

# Marshall Memo 454

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

October 1, 2012

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## Quotes of the Week

“It’s no secret that we’re teaching a generation that is more stressed out, debt-ridden, depressed, anxious, impulsive, scholastically amoral (let’s be honest), self-entitled, bored, and apathetic than perhaps any other since Aristotle sauntered through the Lyceum.”

College professor Andrew Reiner (see item #1)

“Principals and other educators often have perceptions about key issues in school law that are remarkably wrong.”

Perry Zirkel (see item #5)

“Surprisingly, there is actually very little research evidence to support the connection between frustration level and actual emotional frustration... Teachers should be careful not to assume that a challenging text will be emotionally frustrating for a student.”

Juliet Halladay (see item #4)

“The thing is, kids *need* a formula, at least at first, because what we are asking them to do is very difficult. So *God*, let’s stop acting like they should just know how to do it. Give them a formula! Later, when they understand the rules of good writing, they can figure out how to break them.”

Judith Hochman (see item #3)

“Before, I could read, sure. But it was like a sea of words. The more writing instruction I got, the more I understood which words were important.”

A student at New Dorp High School, NY (*ibid.*)

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## **1. College Students Try a Social-Media “Sabbath”**

In this thoughtful article in *The Chronicle of Higher Education*, Andrew Reiner says he’s trying something new with his Towson University students: a social-media sabbath. “It’s no secret that we’re teaching a generation that is more stressed out, debt-ridden, depressed, anxious, impulsive, scholastically amoral (let’s be honest), self-entitled, bored, and apathetic than perhaps any other since Aristotle sauntered through the Lyceum,” he says. “But what really worries me is students’ preoccupation with social media. Their need to stay perpetually connected through Facebook and texting, in particular, creates a daunting firewall to learning.”

According to one study, the average American college student spends at least 100 minutes a day on Facebook and three hours texting. Some students experience PVS – Phantom Vibration Syndrome – imagining that someone is texting them, while others “fake text” while waiting for a class to begin so they won’t look like losers. Students are terrified of missing something, being out of the loop, not being available to their friends 24/7.

Reiner sees this desire to keep the peace with peers in the way students preface comments in class discussions by saying, “First of all, I agree with what you just said...” He believes this reveals the same worry about being different, standing apart from the crowd and wonders, “If so much of our consciousness is focused outside ourselves, on our social relevance, can we remain present and open to the interiority needed for learning?”

To really understand something requires intimacy with the subject matter – “moving into the space within ourselves where resistance between the seeker (the learner) and the sought (the knowledge) disappears,” says Reiner. “When we allow for intimacy, we open ourselves to two of the most dreaded conditions of our culture – vulnerability and failure.” But both are essential for deep understanding, he believes. Students are hesitant to risk the appearance of nonconformity – and appearing stupid.

This led Reiner to the idea of a social-media sabbath. He asked students to carve out a four-hour window with absolutely no social media and entertainment technology, and then write about it in a journal. Students detached themselves from outside distractions, decelerated, and consciously, deliberately opened themselves to risk-taking. They sought solitude in trees, watched thunderstorms from atop parking garages, painted for the first time since high school, made eye contact with complete strangers and smiled at them. When the four hours were up, one student said she put her cellphone in her backpack and left it there for the rest of the day. “Know what?” she said. “I hadn’t felt so light in years.”

Reiner urges others to try this experiment in “surpassing civilization.” “It can start with one simple act that’s revolutionary in an age when our attention is forever cast downward onto smartphones and tablets,” he says. “We can lift our gaze into the eyes of other people. As well as into our own. Then we can find the connection we seek, to keep the only peace that matters.”

“Only Disconnect” by Andrew Reiner in *The Chronicle of Higher Education*, Sept. 28, 2012 (Vol. LIX, #5, p. B20), <http://bit.ly/PIAzO2>

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## 2. The Power of Social Norms to Change Behavior

In this intriguing *Harvard Business Review* article, Arizona-based author/consultant Steve Martin describes research demonstrating that the tough approach to getting people to fulfill obligations – pay their taxes, shell out for overdue bills, show up for doctors’ appointments – is less effective than softer approaches capitalizing on social norms. [How might these insights apply to dealing with students and parents in K-12 schools?]

