Marshall Memo 393

A Weekly Round-up of Important Ideas and Research in K-12 Education
July 4, 2011

In This Issue:

Quotes of the Week

"She had faith in the words themselves, the beauty of the image and the sound. When we were ready we would see what she meant."

Andy Waddell, on memorizing poetry for his third-grade teacher (see item #3)

"The evidence of wide differences in student achievement gains in different teachers' classrooms is like a colossal divining rod, pointing at the ground, saying, 'Dig here.' Dig here if you want to learn what great teaching looks like. Dig here if you want to better understand what teachers do to help students learn. This is where you will learn about ways to generate dramatically different results for kids."

Thomas Kane et al. in *Learning About Teaching: Initial Findings from the Measures of Effective Teaching Project*, Bill & Melinda Gates Foundation, p. 31
http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-findings-research-paper.pdf

"Because Finnish teachers take on significant responsibility for curriculum and assessment, as well as experimenting with and improving teaching methods, some of the most important aspects of their work are conducted outside of classrooms."

Pasi Sahlberg (see item #4)

"If your school teaches to the test, it's not the test's fault. It's the leaders of your school."

David Brooks in "Smells Like School Spirit" in *The New York Times*, July 1, 2011
http://www.nytimes.com/2011/07/01/opinion/01brooks.html?_r=1&scp=1&sq="Smells%20Like%20School%20Spirit"%20&st=cse

"What went so wrong that you ended up educating children?"

Asked of the hapless teacher played by Cameron Diaz in the film "Bad Teacher", reviewed in "The Current Cinema" by Anthony Lake, *The New Yorker*, July 4, 2011
http://www.newyorker.com/arts/critics/cinema/2011/07/04/110704crci_cinema_lane

1. Can Schools Teach Self-Regulation?

In this helpful article in *American Educator*, University of Virginia psychologist Daniel Willingham reports that over the last five years, cognitive scientists have increased our understanding of "self-regulation" – people's ability to inhibit an impulsive response, control their emotions, pay attention, defer gratification, and plan and control behavior. Here are three positive examples:

- A fifth-grader does his schoolwork despite the temptation to look out the window at a construction crew pouring a new cement sidewalk;
- A 14-year-old girl practices piano in preparation for a concert even though she'd rather hang out with her friends;
- A preschool boy's carefully-built block structure is knocked over accidentally by another student, but he methodically starts rebuilding it.

Not surprisingly, strong self-regulation is correlated with social competence, empathy, and whether a student is liked by teachers, and lack of self-regulation is associated with disobedience, aggression, and temper tantrums.

"This capacity turns out to have enormous consequences for academic and social success," says Willingham. "And, as teachers observe daily, children differ widely in how much of this capacity they seem to have."

Why are some children so much more proficient in self-regulation than others? Willingham says it's partly an inherited trait. But genetic tendencies are affected by parenting practices and classroom factors. Here's what recent research has shown:

• *Parenting* – Observational studies have identified the key factors as warmth, organization, and predictability. When parents give their children meaningful praise and encouragement, show affection, provide structure and routines with some room for autonomy, are sensitive to children's needs, and provide an intellectually stimulating environment (books, questions, complex sentences), self-regulation flourishes. "The bending of one's own wishes to the rules of the house constitutes practice in self-regulation," says Willingham. On the other hand, when parents are critical, cold, indifferent, and physically or verbally controlling, self-regulation withers. There's also a chicken-and-egg interaction between temperament and how parents react; a child with weak self-regulation might elicit more controlling and punitive parenting, which further stunts self-regulation.

• *Classroom factors* – Even children who enter preschool with weak or non-existent self-regulation skills can learn at school what other children learned at home, and the basics are

the same: warmth, organization, and predictability. "Children learn self-regulation through practice," says Willingham. "A well-organized classroom requires that children practice inhibiting their own moment-to-moment desires in favor of acting in accordance with the pace set by the teacher." Warmth is as important as organization and routines, helping students learn empathy and emotional regulation.

Tools of the Mind is an early-childhood program designed to improve self-regulation, working memory, and cognitive flexibility. Its 40 activities include dramatic play, collaborative turn-taking, and self-talk around self-regulation. Promoting Alternative Thinking Strategies is another program for preschool and elementary children. Both seem to make a positive difference, but Willingham says more research is needed.

