

Marshall Memo 122

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

February 6, 2006

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Quotes of the Week

“In far too many cases, it is in America’s *middle schools* where academic achievement goes to die.”

Cheri Pierson Yecke, Florida chancellor of K-12 education (see item #7a)

“In the school professional learning community, the leader’s job is not to ‘mass inspect’ every lesson taught but to orchestrate and support the work of teacher teams by meeting with them and reviewing and celebrating short- and long-term assessment results.”

Mike Schmoker (see item #1)

“Like *any other profession*, we have to put evidence, regularly collected and examined, at the heart of collaboration and leadership... If we lose our nerve here, we are only pretending we want better schools.”

Mike Schmoker (*ibid.*)

“It has been said that when a principal walks into a room, it has the same effect as seeing a state trooper pull out onto the highway – the students straighten up and ‘take their foot off the gas,’ even if they weren’t speeding (er, misbehaving).”

Peter Hall, Nevada principal (see item #3)

“Often we wait too long to provide professional assistance, or we attempt to box it up during workshops for the entire staff when only a handful truly need that certain knowledge boost or intervention.”

Peter Hall (*ibid.*)

“What does success look like?... If [school administrators] can answer that, then they have a mini-vision right there; they’re getting somewhere! They are no longer circling around and around like a dog trying to get settled in his bed.”

Pamela Porter on vision-setting (*SEDL Letter*, June 2005, p. 22)

1. How Can “Average” School Leaders Produce Extraordinary Results?

“The key to improving school leadership,” writes Mike Schmoker in this article in a recent *SEDL Letter*, “begins with demystifying it. We must clarify the most high-leverage routines and procedures for bringing effective leadership within reach of ‘average’ human beings.”

What are these activities? According to Schmoker, principals greatly magnify their impact when they get teacher teams meeting to:

- Determine the essential standards they will teach on a common schedule;
- Prepare lessons and units together;
- Use interim assessments to check on student learning;
- Refine instruction based on assessment results.

“If administrators focus on and coordinate such work,” says Schmoker, “we will see record proportions of ‘average’ human beings become highly successful school leaders.”

Schmoker describes the epiphany that Rick DuFour had as principal of a suburban Chicago-area high school. When he first started, DuFour prided himself on conducting scores of classroom observations, including pre-conferences and post-conferences. DuFour felt virtuous – like a good instructional leader – but he began to notice that all his hard work was having very little impact on student achievement. It struck DuFour that he needed to spend less time looking at *teaching* and more time focusing on *learning* – actual student achievement. DuFour continued to visit classrooms, but he spent far less time doing conventional observations and far more time discussing student learning with his teachers based on interim assessments. “When DuFour turned his time and attention to monitoring, supporting, and rewarding each team’s ongoing success on common formative assessments,” says Schmoker, “he realized that teachers learn more from each other in teams than from a supervisor running frenetically from teacher to teacher, giving advice.”

But DuFour also realized that this would not happen by itself. Teacher teams needed a sense of urgency, a reason for pushing for better results, and DuFour created that by gathering student achievement data from similar suburban schools around the country whose students were achieving at much higher levels. This took away the sense of complacency into which some teachers had fallen.

Next, DuFour had teachers carefully review state and district curriculum documents and focus on only the most essential standards, setting strict limits to make the curriculum manageable.

Next, DuFour had teachers write their own end-of-course tests and interim assessments, all geared to the “power standards.” This guaranteed that all students were getting a viable curriculum aligned with state assessments, Advanced Placement, and college entrance exams.

Next, DuFour scheduled teacher teams to meet at least twice a month to prepare and fine-tune lessons and units based on the curriculum goals and the results of interim assessments. These data/curriculum meetings largely replaced traditional “professional development” sessions and cracked the “don’t ask, don’t tell” ethos of the faculty.

Finally, DuFour met regularly with each team to ask variations on these basic questions:

- To what extent are students learning the intended outcomes of each course?
- How can I support you and your students to improve learning?

As results began to flow, DuFour rewarded and celebrated each teacher’s and team’s progress and accomplishments at faculty meetings.