- In 2009, Her Majesty’s Revenue and Customs (in Britain) tried the following language in place of the usual threats of interest charges, late fees, and legal action: “We collect taxes to make sure that money is available to fund the public services that benefit you and other UK citizens. Even if one person fails to pay their taxes it reduces the services and resources that are provided.” Another round of letters said, in part: “Over 93% of citizens living in your town pay their tax on time.” These language changes raised the collection yield from 57 to 86 percent. Combined with some best practices borrowed from the private collections industry, the agency collected £5.6 billion more in overdue revenue than it had the previous year. The message about 95% of citizens in a town got the highest return rate (83%) – more than a message about on-time taxpayers in their postcode (79%) and among UK citizens (73%). The more local, the better.

- In hotel bathrooms, changing the sign on re-using towels from an emphasis on the environmental benefits to a message saying that the majority of guests do re-use towels resulted in a 26 percent increase in re-use, saving thousands of dollars in laundering and delivery costs. Changing the sign so it said people who stayed in *that* room reused their towels brought about a further increase in re-use.

- In Britain’s National Health Service, patients skip 6 million appointments a year, costing £700 million in lost revenue. Martin conducted a study in which he tracked data on three successive interventions. First, receptionists got a verbal commitment from patients to call if they had to cancel an appointment: “Will you call if you can’t make it?” This resulted in a 3.5 percent improvement in attendance. Having patients write down the date and time of their appointment on a card resulted in an 18 percent improvement in attendance. And adding a sign in the clinic, “87% of Patients Arrived for Their Appointments Last Month” resulted in a 31.7 percent improvement in attendance.

- On the flip side, messages can unintentionally increase negative behavior. In 2007, the U.S. Internal Revenue Service (IRS) informed taxpayers that there would be additional

penalties for anyone knowingly submitting a false return. The following year, there was a 22 percent *increase* in tax fraud. Why? Martin believes it's because the IRS was broadcasting the message, "Look at all the people who are already doing this undesirable thing!"

What drove the improvements in behavior, says Martin, is the fact that people's behavior is largely shaped by the behavior of those around them, especially if it's a group with which they identify. Interestingly, the impact of these messages is almost completely unconscious; if people are asked why they paid their taxes or showed up for their doctors' appointments, they would not attribute it to the messages they received. This means that conducting surveys or focus groups is not the way to track effectiveness. The best way is to look at the results and continue to tweak messages for the best outcomes.

"98% of HBR Readers Love This Article" by Steve Martin in *Harvard Business Review*, October 2012 (Vol. 90, #10, p. 23-25), no e-link available

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### **3. Teaching Struggling High-School Students to Write**

In this important article in *The Atlantic*, author/foundation staffer Peg Tyre tells the story of how New Dorp High School on Staten Island, New York addressed students' writing deficits. In 2006, 82 percent of freshmen entered the school reading below grade level, and most students did poorly on the state Regents exams. "Many would simply write a sentence or two and shut the test booklet," says Tyre. The staff had watched the principal, Deirdre DeAngelis, get rid of some bad-apple teachers, win foundations grants, and break the school into small learning communities – but student achievement didn't budge. "Although New Dorp teachers had observed students failing for years, they never connected that failure to specific flaws in their own teaching," says Tyre. The prevailing belief was that the students weren't smart enough to write at the high-school level. One teacher said, "It was my view that these kids didn't want to engage their brains. They were lazy."

Because of its rock-bottom results the school was in danger of being closed down, and DeAngelis led a last-ditch effort to identify the root causes of student failure. Staff members zeroed in on writing. "Students' inability to translate thoughts into coherent, well-argued sentences, paragraphs, and essays was severely impeding intellectual growth in many subjects," says Tyre. "Consistently, one of the largest differences between failing and successful students was that only the latter could express their thoughts on the page."

