Marshall Memo 375

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 28, 2011

In This Issue:

Quotes of the Week

"Don't assume everyone understands what you mean, particularly young adolescents."

Rick Wormeli in "Curriculum Clarity: Teaching What We Think We're Teaching" in *Middle Ground*, February 2011 (Vol. 14, #3, p. 36)
http://www.nmsa.org/Publications/MiddleGround/Articles/February2011/tabid/2326/Default.aspx

"The teachers did not need the students to love them; they needed to see their students achieve."

Mary Poplin, John Rivera, Dena Durish, Linda Hoff, Susan Kawell, Pat Pawlak, Ivannia Soto Hinman, Laura Straus, and Cloetta Veney (see item #1)

"Ms. G is weird, strict, mean, and crazy. This classroom is smart and nerdy because she wants you to go to college."

A Los Angeles student commenting on an effective teacher (see item #1)

"Providing educators with structures and time to support collaboration will not improve schools unless that time is focused on the right work."

Richard DuFour (see item #2)

"Champion teachers make a careful and intentional distinction between praise and acknowledgement, acknowledging when expectations have been met and praising when the exceptional has been achieved."

Doug Lemov in *Teach Like a Champion* (Jossey-Bass, 2010, p. 211)

1. What Makes Some Los Angeles Teachers Highly Effective?

In this *Kappan* article, a team of researchers reports on their study of 31 elementary, middle, and high-school teachers in economically depressed neighborhoods in Los Angeles County whose students did exceptionally well academically. These teachers had the following characteristics:

• *Warm/strict* – They saw strictness as essential to safety, respect, and results. Even small infractions drew a rebuke and consequences. Students saw their teachers' strictness as a sign of caring and high expectations. "When I was in 1st grade and 2nd grade," said one student, "when I cried, my teachers coddled me. But when I got to Mrs. T's room, she said, 'Suck it up and get to work.' I think she's right. I need to work harder." Other students said strictness was important to doing well in school, getting into college, being successful, and not getting ripped off in life.

• *Strong and respectful relationships* – "The teachers had a profound respect for students," say the researchers. "… The teachers did not need the students to love them; they needed to see their students achieve."

• *Instructional intensity* – The effective teachers used every minute of school time for learning, even drilling math facts on the way to the playground. They used timers to push students to finish lesson segments, and spelled out clear expectations for getting organized and knowing what was to be learned.

• *Frontal teaching* – "Traditional, explicit, teacher-directed instruction was by far the most dominant instructional practice," report the researchers – anticipatory set, energetic presentation of content, modeling, whole-class discussion, cold-calling to check for understanding, repeated explanations until all students understood, guided practice, monitoring, closure, independent practice, and review. The effective teachers used very little cooperative learning (except for pair-sharing), few constructivist activities, and almost no multicultural curriculum except where it was a natural part of a lesson or unit.

• *Managing by walking around* – The effective teachers constantly moved around their classrooms keeping students on task, checking for understanding, solving learning problems, nipping discipline problems in the bud, and building relationships.

• *High expectations* – The effective teachers constantly pushed their students toward grade-level standards and embraced state and district tests as useful measures of student achievement. Teachers didn't make excuses for students' disadvantages; they were confident that what happened in the classroom would close the gap. They had the following beliefs:

- All of my students have much more potential than they use.
- They have not been pushed to use it.
- It is my responsibility to turn this situation around.
- I am able.
- I want to do this for them.

Everything mattered to these teachers: they insisted that students respond to questions in complete sentences and build on each others' thoughts. One teacher said to a student, "That is absolutely correct! Now, can you say that like a fifth grader?"

• *Exhorting virtues* – "Every few minutes, these teachers encouraged students to think about their future and to practice particular virtues," say the researchers – working hard, trying their best, doing excellent work, aiming for college, never giving up, respecting themselves and others, being responsible, considering consequences, being hopeful, thinking critically, and being honest. The effective teachers spoke of their personal struggles and how education had helped them. "Ms. G is weird, strict, mean, and crazy," said one student. "This classroom is smart and nerdy because she wants you to go to college."

