infant son.

- Poorly managed asthma keeps a boy up coughing at night and he oversleeps and misses the bus.
- A girl struggles to get dressed in the morning because of rheumatoid arthritis.

Mazyck commends schools whose teachers, school nurses, counselors, social workers, and psychologists keep an eye on attendance data, spot excessive absenteeism early, and provide understanding and support to get students in school and on track for academic success. She recommends two websites:

• Check & Connect – www.checkandconnect.umn.edu – a research-based student intervention tool to convince students of the importance of good attendance;

• Attendance Works – www.attendanceworks.org – tools and resources for school administrators to use in reaching families about school attendance.

"Beneath the Surface: Addressing Health-Related Chronic Absenteeism" by Donna Mazyck in *Principal Leadership*, December 2013 (Vol. 14, #4, p. 12-15), no free e-link available

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7. Advice to Parents When Their Child Is Accused of Bullying

In this helpful *Wall Street Journal* article, author Catherine Steiner-Adair offers this advice to parents who get an accusatory phone call saying their child is bullying another child. This might be something for schools to pass along to parents.

• *Take a deep breath*. It's normal to experience a mixture of fear, shame, denial (*this can't be!*), panic, and defensiveness. "While it feels like a permanent label, remember: it is a description of behavior that your child is exhibiting today, it is not who he is in his entirety, nor who he will be forever, if you respond and get help," says Steiner-Adair.

• *Focus on staying calm and listening to what's being said*. If the other parent is upset, assure him or her that you're writing down the details so you'll have them correct. You might say, "Do you want to take five minutes and call me back so we can talk calmly about this?"

• *Thank the other parent*. Say that it's good we're finding out what's happening now, that it must have been a difficult call to make. Promise to follow up.

• *Take time to process the information*. "Once you have the information, take time for yourself to process how it makes you feel, so that when you approach your child, you are calm," says Steiner-Adair.

• *Talk with your child*. The goal is to get the facts – "a calm, nonjudgmental discovery process," says Steiner-Adair. "Do you know what they are talking about? What occurred? Is any of this true?" Read your notes and ask your child to write down a detailed account of what happened. Stay calm and make it safe for your child to tell the whole story. Explain that whatever happened, you are going to help resolve the situation.

• *Be the grown-up*. "Can you help me see why the other kid sees it their way?" you might ask. "How would you feel if he did that to you?" Try to understand the antecedents – insecurity, anger, teasing, peer dynamics, or something going on at home.

• *Teach your child responsibility*. "Even if your child is positive the other child started it, he is nonetheless responsible for giving you a full accounting of what happened, and owning

his or her contribution," says Steiner-Adair. "Let your child know that this is serious and you are going to help make sure it doesn't continue. Help your child make amends, (sometimes best done with the school counselor), and develop a contract about behavioral expectations going forward."

• *Give your child social-emotional tools*. "Teach face-saving ways to deal with conflict or upset, how to avoid escalating drama – *walk away, tell a teacher*," says Steiner-Adair. "Learn about their social life at school and any class dynamic: is bullying going on by others that's stressing the other kids? Find alternative activities and friends to solidify social connections."

• *Get help*. This might include contacting the school, working with administrators or the counselor, or getting a comprehensive neuropsychological evaluation of the child to identify possible anxiety, depression, inability to read social cues, or impulsivity.

• *Support growth and change*. The best message, says Steiner-Adair: "Life is full of opportunities to reinvent ourselves if we are willing to do the hard work of owning our mistakes, understanding the feelings, thoughts, and behaviors involved, and getting new tools and strategies for trying on different behaviors. The most important thing for us as a family is to be honest, responsive, and accountable."

"What to Do If Your Child Is a Bully?" by Catherine Steiner-Adair in *The Wall Street Journal*, Nov. 18, 2013, http://blogs.wsj.com/speakeasy/2013/11/18/what-to-do-if-your-child-is-a-bully/

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8. The Persistent Allure of Paper

The demise of printed material has been predicted for years, but in this article in *The Week*, Nicholas Carr argues that it's not going to happen soon. "Paper may be the single most versatile invention in history," he says, "its use extending from the artistic to the bureaucratic to the hygienic." The average American uses a quarter of a ton every year. We simply can't live without it. Printed books are selling surprisingly well (2 billion printed this year), and magazine subscriptions, after declining precipitously, have stabilized. A lot of people still like the feel of hard copy, even while they flirt with digital products. What's going on?