The school began to do its own action research on why students' writing was so poor. Was it a lack of reading skills? A few teachers administered diagnostic reading tests and reported that students with low writing skills could read fairly well. But a history teacher noticed that struggling students' sentences were mostly short and disjointed, whereas more-successful students used coordinating conjunctions to link and expand on simple ideas – words like *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. Another teacher gave a quick quiz to see if students knew how to use these simple words, and the results astonished the staff: most could not. "The harder they looked," says Tyre, "the teachers began to realize the harder it was to determine

whether the students were smart or not – the tools they had to express their thoughts were so limited that such a judgment was nearly impossible.”

As teachers continued their search for answers, they noticed that the best-written student paragraphs contained complex sentences with dependent clauses like *although* and *despite*, signaling a shift in logic within a sentence. Struggling students, on the other hand, were unable to complete a complex sentence. After reading *Of Mice and Men*, teachers asked them to complete the sentence, “Although George...” What they expected was a sentence like, “Although George worked very hard, he could not attain the American Dream,” but they got variations on, “Although George and Lenny were friends.” Tyre says that New Dorp had an epiphany: “These 14- and 15-year-olds didn’t know how to use some basic parts of speech. With such grammatical gaps, it was a wonder they learned as much as they did.” Prose like that of the Gettysburg address was way beyond them. They hadn’t learned that the key information in a sentence doesn’t always come at the beginning. How had students gotten to high school without these basics – without knowing how to use the word *although*?

Tyre says this lack of basic writing skills is actually quite common in American schools. Twenty-five years ago, she says, schools shifted from the old-fashioned approach to teaching writing to the theory that writing should be “caught, not taught.” The theory was that if students were given creative assignments, put in a social context, and told that writing was fun, they would become good writers. Formal grammar and sentence-structure lessons were passé. But this approach didn’t work for all kids – especially those who grew up in poverty, had learning difficulties, and had weak early instruction. Then in 2001, No Child Left Behind de-emphasized writing, and it was taught less and less. “Writing as a way to study, to learn, or to construct new knowledge or generate new networks of understanding has become increasingly rare,” says Arthur Applebee of the University of Albany.

Desperate for a program, DeAngelis took a group of New Dorp teachers to visit the Windward School, a small grade 1-9 private school in White Plains, NY known for a writing approach developed by former teacher Judith Hochman. After the visit, DeAngelis said, “I had one question and one question only: How can we steal this and bring it back to New Dorp?” She invited Hochman to a series of meetings with her staff, and they became convinced that there was a close link between writing, thinking, speaking, and reading. They concluded that improving writing would be a gateway to boosting achievement in the other three areas.

In the fall of 2009, with Hochman’s guidance, New Dorp began a complete revamp of its curriculum, with a laser-like focus on a highly structured approach to teaching students to write expository essays. “The thing is,” said Hochman, “kids *need* a formula, at least at first, because what we are asking them to do is very difficult. So *God*, let’s stop acting like they should just know how to do it. Give them a formula! Later, when they understand the rules of good writing, they can figure out how to break them.”

Teachers began to teach students how to construct complex sentences from simple ones by using three prompts: *but*, *because*, and *so*. Students learned how to use appositive clauses to vary sentence beginnings – for example, in a chemistry class, students were guided to write sentences beginning with three words: “*Although* hydrogen is explosive and oxygen supports

combustion, a compound of them puts out fires.” “*Unless* hydrogen and oxygen form a compound, they are explosive and dangerous.” And “*If* hydrogen and oxygen form a compound, they lose their original properties of being explosive and supporting combustion.”

Later, students learned how to recognize sentence fragments, pull the main idea from a paragraph, and write the main idea. By the sophomore year, students were learning how to map out an introductory paragraph and then how to write body paragraphs. One student said, “There are phrases – *specifically, for instance, for example* – that help you add detail to a paragraph. Who could have known that, unless someone taught them?” Teachers assigned more homework at a more demanding and rigorous level. And there was less emphasis on creative, narrative writing.