• *Maturity* – "The teachers were strong, no-nonsense, make-it-happen people who were optimistic for students' futures, responsible, hard-working, emotionally stable, organized, and disciplined," say the researchers. "They were also energetic, fit, trim, and appeared in good health. They were comfortable in their own skins and humorous."

The researchers end the article with a fascinating observation: the teachers who got the best results seemed unaware that they were more effective than other teachers around them – and principals often didn't know who their most effective teachers were. In a couple of cases, principals didn't believe what the researchers' test data said about who their best teachers were and suggested that the team study other teachers (who invariably turned out to be less effective).

In one case, a highly effective teacher was singled out by a district PD specialist for help and was visibly shaken by the visit. "Teachers who have demonstrated results should be granted considerable freedom in determining their classroom instruction," say the researchers. What they are doing works with students, and they shouldn't be forced to conform to other educators' preconceived notions about how children should be taught.

"She's Strict for a Good Reason: Highly Effective Teachers in Low-Performing Urban Schools" by Mary Poplin, John Rivera, Dena Durish, Linda Hoff, Susan Kawell, Pat Pawlak, Ivannia Soto Hinman, Laura Straus, and Cloetta Veney in *Phi Delta Kappan*, February 2011 (Vol. 92, #5, p. 39-43), http://www.kappanmagazine.org/content/92/5.toc

Back to page one

2. Should Teachers Be Able to Opt Out of Collaborative Work?

All too many American teachers work in isolation, says author/consultant Rick DuFour in this *Kappan* article: "Attempts to promote collaboration among educators inevitably collide with this tradition of isolation. Defenders of this tradition argue that professional autonomy gives each educator the freedom to opt in or out of any collaborative process."

But other professions don't work this way, he argues. Pilots don't have the freedom to decide which runway to use, lawyers are required to meet on a regular basis with their colleagues to discuss cases and share ideas, and doctors must consult with specialists before making important decisions. True, these professionals all spend a lot of their time working solo, but collaboration is an essential and *non-negotiable* part of what makes them effective.

A similar norm needs to operate in schools, says DuFour. Educators serve students best when same-grade/same-subject teams decide on a guaranteed and viable curriculum, create high-quality interim assessments, regularly gather evidence of student learning, analyze the data to improve instruction, and systematically follow up with struggling students. "An individual's desire to work in isolation does not trump a professional's obligation to apply what is considered the most effective practice in his or her field," he says.

The content of teacher team meetings has to be non-negotiable as well, says DuFour: "Collaboration is a means to an end… Team meetings that focus on the deficiencies of students, better strategies for punishing students who wear hats, or determining who will pick up the field trip forms will not improve student achievement… Providing educators with structures and time to support collaboration will not improve schools unless that time is focused on the right work."

Like all good ideas, the professional learning community concept can be applied badly, says DuFour, for example:

- Creating artificial rather than content-meaningful teacher teams;
- Teams making excuses for low student achievement rather than solving instructional problems;
- Teams talking about issues not related to student learning;
- Focusing on congeniality rather than collegiality: "Getting along can be a greater priority than getting results," says DuFour;
- Administrators micromanaging the process;
- Administrators not providing enough time, support, parameters, resources, and clarity.

"Work Together, but Only If You Want To" by Rick DuFour in *Phi Delta Kappan*, February 2011 (Vol. 92, #5, p. 57-61), http://www.kappanmagazine.org/content/92/5.toc

Back to page one

3. Small Learning Communities or Professional Learning Communities?

In this paid column in *Education Week*, author/consultant Richard DuFour responds to a principal's question about reorganizing his high school into separate houses or Small Learning Communities with interdisciplinary teams. The principal asked if the SLCs would be better than content-specific Professional Learning Community teams in which teachers had been working.