What DuFour had stumbled upon, says Schmoker, was a way of unleashing the untapped energy and expertise of his teacher teams, “which exercised their own leadership as they invented, innovated, and refined their practices to produce a steady stream of small, tangible wins. In the school professional learning community, the leader’s job is not to ‘mass inspect’ every lesson taught but to orchestrate and support the work of teacher teams by meeting with them and reviewing and celebrating short- and long-term assessment results.”

For all this to work, says Schmoker, principals need to have “the courage to monitor.” He remembers how, when he was a middle-school English teacher years ago, his principal periodically sat down with each teacher to review the curriculum and student learning results. She asked teachers to bring their grade books and one sample of student writing for each written assignment, along with the student’s rough draft. From these artifacts, the principal could see a lot, and she asked what seemed like fairly tame questions:

- How did this assignment go?
- What elements of the rubric were kids struggling with on this or other assignments?
- How did Schmoker intend to improve in those areas?
- Did he need any help or support?

The principal also visited classrooms, but her visits were quick. “Anyone who has done systematic classroom tours,” says Schmoker, “knows that these don’t have to be that frequent or time-consuming.”

What was the impact of these chats and short visits? “You can’t imagine how powerfully these simple, time-efficient rituals influenced the quality of our teaching and ensured a guaranteed and viable curriculum,” says Schmoker.

He suggests three enhancements to his long-ago principal’s routine: (a) meeting with same-subject/same-grade teacher teams; (b) looking at team learning/lesson logs; and (c) looking at the results of interim assessments. “Such simple, flexible structures, combined with quick, periodic classroom tours, can result in astonishing improvements in school leadership,” he avers. “These processes could be mastered by virtually any average leader, especially with

the help of department heads or lead teachers – thus distributing leadership, with manifold benefits.”

Schmoker acknowledges that shifting the school conversation to results is not easy. “Such review,” he writes, “runs right up against the deeply felt but unexamined notion that teachers as professionals are best let alone and don’t need oversight. It will mean making a detailed, long-overdue case – which most educators have never heard – for a guaranteed and viable curriculum. It will also mean making the similarly ironclad case for self-managing teams and for examining assessment results and adjusting practice against assessment results regularly vs. annually. There will be details to work out, but in the end, such meetings must become a nonnegotiable expectation for professional educators. Like *any other profession*, we have to put evidence, regularly collected and examined, at the heart of collaboration and leadership... If we lose our nerve here, we are only pretending we want better schools.”

“The New Fundamentals of Leadership” by Mike Schmoker in *Southwest Educational Development Laboratory (SEDL) Letter*, Dec. 2005 (Vol. XVII, #2, p. 3-7)

2. More on the Male-Female Achievement Gap

In this thoughtful piece in *The New Republic*, journalist Richard Whitmire explores the question of why boys are falling so far behind girls in secondary school and college. He notes that a significant gender gap has been a fact of life in the African-American community for years: nearly twice as many black women attend college as black men. What’s changed is that the same phenomenon is now creeping into the middle-class white community, which had a 50-50 male-female college ratio only eight years ago, and now is at 43-57.

Whitmire says there is a split on solutions, with the feminist viewpoint on one side and the “pragmatists” on the other. The feminist position, summed up in “Raising and Educating Healthy Boys: A Report on the Growing Crisis in Boys’ Education,” published last March by the Educational Equity Center at the Academy for Educational Development, basically asks, “Why can’t boys be more like girls?” The problem, goes this argument, is that boys are trapped inside a masculinity box that precludes them from developing “the language of feelings” needed to express themselves and relate to teachers. “Boys who break out of this box,” says Whitmire, “are doomed to a life of teasing and being bullied.”

But it’s not easy to change the wiring. “Expecting boys to become more like girls...” he writes, “will strike parents of boys as a bit odd – especially liberal parents who swore they’d never give their children violent toys, only to watch their son mold clumps of clay into submachine guns.”

The pragmatists, reports Whitmire, “peer inside the school door and see a feminized world that needs tweaking.” They note the dearth of boy-friendly reading matter and the tendency of literature classes to ask students to explore their emotions – not a strong point for most boys. And then there’s homework. “Studies consistently show boys have more trouble than girls turning in homework on time,” reports Whitmire. “Some educators and parents explain this by saying that many boys simply forget or decline to turn in completed homework.