In classroom discussions, students were required to follow specific prompts posted on the wall: “I agree (or disagree) with \_\_\_\_ because...” “I have a different opinion...” “I have something to add...” “Can you explain your answer?” In a discussion of the play *Death of a Salesman*, students responded to the teacher’s question about why the protagonist seemed tired. “Willie Loman seems tired because he is getting old,” said one student. Why? asked the teacher. “The stage direction says he’s 63,” said another student. “That’s old!” Another said, “I agree that his age is listed in the stage direction. But I disagree with your conclusion. I think he is tired because his job is very hard and he has to travel a lot.” Another student joined in: “I disagree with these conclusions. The way Willie Loman describes his job suggests that the kind of work he does is making him tired. It is repetitive. It can feel pointless. It can make you feel exhausted.”

The Hochman curriculum quickly produced results. As students developed a better understanding of the parts of speech, their reading comprehension improved dramatically. “Before, I could read, sure,” said one student. “But it was like a sea of words. The more writing instruction I got, the more I understood which words were important.” Students who entered New Dorp in 2009 had an 89 percent pass rate when they took the English Regents as sophomores – up from 67 percent for the preceding class. The Global-History pass rate went from 64 to 75 percent. Regents-repeater classes shrank from five classes of 35 students to two classes of 20, and the number of students in college-level classes went from 148 to 412. And last spring, the school’s graduation rate was 80 percent – up from 63 percent before the writing program was introduced.

“In a profoundly hopeful irony,” concludes Tyre, “New Dorp’s reemergence as a viable institution has hinged not on a radical new innovation but on an old idea done better. The school’s success suggests that perhaps certain instructional fundamentals – fundamentals that schools have devalued or forgotten – need to be rediscovered, updated, and reintroduced. And if that can be done correctly, traditional instruction delivered by the teachers already in classrooms may turn out to be the most powerful lever we have for improving school performance after all.”

“The Writing Revolution” by Peg Tyre in *The Atlantic*, October 2012 (Vol. 310, #3, p. 96-101), <http://www.theatlantic.com/magazine/archive/2012/10/the-writing-revolution/309090/>

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#### **4. When Determining Students' Reading Levels, Proceed With Caution**

Most educators are conversant with independent, instructional, and frustration reading levels, says Juliet Halladay (University of Vermont/Burlington) in this article in *The Reading Teacher*. And indeed, there is substantial research to support some aspects of the reading level framework first developed by Emmett Betts in 1946. But there is also reason for caution. Halladay questions four underlying assumptions about reading levels and suggests implications for classroom practice.

- *Assumption #1: Decoding accuracy and reading comprehension go hand in hand.* In fact, says Halladay, some students decode accurately and have poor comprehension, while others make numerous decoding errors and have good comprehension. The link between decoding and comprehension varies with age (it's stronger with younger than with older readers) and skill (it's stronger with unskilled than with skilled readers). With older and more skilled readers, comprehension is more often linked to vocabulary and prior knowledge than decoding. The implication: teachers should be on the lookout for students with disparate decoding and comprehension skills and dig a little deeper before deciding on their reading levels.

- *Assumption #2: Independent reading requires near-perfect decoding accuracy.* The threshold for independent reading is usually 98 or 99 percent, counting every miscue as an error. Halladay raises two questions: How reasonable is it to expect students to read aloud with near-perfect accuracy? and How important is this when selecting books for independent reading? On the first question, she agrees with Fountas and Pinnell that a more forgiving criterion (say 95 percent) makes sense. On the second, she says teachers should take into account whether errors change the meaning of the text as well as students' prior knowledge and level of interest in what they are reading. Building fluency is one reason for independent reading, but so is developing a love of reading, building vocabulary, and developing content knowledge. For the latter three purposes, error-free reading is not essential.

- *Assumption #3: Oral reading skill is a reasonable proxy for silent reading skill.* Not necessarily, says Halladay. The research on this link is decidedly mixed: for some students, oral reading underestimates their silent reading comprehension (especially if there is time pressure – a teacher sitting there with a stopwatch). For other students, oral reading overestimates silent comprehension (especially for younger readers). Interestingly, having an audience can make a difference: one study found that students had better comprehension with oral and silent reading when no one was with them. The bottom line: teachers should assess both silent and oral reading before deciding on a student's reading level.