As for the impact of everyday teaching practices, the research is mixed, largely because children who enter school with strong self-regulation aren't changed by what teachers do in this domain. But studies that focus on preschoolers and first graders who enter with weak self-regulation show that certain instructional behaviors benefit the children most in need:

- Teacher sensitivity – Defined as being consistent, positive, warm, and appropriately responsive to children's cues (versus being overcontrolling – imposing a learning agenda on children without heeding their cues, or detached – unaware of what children are doing and not supervising them actively enough).
- Classroom management – This includes planning and organization, consistency, and focusing on developing students' independent and small-group work;
- Understanding the role of negative emotions – When children are frustrated, angry, stressed, or depressed (perhaps because of something at home), they're more likely to act impulsively, in the same way that adults who are upset are more likely to eat too much, overspend, act aggressively, or engage in risky sexual behavior. "Negative emotions seem to make people act in the moment, and to disregard future consequences," says Willingham. "[I]ndulging provides short-term relief from anxiety, and so seems rational in the moment… When a student does act impulsively, a calm, warm correction and redirection of the student is more likely to prevent further impulsive acts than a rebuke that makes the student feel bad."
- Dealing with lapses – When a dieter eats a brownie, it can lead the person to give up on the diet. Successful classrooms try to keep impulsive students from "falling off the wagon," and when they do, provide warm and reassuring support that they can successfully get back on the wagon.
- Removing cues – Impulsive behavior is enabled by temptations and opportunities, in the same way that a recovering alcoholic's resolve is undermined by being at a party where drinks are being served. This goes back to classroom management – structuring classroom routines to minimize opportunities for poor self-regulation to manifest itself. Willingham describes a first-grade classroom that had just acquired a rabbit as a classroom pet, providing a constant distraction to children sitting nearby. The teacher placed an attractive wall hanging between the rabbit's cage and the area where children were sitting. Problem solved.

"Helping students better self-regulate is a daunting task because it seems such a personal, permanent quality of an individual," concludes Willingham. "But researchers have shown that it is open to change, and they also have shown that good self-regulation is associated with a broad spectrum of positive academic and social outcomes, and that poor self-regulation is associated with greater risk of correspondingly bad outcomes. These facts highlight the urgency for teachers to do all they can to help students grow in this area."

"Can Teachers Increase Students' Self-Control?" by Daniel Willingham in *American Educator*, Summer 2011 (Vol. 35, #2, p. 22-27),
http://www.aft.org/pdfs/americaneducator/summer2011/Willingham.pdf
Back to page one

2. Changing Children's Achievement-Goal Orientation Toward Spelling

In this thoughtful article in *The Reading Teacher*, Gary Alderman and Susan Green of Winthrop University in South Carolina propose an alternative to the conventional Friday spelling test – and a fundamentally different way to motivate students to be better spellers. For many children, say Alderman and Green, the weekly spelling ritual has become "an albatross, leading to feelings of inadequacy, frustration, and poor motivation."

There are two possible orientations as students decide whether to make an effort to succeed in any academic area:

- *Grade (performance) orientation* – Students with this mindset are concerned with doing better or appearing more competent than others. "Did I get an A?" they ask. "Did I do as well as other students? Does my teacher think I'm smart?" This orientation is fine as long as a student is doing well, but when students do less well, this orientation leads to discouragement ("I'm dumb") and disengagement. "Yet even though the grade orientation can harm so many," say Alderman and Green, "it continues to be dominant in most classrooms, especially in spelling."
- *Learning (mastery) orientation* – Students with this mindset focus on their own learning and improvement over time, worrying less about what others think. "How many new words have I learned this week?" they ask. "What are the hardest words I was able to spell?" Psychologists say that students with a learning orientation have better motivation, persist longer with difficult tasks, are more willing to tackle more difficult work, and have more positive attitudes toward the subject matter.

The problem is that the learning orientation is rare in our schools. "Because U.S. culture is competition-oriented and the grade orientation is pervasive in classrooms and beyond, students need strong encouragement to develop a learning orientation," say Alderman and Green. "This is especially true for students who do not have strong skills in literacy."

The good news is that teachers can help their students become more learning-oriented through the way they structure activities and assessments, by rewarding effort rather than focusing solely on spelling test grades, and by downplaying competition. Alderman and Green propose specific actions teachers can take in three key areas:

• *Meaningful and challenging tasks* – Students' motivational psychology is highly susceptible to what students are asked to do with their spelling words. If their teacher asks them to drill lists of spelling words over and over, focusing only on the mechanics, motivation will suffer. "If spelling activities have variety and show the 'fun' aspects of words and how to use them, motivation can be sparked," say Alderman and Green, "allowing learning goals to surface and thrive." Some ideas:

- Encourage students to use spelling words in real-world writing – jot messages to others, make lists, develop plans, make signs, write letters to friends and family, make greeting cards, and create songs and poems.
- Use multisensory techniques to make connections with each word.
- Have students create images to represent words.
- Use interactive websites that allow students to compete against themselves. Websites like http://www.SpellingCity.com let students enter their words and play matching games, hang mouse, word scrabble, word search, missing letter, and crossword puzzles.
- Personalize spelling lists for each child.
- Teach high-frequency words that students see in school and at home.
- Teach word sorts. *Words Their Way* is a program with an explicit, step-by-step approach to teaching new words based on sorting words by sounds, patterns, and meaning. The sorting approach gets students to see words as interesting and fun, builds on words students already know, emphasizes similarities and differences among words, covers lots of words, and allows for greater differentiation according to learning needs.