Here's the boy-thinking: If I answered the homework question to my satisfaction, the task is done. Why turn it in? If you're a parent of a girl, that may sound bizarre. It isn't. Parents of slumping boys know differently."

What about schools that *don't* have a gender gap? Whitmire looked at one such school – Frankford Elementary School in Indian River, Delaware, a high-poverty school that had 100 percent of boys and 95 percent of girls meeting state reading standards in 2004. When Whitmire contacted the school, they said they were proud about their success educating poor and minority students, but “appeared bewildered when told they had conquered the gender gap.” Their educational strategy, it turns out, “was a roll-up-your-sleeves effort” including early identification of problems with extra help from teachers, a special eye on the achievement of black boys, and, most important, “no excuses were accepted – when boys fell behind, teachers weren't allowed to consider that the norm.”

Whitmire says the state of research on this issue is “dismal,” but a few studies are beginning to come up with important insights. “The culprit they identify has little to do with the influence of anti-academic hip-hop music,” he reports, “or the sometimes exasperating tendency of boys to be boys. The key appears to be literacy skills.” Ken Hilton, a researcher in upstate New York, has found that boys leave elementary school with only a modest disadvantage in reading and writing skills – but the boy-girl gap *doubles* in most middle schools. Neuroscientists tell us that girls have greater neuron density in the temporal lobe cortex, the region of the brain associated with verbal skills. So girls have a genetic advantage that makes them better readers, especially early in life. Brain capacity is not destiny – but it has collided with national educational trends.

Spurred on by the national movement for more rigorous standards, secondary-school teachers are assigning a lot more reading and writing these days. Starting in ninth grade, says Whitmire, “every student now gets a verbally drenched curriculum that is supposed to better prepare them for college. Good goal, but it's leaving boys in the dust... The teachers are only doing their jobs, preparing their students for a work world that has moved rapidly away from manufacturing and agriculture and into information-based work. It's not that schools have changed their ways to favor girls; it's that they haven't changed their ways to help boys adjust to this new world.”

What about the small number of middle and high schools that are successful at getting boys and girls to high levels of achievement? They tend to be in upper-income communities, and Whitmire speculates that the higher achievement of boys in these schools may have a lot to do with boys seeing their well-educated fathers picking up reading matter in the evening and on vacation. “If your father reads,” says Whitmire, “it's not viewed as a sissy thing, as it's seen by many blue-collar students.”

Maryland has been disaggregating its test scores by gender for more than a decade, and state superintendent Nancy Grasmick is dismayed by the boy-girl gap she's seeing (72 percent of girls scoring proficient and advanced on the state's 8th-grade reading test, 61 percent of boys). One idea she's proposed is salting middle-school classrooms with comics and graphic novels, letting boys believe “they're pulling a fast one on the teachers by grabbing a quick

read. Sounds bizarre,” says Whitmire, but it’s based on good hunches: Boys who become successful readers in high school often attribute that success to making a transition from comic books to school books in late elementary school... It just might work. It also might not. But at least Maryland is trying, which is better than most states.”

“Boy Trouble” by Richard Whitmire in *The New Republic*, Jan. 23, 2006

3. A Nevada Principal Shares His Wisdom

In this article in a recent *SEDL Letter*, Nevada elementary principal Peter Hall makes the case for *being there* for teachers, who, as “the principal’s most valuable assets, require and deserve more than management; they need strong relationships, individual attention, consistent support, fair treatment, and accurate feedback.” Hall says this happens in several ways:

- *Awareness* – Only by being where the action is (which is definitely *not* in the office) can the principal understand students’ and teachers’ experience and get the feel of the entire school. “And there is no substitute for that knowledge,” says Hall.

- *Visibility* – “Contrary to conventional wisdom,” he says, “most people actually enjoy seeing the principal around campus, covering recess duties, walking through classrooms, and loitering in the foyer. Visibility breeds reassurance and familiarity while at the same time offering a healthy dose of fear and order. It has been said that when a principal walks into a room, it has the same effect as seeing a state trooper pull out onto the highway – the students straighten up and ‘take their foot off the gas,’ even if they weren’t speeding (er, misbehaving).”