- *Assumption #4: Decoding and comprehension difficulty cause frustration.* It's commonly believed that too-difficult texts will be emotionally stressful for students, reinforce bad reading habits, and waste valuable time. "Surprisingly," says Halladay, "there is actually very little research evidence to support the connection between frustration level and actual emotional frustration." One study found that students became frustrated only when they reached 41.5% comprehension and 90% accuracy. Another study found that frustration depended on personality characteristics, not gender, age, or intellectual ability. Many students

enjoyed reading texts that were challenging to read. One explanation for this seeming anomaly is that students *chose* their independent-reading books; another is that they might be learning something from the graphics or inventing stories about the illustrations; another is that social factors are involved – e.g., friends are reading Harry Potter. Halladay’s conclusion: “Teachers should be careful not to assume that a challenging text will be emotionally frustrating for a student.”

“Revising Key Assumptions of the Reading Level Framework” by Juliet Halladay in *The Reading Teacher*, September 2012 (Vol. 66, #1, p. 53-62), no e-link available; the author can be reached at [jhallada@uvm.edu](mailto:jhallada@uvm.edu).

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## 5. Five Common Legal Misconceptions

“Principals and other educators often have perceptions about key issues in school law that are remarkably wrong,” says legal expert Perry Zirkel (Lehigh University) in this helpful article in *Principal Leadership*. “When that is the case, they help reinforce those prevailing perceptions by sharing them with teachers, parents, and other administrators and by contributing to misguided practices and policies.”

- *Myth #1: There has been an explosion of education litigation.* In fact, school litigation peaked in the late 1970s and early 1980s and has gradually declined since (with an upward tick of special-education cases in federal courts in the first decade of the 21<sup>st</sup> century). In terms of decisions, says Zirkel, the trend has been in favor of school defendants.

- *Myth #2: Educators should fear being held liable for negligence.* Actually, in only 11 percent of cases did student plaintiffs win at least partial damages, and individual educators were not held liable in any of them (institutions were). Of course, school personnel need to be alert to issues of student safety, including in science labs, but fear of liability should not be the primary motivation.

- *Myth #3: Student rights are ascendant.* In fact, since the *Tinker* case of 1969 (students’ right to wear black armbands in school to protest the Vietnam war), there has been a shift toward more district-favorable decisions in First Amendment cases. Similarly, says Zirkel, “The belief, whether held by students or school personnel, that teachers cannot touch students, including but not limited to reasonably intervening to stop student bullying, is lore, now law.”

- *Myth #4: Bad teachers can’t be removed because of tenure.* In fact, when school leaders evaluate and dismiss incompetent teachers, courts have upheld their actions in the majority of cases. The same has been true when school boards have taken action against superintendents. The problem, says Zirkel, is that school administrators are not exercising their legal authority.

- *Myth #5: Educators can’t take strong disciplinary action against misbehaving students, especially if they have special needs.* In fact, courts have been “extremely deferential” to school districts on discipline of general-education students, says Zirkel, and with special-needs students, the federal law does not generally apply to suspensions of up to ten days. In

cases where a student's misconduct is linked to a disability, recent litigation has generally favored the school district. Professional recommendations should not be confused with legal requirements, says Zirkel.

“Lore v. Law: Prevailing Beliefs and Objective Knowledge” by Perry Zirkel in *Principal Leadership*, October 2012 (Vol. 13, #2, p. 50-54), <http://www.nassp.org/pl>

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## 6. Tenure and Classroom Improvement

In this *American School Board Journal* article, Missouri middle-school teacher (and former businessman) Craig Waddell wonders whether abolishing tenure is the best strategy for getting rid of ineffective teachers. There are basically three categories of “bad apples”, he believes: those who are unqualified for their positions; those who are misplaced (for example, an English teacher in a high-school math class); and those who are underperforming because they are discouraged, disenchanting, disenfranchised, or past their prime. How do these folks wind up in front of students? Waddell lists these reasons:

- Ineffective teacher-education programs, including some diploma mills;
- Teacher shortages, leading districts to relax requirements;
- Inadequate recruitment efforts, missing qualified candidates who are out there;
- Senior teachers opting for “easier” assignments, leaving novices the toughest jobs;
- High turnover, which results in unqualified teachers joining faculties every year;
- Automatic tenure after a 3-5-year probationary period;
- The procedural difficulties involved in removing an ineffective tenured teacher.