DuFour said no, stick with content-specific teacher teams. "Furthermore," he continued, "there is little in either the history of American education or recent developments in the field that suggests converting schools into SLCs will improve student achievement." DuFour cites the findings of James Conant's 1959 Carnegie study, which argued that any high

school with fewer than 400 students was ineffective and inefficient. Two recent studies by the American Institute for Research (2005) and SRI International (2006) looked at schools that had been organized into SLCs with the help of the Bill and Melinda Gates Foundation. They found that student attendance and achievement, especially in mathematics, were worse in the Gates schools than in other high schools in their districts. The studies also noted the high staff turnover due to the demanding and unwieldy teacher workloads often inherent in small schools. "Although there have been some isolated examples of apparently successful small schools emerging from the restructure of a large high school," says DuFour, "these have been the exception rather than the rule." The best hope for improving schools, say the experts, is to emphasize continuous monitoring of student learning, tighten school culture, and pay greater attention to issues of curriculum and instruction – advice that the Gates Foundation has heeded.

Small Learning Communities aren't the answer, says DuFour. "Ultimately the culture must change to impact classroom practice and student and staff expectations, and the best strategy for improving schools at any level will focus less on the structure of the organization and more on building the capacity of people within the schools to create a new culture – the culture of a PLC, with its intense focus on each student's learning, collaborative and collective effort to promote that learning, and hunger for evidence of student learning to inform and improve professional practice and to better meet the needs of the students we hope to serve."

"Are Small Learning Communities (SLCs) Synonymous with Professional Learning Communities (PLCs)?" by Richard DuFour in *Education Week*, Feb. 23, 2011 (Vol. 30, #21, p. 26), no e-link available

Back to page one

4. Using On-the-Spot Assessments to Tee Up Differentiated Instruction

In this article in *Middle Ground*, James Madison University professor Kristina Doubet likens teachers' work to that of the person at the helm of a water-skiing boat: driving the boat *and* keeping an eye on the skiers. "If we drive, full throttle, through our curriculum, hoping only to 'cover' all our standards," says Doubet, "we may reach the end of the lake and discover that many of our skiers dropped off along the way." She defines assessment (checking the skiers) as "the process of gathering information about student learning to inform instructional decision-making."

Doubet sees differentiated instruction as an important tool for helping all students meet standards – "a proactive response to learner needs." But she has a caveat: "When we differentiate without concrete evidence of learner needs, we run the risk of making assumptions about students and assigning them work that doesn't quite 'fit' them. In other words, we differentiate for the sake of *being different* rather than for the sake of *meeting needs*." That's why the following sequence is important: first assessment, *then* differentiation, leading to all students mastering the curriculum.

But before assessing, teachers must articulate the knowledge, skills, and understandings they want students to have when the lesson or unit is finished. State standards are often sketchy on understandings, and it's left to teachers to get to this deeper level – for example, that the

purpose of teaching metaphors is to give us the "power to paint pictures in readers' minds." Here are three questions that might be asked in an exit-ticket assessment before the start of a unit on metaphors:

- What is a metaphor? (knowledge)
- Give at least two examples. (skill)
- Explain why songwriters and poets use metaphors. (understanding)

Here's a similar exit ticket that an algebra teacher might use after a day of instruction:

- Draw a graph and label the x and y axes.
- Graph a line segment with the endpoints (3,5) (7,2).
- Graph a line segment with the endpoints (-3, -5) (7, 2).
- Provide two ways of writing the equation for a line and explain which one you believe to be the most efficient and why.

The last question gets at the Big Idea of this unit: "When there are multiple ways to solve a problem, we choose the method most efficient for the job based on the data available."

And here's a quick, on-the-spot assessment used by a teacher to get up-front information before teaching a unit on Ancient Egypt:

- Describe Egypt's geography.
- Describe its commerce/economy.
- Describe Egypt's religion.
- Describe the country's traditions/contributions.
- Describe how these categories are related to and influence each other.

This assessment would help a teacher know which students had misconceptions about Egyptian culture, which students didn't recall important information or distinguish among the elements of culture, and which students can discern areas of connection and influence among the elements and are ready for further investigation.

The next step is using the assessment results to determine which students need what and planning learning experiences to correct student misconceptions, fill knowledge gaps, and require students to use what they've learned to build and strengthen understanding. For example, with the metaphor lesson, the teacher might assign students who couldn't explain or give examples of metaphors in the exit ticket a simpler, more scaffolded learning task. All students would be asked to learn the same knowledge, skills, and understandings, but some would have less structure than others.