- *Clarity* – One by-product of walking briskly around the campus is physical exercise for the principal. Increased blood flow and oxygen improves brain functioning, says Hall. “So why stay cooped up in an office all day and diminish the brain’s capacity?”

- *Relationships* – Staff and students get to know the visible principal – and vice-versa. The principal will learn the hot spots, “which students need a reassuring comment or high-five, and where to intercept a teacher for a brief chat. There is also an opportunity for teachers to snag the principal and ask that just-can’t-wait question, to tell about last weekend’s special event, or to check on the status of the Red Sox bullpen.”

- *Goal-setting* – Hall believes that principals should meet with each teacher at the beginning of the year and set some individual goals, hopefully matched with the school’s annual goals. This gives the teacher and principal a reference-point for on-going conversations.

- *Mini-observations* – Hall’s goal is to make five brief, high-quality classroom visits a day, checking on agreed-upon “look-fors.” These come from each teacher’s yearly goals, and also from items he’s shared with the whole faculty, for example, a word-wall with high-frequency and thematic vocabulary. Once inside a classroom, Hall finds an unobtrusive spot to “roost” and scans the room. Among the questions on his mind are:

- How engaged are the kids?
- What is the format of the lesson – whole-class, small-group, individual study?
- What higher-order thinking are students being asked to do?
- What is the goal of the lesson, and is it obvious?

- Do students know what the ultimate learning outcome will be?
- What instructional aids is the teacher using? Are they appropriate?
- What background knowledge must the students have to be successful at this task?
- How will the teacher assess student progress at the end of the lesson?

Hall shares his impressions with each teacher using an NCR duplicate pad, passing along observations, suggestions, and praise and posing questions. Hall has the following suggestions for giving feedback after mini-observations:

- Begin with several all-positive, all-supportive notes.
- Avoid generalizations and assumptions; everything you write should be based on actual observations and indisputable facts.
- When in doubt, says Hall, ask a question rather than rendering a judgment, for example, “Do your students always sing ‘Down by the Bay’ when they sharpen their pencils?” versus “Your students make too much noise while working on nonacademic tasks.”
- Have a focus. “Aimless visits can lead to rambling, irrelevant feedback, which nobody really values,” says Hall. “Refer to the goals and/or look-fors in the written notes.”

Hall has found that mini-observations help tremendously with his formal evaluations. “The process,” he says, “gives the principal ample opportunities to observe authentic instruction in every classroom. It also provides a framework for offering precise, specific feedback and professional development to the teacher when, how, and as often as it is needed or requested. Often we wait too long to provide professional assistance, or we attempt to box it up during workshops for the entire staff when only a handful truly need that certain knowledge boost or intervention.”

[I think Hall is right on target with his mini-observations, but I disagree with giving teachers feedback in writing. From my experience as a principal in Boston, I think it’s possible to catch teachers for face-to-face feedback conversations (preferably within 24 hours), and these talks are almost invariably more authentic interchanges, give the teacher an easier opportunity to push back if the principal is off base, and sometimes lead to deeper talks about what’s going on in the teacher’s classroom – and professional life.]

“The Principal’s Presence and Supervision to Improve Teaching” by Peter Hall in *Southwest Educational Development Laboratory (SEDL) Letter*, Dec. 2005 (Vol. XVII, #2, p. 12-16)

4. How Reliable is the Observation Survey?

This study in the current *Reading Research Quarterly* takes a close look at the Observation Survey, a widely-used individual reading/writing inventory for primary-grade students that has inspired a number of similar assessments, including the DRA and New York City’s ECLAS. The bottom line: “Overall, with some limitations, the Observation Survey can be validly implemented to assess components of early reading development.”

The Observation Survey, developed by Marie Clay (most recent edition 2002) has six components:

- *Running record* – Each student reads a passage of connected text (approximately at his or her instructional level) and the teacher codes: correctly read words, miscues, repetitions, self-corrections, appeals for help, and words the teacher had to tell the child. The teacher keeps using more difficult texts until the child falls below 90 percent accuracy level. The last level mastered is the child’s instructional reading level. Running records can also provide diagnostic information about reading difficulties – but they don’t measure fluency or comprehension.