Waddell argues that abolishing tenure doesn't address any of these root causes. Instead, he says, “We must minimize the influx of unqualified teaches, stem the loss of competent educators, construct a nurturing work environment, and appropriately assign certified personnel... As long as the avenues into the teaching profession are inadequately structured and monitored, ‘bad teachers’ will infiltrate education. An experienced, ineffective teacher will be replaced by an inexperienced, untried candidate.”

In addition, says Waddell, eliminating tenure would have the unintended consequence of reducing teacher loyalty. Tenure is an employee benefit like salary, vacation time, medical benefits, and sick leave. Job stability encourages teachers to invest personally and professionally in their schools. Without that security, teachers would feel at the mercy of administrators or test scores and flee to the safest, highest-performing schools at the first opportunity, leaving unqualified novices teaching the students who most need experience and competence. Some administrators might off-load experienced teachers to save money.

A second unintended consequence of ending tenure, says Waddell, is discouraging classroom risk-taking. “Professional learning communities and other teacher-involved process improvement ventures could be seriously diluted by a reluctance to contribute divergent, creative ideas,” he says. “Tenured teachers are more likely to invest time and effort in institutions where they perceive an enduring commitment... When a district reduces its allegiance to its staff, the faculty reciprocates.” Mentor teachers might be less willing to share

their expertise with rookies if they saw them as a threat to their positions. “Ironically, eliminating teacher tenure could actually reduce the overall quality of teaching,” Waddell concludes.

“The Tenure Debate” by Craig Waddell in *American School Board Journal*, October 2012 (Vol. 199, #10, p. 25-27), [www.asbj.com](http://www.asbj.com); Waddell is at [craig.waddell@sbcglobal.net](mailto:craig.waddell@sbcglobal.net)

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## 7. Four Ways to Build Resilience

In this *Harvard Business Review* article, Jane McGonigal describes how, during three months recovering from a traumatic brain injury, she became interested in the science of resilience. She found there are four ways to make yourself a more-resourceful problem solver, more collaborative, and less likely to give up when challenges loom:

- Physical – getting up from your computer and moving around for a few moments every hour;
- Mental – performing mildly challenging tasks like counting backwards from 100 by sevens;
- Emotional – experiencing three positive emotions for each negative one each day;
- Social – sending a thank-you note or holding a hand-shake a little longer.

McGonigal believes that playing computer games has the potential to build resilience. It may not be such a waste of time after all!

“Building Resilience by Wasting Time” by Jane McGonigal in *Harvard Business Review*, October 2012 (Vol. 90, #10, p. 38), no e-link available

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## 8. Short Item:

*Free math apps for iPads* – The *Teaching Children Mathematics* editorial panel recommends these apps for classroom iPads:

- *Zoom* version 2.1 – a number line game with 24 different levels
- *Slice It!* Version 1.3.0 – area visualization, dividing shapes into a given number of equal parts;
- *Rocket Math Free* version 1.8 – practice at basic math functions, telling time, handling money, and identifying 3-dimensional shapes;
- *Coin Math Free* – learning coins, counting in groups of five, ten and 25, shopping, and making change.

“Top 4 Apps for Classroom iPads” in *Teaching Children Mathematics*, September 2012 (Vol. 19, #2, p. 71)

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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](mailto: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 44 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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## ***Publications covered***

*Those read this week are underlined.*

American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
ASCD, CEC SmartBriefs, Daily EdNews  
Better Evidence-Based Education  
EDge  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Leadership  
Educational Researcher  
Elementary School Journal  
Essential Teacher (TESOL)  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
JESPAR  
Journal of Staff Development  
Kappa Delta Pi Record  
Language Learner (NABE)  
Middle Ground  
Middle School Journal  
New York Times  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teachers College Record  
Teaching Children Mathematics  
The Atlantic Monthly  
The Chronicle of Higher Education  
The Language Educator  
The New Yorker  
The Reading Teacher  
The School Administrator  
Theory Into Practice