"Formative Assessment: The Driving Force Behind Differentiation" by Kristina Doubet in *Middle Ground*, February 2011 (Vol. 14, #3, p. 10-12)
http://www.nmsa.org/Publications/MiddleGround/Articles/February2011/tabid/2326/Default.aspx
Doubet can be reached at doubetk@jmu.edu

Back to page one

5. Formative Assessments Versus the Formative Assessment Process

In this *Education Week* article, UCLA professor emeritus James Popham compares a formative assessment *test* to a surfboard and the formative-assessment *process* to surfing. Surfing consists of paddling out, waiting for the right wave, catching it, standing up on the surfboard, and riding the wave triumphantly to shore. The formative-assessment process, says Popham, "involves decisions about when to test and what to test, selection or construction of suitable assessment procedures, judgments about whether assessment-elicited evidence should lead to adjustments, and choices about the nature of any adjustments." Four decades of research have shown that when this process is used well, it can double the rate of student learning. But when educators think about formative assessments as *tests*, says Popham, they are likely to use the assessments poorly and see little or no benefit to teaching and learning. "That's because it's not the test per se that is formative or summative. It is the use to which the test's results are put."

"When we employ phrases such as 'a formative assessment' or 'a summative assessment,' we are simply being sloppy with our language," concludes Popham. "Unfortunately, many educators truly believe formative assessment refers to particular kinds of tests that will… improve kids' learning. This simply is not so." The whole formative-assessment *process* needs to be used correctly to get results.

"Combating Phony Formative Assessment – With a Hyphen" by James Popham in *Education Week*, Feb. 23, 2011 (Vol. 30, #21, p. 35) http://www.edweek.org

Back to page one

6. Using Wiki-Based Literature Circles to Teach Middle-School Novels

In this thoughtful article in *Middle Ground*, Michigan 8th-grade teacher Monica Anne Mansfield describes her dissatisfaction with the time-honored practice of teaching one novel to the whole class. It wasn't working that well, especially for struggling readers, but Mansfield had several worries about moving to a more differentiated approach like literature circles. She liked the idea of students collaborating in small groups as they discussed their book's events, characters, and plot, the author's style, and how they perceived and reacted to the book. But would classroom management suffer? Would students stay engaged? Would they master state standards? And would there be enough materials and planning time?

Mansfield decided to take the plunge with her science fiction unit – and added another dimension: having students participate in literature circles via an online wiki. She began with a survey of students' familiarity with the genre, their personal interests, and their level of confidence reading science fiction. The survey included short passages from four science-fiction books chosen for interest level, challenging content, and a variety of difficulty levels:

- *The Time Machine* by H.G. Wells
- *A Wrinkle in Time* by Madeleine L'Engle
- *The House of the Scorpion* by Nancy Farmer
- *Anthem* by Ayn Rand (the shortest and most accessible to struggling students).

Mansfield asked students to rank-order their preference and used the responses – and students' reading levels – to assign each student to a book group.

She then set up a basic wiki homepage for each book group, with links to additional discussion pages for each chapter and a resource page with discussion suggestions to support students who might have difficulty contributing to their group's discussion. Students visited the computer lab every Monday, Wednesday, and Friday to read and post comments to the wiki. Because only one person could make changes to a wiki page at a time, Madison scheduled students from different class periods in groups together, which helped manage the number of people trying to post to a single page. On Tuesdays and Thursdays, students were back in Mansfield's classroom and read independently, conferred with group members, or met with her. They used sticky notes to jot down ideas, questions, and connections they made as they read and referred to them when they posted comments to the wiki.

Students immediately liked the new format, eagerly looking forward to reading and contributing each wiki day and initiating and managing lively discussions about their books. Some students contributed comments from home and other locations where they could get Web access. "The wiki fostered an environment of accountability, promoted peer collaboration, and provided students time for thoughtful reflection that is not always feasible in face-to-face discussion," says Mansfield. "Unlike the whole-class novel study, the wiki was student-centered and engaging… The student-centered approach supported by the wiki legitimized students' questions, concerns, and interests. Students were committed as they worked together to understand the events of the novels and create deeper meaning by making connections to their lives and the world." All students took to the new format, including those with a record of low grades, poor attendance, and discipline problems.