- *Letter identification* – Each child is asked to identify all uppercase and lowercase letters, plus the “printer’s” g and a, on a printed list. Children can respond in three different ways: saying the letter’s name, making the letter’s sound, or giving a keyword that uses that letter.

- *Concepts about print* – Using a specially-designed book, the teacher asks questions to find out whether each child knows: (a) where the front of the book is; (b) that the print, rather than the pictures, carries the message; (c) left-to-right directionality; (d) the one-to-one correspondence between the printed and the spoken word; and (e) the meaning of punctuation marks and terms such as “first letter,” “capital letter,” and “last word.”

- *Word reading* – Each student reads a list of 20 high-frequency words (taken from the Dolch word list).

- *Writing vocabulary* – Students are asked to write as many words as they can within a 10-minute period. The teacher can prompt each child (e.g., asking their name, other children’s names, things people do, etc.). Children receive a point for every word spelled correctly.

- *Hearing and recording sounds in words (dictation)* – The teacher reads a sentence and then repeats each word one at a time, asking the student to say the word slowly and write it. The teacher may prompt the student with questions like, “How would you start to write it? What can you hear? What else can you hear?”

The researchers analyzed the validity, reliability, and usefulness of the Observation Survey and came to generally positive conclusions. They found that different teachers using the tool come up with quite consistent scores (inter-rater reliability). They say that the Observation Survey was most useful for:

- Screening students who have not mastered certain key skills;
- Getting diagnostic information to plan instruction for individual students, small groups, and the whole class;
- Keeping track of a class’s progress during the year by comparing the number of children who meet or do not meet Observation Survey benchmarks.

The researchers found the Observation Survey less useful for rank-ordering students and evaluating the outcomes in an instructional program. For these purposes, they recommend that teachers use other assessments with psychometric benchmarks.

“Validity, Reliability, and Utility of the Observation Survey of Early Literacy Achievement” by Carolyn Denton, Dennis Ciancio, and Jack Fletcher in *Reading Research Quarterly*, Jan./Feb./Mar. 2006 (Vol. 41, #1, p. 8-34), no e-link available

5. What Is Your Board’s “Theory of Action?”

According to Donald McAdams, a former Houston, Texas school board member who now coaches school boards around the country, it’s vital for a board to have a “theory of action” – a set of beliefs about how student achievement will be improved. Too often, says McAdams, boards embrace specific programs and then, when they don’t produce results, dump them and move on to other programs (or other superintendents). What’s missing here is a deeper set of beliefs (based on research and the experience of successful schools) about how to boost student achievement. McAdams also addresses the tendency of many school boards to get involved in micromanaging personnel and responding directly to parent complaints; he spends a lot of time counseling boards away from these inappropriate practices.

In the business world, the theory of action is called the “value proposition.” For Southwest Airlines, for example, it’s that the less time planes are on the ground, the higher profits will be. This belief drives decisions on the choice of planes, routes, and in-flight food (or lack thereof). For school districts, there is no one right theory of action; they range from “managed instruction” – the belief that student achievement will benefit from tight central control over curriculum – to “performance empowerment” – the belief that students will do better if principals have wide discretion over instruction, while being held accountable for their results. What matters, says McAdams, is that the board *owns* the theory of action, even if the superintendent supplies the intellectual power to produce it.

McAdams has worked with a number of districts and concedes that very few have been successful at putting his recommendations into action. The Christina, Delaware school board comes closest; working with McAdams, this 19,000-student district has embraced a theory that stresses decentralized decision-making, district-wide curriculum standards, data-driven instruction, and staff training as levers for improvement. There’s still occasional discord on the Christina board, but by focusing on the big picture, at least the debate is on the right issues. “It’s provided a huge amount of clarity as to what we’re up to, and where we’re going,” says school board member John Mackenzie. “Without that, it’s extremely hard to keep your eyes on the ball.”