"Our eyes tell us that the words and pictures on a screen are pretty much identical to the words and pictures on a piece of paper," says Carr. "But our eyes lie. What we're learning now is that reading is a bodily activity. We take in information the way we experience the world – as much with our sense of touch as with our sense of sight. Some scientists believe that our brain actually interprets written letters and words as physical objects – a reflection of the fact that our minds evolved to perceive things, not symbols… The physical presence of the printed pages, and the ability to flip back and forth through them, turns out to be important to the mind's ability to navigate written works, particularly lengthy and complicated ones. We quickly develop a mental map of the contents of a printed text, as if its argument or story were a voyage unfolding through space."

This physical, tactile aspect of reading printed material must be why studies show that people who read it have a more immersive experience and better comprehension than those who read electronic material.

But what about all the advantages of digital publications? Convenience. Animations. Audio and video. Interactive features. Access to world news. Constant updates. Links to related material. Searchability. All very seductive – and yet print endures. "They seem to be different things," concludes Carr, "suited to different kinds of reading and providing different sorts of aesthetic and intellectual experiences. Some readers may continue to prefer print, others may develop a particular taste for the digital, and still others may happily switch back and forth between the two."

"No, Paper Isn't Dead" by Nicholas Carr in *The Week*, October 18, 2013 (p. 40-41), excerpted from *Nautilus* at www.nautil.us

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9. What If Your Boss Is a Coward?

In her regular *Chronicle of Higher Education* column, Allison Vaillancourt (University of Arizona) says one of the worst things a leader can do when firing someone is not being honest about why it had to happen. It's preferable, of course, to have had the difficult "things really need to get better" conversation weeks earlier, but if it does come to dismissal, the brutal facts are an important contribution to the departing colleague.

What if you're the one having difficulty in a job and you report to a person who lacks the skills or the intestinal fortitude to say what needs to be said? Take things into your own hands, advises Vaillancourt: "Don't wait for formal reviews to find out how you're doing. Schedule regular meetings with your supervisor and make it easy for him or her to tell you what you need to do to be successful. 'What are three things I could start, stop, or change to be more effective?' is an easy, nonthreatening question to ask. If you are met with silence, push a little and let the supervisor know you really want guidance. If the response is, 'Keep doing what you're doing,' be afraid. No one is perfect, including you, and if the person you report to won't give you a tip or two when you are clearly receptive, he or she does not have your best interests at heart."

"When You Report to a Chicken" by Allison Vaillancourt in *The Chronicle of Higher Education*, Nov. 29, 2013 (Vol. LX, #13, p. A30), http://chronicle.com/blogs/onhiring/when-you-report-to-a-chicken/42283

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10. Short Items:

a. Parent priority survey – The Thomas B. Fordham Institute has developed a questionnaire on parents' priorities: www.edexcellence.net/whatparentswant. It includes results from previous surveys, putting parents into seven categories: Expressionists, Jeffersonians, Multiculturalists, Every Parent, Pragmatists, Strivers, and Test Score Hawks.

"What Parents Want: Education Preferences and Trade-Offs – A National Survey of K-12 Parents" from the Thomas B. Fordham Institute, spotted in *Education Next*, Winter 2014 (Vol. 14, #1, p. 91)

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b. Interactive game on westward expansion – A Cheyenne Odyssey is a free game for middle-school students created by Mission US to support the study of westward expansion in the US history curriculum. Students take on the role of Little Fox, a fictional member of the Northern Cheyenne tribe, and interact with traders, railroad workers, soldiers, and settlers. The unit includes maps, visuals, artifacts, and vocabulary-building exercises: http://www.mission-us.org/pages/landing-mission-3. Mission US has also created two other interactive games, one on the Revolutionary War and one on slavery: www.mission-us.org

"Bulletin Board" in *Principal Leadership*, December 2013 (Vol. 14, #4, p. 6-7)

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c. Three great museums at your fingertips – In this *Knowledge Quest* article, Jennifer Yount Baker (Pamlico Schools media director), sings the praises of Pinterest and recommends three museum sites:

- The Louvre in Paris: www.pinterest.com/museedulouvre
- The Metropolitan Museum of Art in New York City: www.pinterest.com/metmuseum
- The International Spy Museum in Washington, D.C.: www.pinterest.com/intlspymuseum

"Beyond Death By Chocolate: Using Pinterest Professionally" by Jennifer Yount Baker in *Knowledge Quest*, November/December 2013 (Vol. 42, #2, p 74-77)

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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 43 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:

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

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

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- How to change access e-mail or log-in

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 Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
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 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