As the unit progressed, Mansfield had all students do a common set of activities (tailored to their book) and provided extension activities to challenge advanced readers. At the end of the unit, all students took the same final test with questions specific to their novel. Mansfield was thrilled with the results: overall, students did 14 percentage points better than they had on a conventional whole-class novel unit earlier in the year. The biggest gains came among struggling students and boys, many of whom improved their scores 20-35 percentage points.

Mansfield says that the wiki-based format was a major shift in her teaching style. "It challenged me to relinquish control of classroom activities and to empower students to pursue their own concerns, questions, and connections as they explored a variety of texts within and across class periods," she says. "Most important, technology enabled me to manage the activities of multiple groups and individuals while attending to the needs of diverse learners."

"Using Wikis to Differentiate Instruction in Literature Circles" by Monica Anne Mansfield in *Middle Ground*, February 2011 (Vol. 14, #3, p. 16-17)
http://www.nmsa.org/Publications/MiddleGround/Articles/February2011/tabid/2326/Default.aspx
Mansfield can be reached at monimans1@yahoo.com

Back to page one

7. Writing for the "It Was a Dark and Stormy Night" Contest

In this article in *Middle Ground*, Jeff Mann describes how once a year, on April Fool's Day, he challenges his middle-school English classes to come up with the worst writing they can manage and submit it to the annual Bulwer-Lytton Writing Competition – http://www.bulwer-lytton.com. This is named after the Victorian author Edward George Bulwer-Lytton, who penned the infamous opening line, "It was a dark and stormy night." (You should definitely go to the website to check out the winner of last year's competition.)

"We spend the entire period trying to craft the perfect bad sentence," says Mann. "We search for just the wrong words and try not to find the fine line between hilarity and over-the-top whimsy. We write, revise, edit, construct, deconstruct, look up words, search for synonyms, confer with classmates, laugh, and then write some more."

"Come on!" he barks at a student after examining her writing. "This is way too good. Now go back to your desk and don't come back up here until it is really bad!"

Mann submits the best (i.e., worst) writing to the competition. None of his students' submissions have been winners yet, but he'll keep submitting. "[T]rying to write poorly can be difficult work, and it can teach a lot about writing," he says.

"Trying Hard to Make It Bad" by Jeff Mann in *Middle Ground*, February 2011 (Vol. 14, #3, p. 27) http://www.nmsa.org/Publications/MiddleGround/Articles/February2011/tabid/2326/Default.aspx Mann can be reached at mann.jeff@comcast.net.

Back to page one

8. Who Are the Bullies?

In this *Education Week* article, Nirvi Shah reports on a study published in the February 2011 *American Sociological Review* saying that middle- and high-school bullies are not usually social outcasts or the most popular students, but come from the middle of their schools' social hierarchies. "I think there's a simple explanation," says University of California/Davis professor Robert Faris, co-author of the study. "These kids view aggression as one tactic for gaining or maintaining their social status… Once they get to the top, they no longer need to be aggressive. Aggression could be counterproductive. It could signal insecurity." Faris stresses that there are exceptions, including some ostracized students.

Marlene Snyder of the Olweus Bullying Prevention Program (which has been adopted by more than 7,000 schools in the U.S.) agrees that educators need to let go of old stereotypes about who bullies. "We are very careful to teach our teachers that anyone can play any role," she says. "It's what group you're with and what the situation is."

Leigh Anne Kraemer of the Ophelia Project echoes this view. "It's a myth that it's just the popular kids that bully. It's not the rich kids picking on the poor kids or the bigger ones picking on the little ones," she says. "If you're looking to gain power and status by pushing others down, that's where we really see a problem."