“Boards Must Lead With Unified Theory, Book Says” by Jeff Archer in *Education Week*, Feb. 1, 2006 (Vol. 25, #21, p. 10), no free e-link available

6. Kids Write the Darndest Things

Richard Lederer, a syndicated columnist, has collected malapropisms from junior-high, high-school, and college students over the years, and many of them appear in his book, *The Revenge of Anguished English* (St. Martin’s Press, 2005). A sampling:

- When a planet forms, it is like a big ball of mucus.
- Gravity is a pulling type thing that makes sure that the planets don’t fall or hurt anything.
- The law of gravity says no fair jumping up without coming back down.
- Galileo showed that the earth was round and not vice versa.

- Most books say the sun is a star. But it still knows how to change back into the sun in the daytime.
- A vibration is a motion that cannot make up its mind which way it wants to go.
- Some oxygen molecules help fires burn while others help make water, so sometimes it's brother against brother.
- Water is composed of two gins, oxygen and hydrogen. Oxygen is pure gin. Hydrogen is gin and water.
- When they broke open molecules, they found they were stuffed with atoms. But when they broke open atoms, they found them stuffed with explosions.
- Many dead animals of the past changed to fossils while others preferred to be oil.
- Dinosaurs used to smell bad, but they don't anymore because they are extinct.
- The largest mammals are to be found in the sea because there is nowhere else to put them.
- Clouds are high-flying fogs. I am not sure how clouds get formed. But the clouds know how to do it, and that is the important thing. Clouds just keep circling the earth around and around. And around. There is not much else to do.
- Humidity is the experience of looking for air and finding water. We keep track of the humidity in the air so we won't drown when we breathe.
- The cause of dew is the earth revolving on its own axis and perspiring freely.
- To remove air from a flask, fill the flask with water, tip the water out, and put the cork in, quick.
- The wind is like the air, only pushier.
- It is so hot in some places that the people there have to live in other places.
- The pistol of a flower is its only protection against insects.
- The equator is an imaginary lion that runs around the world forever.
- The union of the egg and sperm is called deception.
- Heredity means that if your grandfather didn't have any children, then your father probably wouldn't have any, and neither would you, probably.
- The three cavities of the body are the head cavity, the tooth cavity, and the abominable cavity.
- If conditions are not favorable, bacteria go into a period of adolescence.
- Involuntary muscles are not as willing as voluntary ones.

“Hypotheses” in *Harper's Magazine*, December 2005 p. 19

7. Short Items:

a. Boosting the middle grades – In this brief commentary piece in the current *Education Week*, Cheri Pierson Yecke, Florida's chancellor of K-12 schools, bemoans the state of U.S. early-adolescent education. “In far too many cases,” she says, “it is in America's *middle schools* where academic achievement goes to die.” She blames the “middle school concept” for lowering expectations and not demanding enough of students in this age group.

Yecke refuses to accept that “it’s just hormones.” After all, the dip in middle schools is not a global phenomenon – and some U.S. schools, including the KIPP academies, have been successful at keeping students on task and getting high achievement in grades 5-8. “The key,” she writes, “is to treat education in the middle years as *education*, rather than merely a period of personal adjustment. That means rigorous academic standards, a coherent curriculum, high expectations, effective instruction, strong leadership, results-based accountability, and sound discipline.”

“Mayhem in the Middle” by Cheri Pierson Yecke in *Education Week*, Feb. 1, 2006 (Vol. 25, #21, p. 44), no free e-link available

b. Self-discipline trumps all – A study published in the December, 2005 issue of *Psychological Science* found that self-discipline was a more important predictor of eighth-graders’ academic success than raw intelligence and other factors. The study suggested that failure to exercise self-discipline could be a major reason for students’ not living up to their academic potential.

“Self-Discipline Seen As Crucial For Success” by Laura Greifner in *Education Week*, Feb. 1, 2006 (Vol. 25, #21, p. 11), no free e-link available. An abstract of the study is available at: <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1467-9280.2005.01641.x>.

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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.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 36 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 scores of 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 (with occasional breaks; there were 50 issues in 2004-05).

Subscriptions:

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Update
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Jimmy Kilpatrick
Journal of Staff Development
Language Learner
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership (High School Edition)
Principal's Research Review
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
Theory Into Practice