"Study Punctures Stereotypes About Social Status of Bullies" by Nirvi Shah in *Education Week*, Feb. 23, 2011 (Vol. 30, #21, p. 9) http://www.edweek.org

Back to page one

9. How to Make Sleep Improve Memory

It's commonly believed that a good night's sleep helps cement information in long-term memory, reports Sharon Begley in this *Newsweek* article. But a new German study found that this happens only if we explicitly tell ourselves that remembering something is important. Researchers at the University of Lubeck tested the impact of sleep on retention, comparing subjects who were told they needed to remember specific information for a test the next day with those who were not.

Brain imaging found that people who were told that a test was coming spent more time in deep, slow-wave sleep, which reactivates new memories and synchronizes the neocortex so long-term memories are created. They also had more "sleep spindles" – bursts of electrical activity that help networks in the cortex store memories and integrate them into existing knowledge, making retrieval easier.

Jan Born, the lead researcher, sums up the implications for studying: "Merely expecting that a memory will be used in a test determines whether sleep benefits its consolidation."

"Sleep Your Way to an 'A'" by Sharon Begley in *Newsweek*, Feb. 21, 2011 (p. 6)
http://www.newsweek.com/2011/02/13/sleep-your-way-to-an-a.html

Back to page one

10. The Wages of Teacher Moonlighting

In this *Kappan* article, Texas educators Janis Parham and Stephen Gordon report that between one-third and two-thirds of American teachers work second and third jobs above and beyond their school duties. The primary reason that teachers moonlight is to supplement their salaries, but in schools with unfavorable working conditions, moonlighting can be a first, tentative step toward leaving the profession.

Parham and Gordon say there's general agreement that moonlighting is bad for teachers' effectiveness: it takes time and emotional energy away from instructional planning, grading papers, collaborating with colleagues, and taking part in activities outside the school day. It can also be harmful to family relationships, nutrition, exercise, and sleep. "When teachers moonlight, the center of their world is no longer creative lesson planning, lively interaction with students, and a sense of accomplishment when students learn," say Parham and Gordon. "All too often, moonlighting teachers replace these ideas with stress, fatigue, lack of respect, and worries about money."

In addition, moonlighting is bad for teaching because it contributes to teachers not being taken seriously as professionals.

The solution? Better pay for teachers, say Parham and Gordon.

"Moonlighting: A Harsh Reality for Many Teachers" by Janis Parham and Stephen Gordon in *Phi Delta Kappan*, February 2011 (Vol. 92, #5, p. 47-51),
http://www.kappanmagazine.org/content/92/5.toc

Back to page one

11. Websites:

a. It's My Life – On this interactive website funded by the Corporation for Public Broadcasting, young adolescents (9-12) can read articles, share stories, play games, take quizzes and polls, watch video clips of peers talking about various issues, and contribute comments and questions: http://pbskids.org/itsmylife

"News to Use" in *Middle Ground*, February 2011 (Vol. 14, #3, p. 6)

Back to page one

b. Assessment and grading – Rick Wormeli has launched a website on assessment in differentiated classes to help think through the implications of his recent book: free registration at: http://www.stenhouse.com/html/implementing-fair-isnt-always-equal-login.asp

"News to Use" in *Middle Ground*, February 2011 (Vol. 14, #3, p. 7)

Back to page one

c. Bullying prevention – The Take a Stand, Lend a Hand website was developed by the U.S. Department of Health and Human Services and has sections on what students and adults can do to stop bullying: http://www.stopbullyingnow.hrsa.gov

"News to Use" in *Middle Ground*, February 2011 (Vol. 14, #3, p. 7)

Back to page one

d. Images for student projects – Flickr Storm is a virtual search engine that allows users to locate images that have been approved for nonprofit use. Just input the search term and select Advanced Search, and from the pull-down menu select Non-Commercial & No Derivatives. Remember to cite the source of the image. http://www.zoo-m.com/flickr-storm.

Spotted in "Click Here: Emerging Technologies: The Great Enabler" by Brenda Dyck, "News to Use" in *Middle Ground*, February 2011 (Vol. 14, #3, p. 39)

Back to page one

Do you have feedback? Is anything missing?

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

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 41 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 about 50 issues a year).

Subscriptions:

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

Website:

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

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
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
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice
Tools for Schools