• *Evaluation and recognition stressing effort over ability* – "When students feel that they are only successful when they get the perfect score on a once-a-week spelling test, they feel defeated and less capable than others around them," say Alderman and Green. Some assessment ideas:

- Recognize students who use good spelling in their daily written work.
- Help students set an individual goal for spelling success.
- Have students collect a 'portfolio' of their spelling skills across contexts.
- Have students privately record their skills at the beginning and end of a grading period.
- Allow older students who aren't necessarily at the top of their class to help younger students with their spelling.
- Have students correct their own errors.

"A key element for reducing competition is keeping evaluation private rather than public," say Alderman and Green. This means reducing overt competition (such as recognizing the best speller of the week or posting only 100% papers) and emphasizing students' individual progress over time.

• *Student participation in decision making* – "If students are primarily responding to the teacher, waiting and watching for cues as to how to interact within an activity, then some sense of self-control is missing," say the authors. "Giving students opportunities to develop independence and responsibility for their learning rather than keeping all authority in the hands of the teacher promotes a learning orientation and higher levels of engagement." Some ideas:

- Allow students to decide on the spelling words they will study and how they will study them.
- Occasionally allow students to decide how they are going to be evaluated.
- Encourage students to create a personal word wall.

"Fostering Lifelong Spellers Through Meaningful Experiences" by Gary Alderman and Susan Green in *The Reading Teacher*, May 2010 (Vol. 64, #8, p. 599-605), http://www.reading.org/Publish.aspx?page=/publications/journals/rt/v64/i8/abstracts/rt-64-8-alderman.html&mode=redirect; the authors can be reached at aldermang@winthrop.edu and greens@winthrop.edu.

Back to page one

3. An Ode to Memorization

In this touching *American Educator* article, high-school English teacher Andy Waddell bemoans the fact that schools no longer require students to memorize poetry. He attributes this to Benjamin Bloom's 1956 *Taxonomy*, which relegated memorization to the bottom tier of mental activity. "No longer would apple-cheeked youngsters recite en masse, 'In fourteen hundred ninety-two, Columbus sailed the ocean blue,'" says Waddell. "Why waste time on that arbitrary fact when one can merely pose the question, 'Would the world have been better off if Columbus had never sailed across the Atlantic?' Then, after a brief explanation of who Columbus was, what exactly the Atlantic is, and the obligatory comment that there are 'no right or wrong answers,' Junior is off and running at the very highest level of Bloom's taxonomy: *evaluation*."

Waddell's own students are astonished when he recites Robert Frost's "Stopping by Woods on a Snowy Evening" to help them understand iambic pentameter, and mentions that he memorized the poem in third grade. *How was that possible?* students want to know. Waddell remembers Mrs. Trolinger, his third-grade teacher, attempting to go beyond the rhythms to the meaning of the poem: "You know, class," she said, "when I read this poem, I don't just see a man stopping in the woods to think about the woods, I see a man stopping in his life to think about his life." At the time, her comment made no sense whatsoever to Waddell and his classmates, but he believes that Trolinger, like other teachers who had students memorize poems that were a little beyond them, had faith that "the meaning of the poem would come with time, would settle into our brains quietly like the snow into that dark New England field… She had faith in the words themselves, the beauty of the image and the sound. When we were ready we would see what she meant. And one day we would roll those words, 'miles to go before I sleep,' around in our heads, maybe before nodding off to sleep ourselves, and see a darker image there: a longing for the respite of death. But we could only do that if the words were in our heads, ready to be reexamined as our consciousnesses grew."

Waddell describes how his mother, caring for his dying grandfather afflicted with arteriosclerosis, forgetful even of his grandson's name, encouraged him to remember poems and other works he'd memorized as a child. To their amazement, he was able to recite one after another – "The Charge of the Light Brigade," the 23rd Psalm, the Gettysburg Address, the preamble to the Constitution, and much more. "His voice deepened," says Waddell. "The lines

in his face relaxed. He was somewhere else. The words were deep in his mind, close to the soul… These words, wedged in by rote so long before, were still active in his fading brain. Though now playing out the last scene of his strange and eventful history, this man who had lied about his age to get into the Great War, who had spent his working life pushing a mail cart, found that neither wasteful war nor sluttish time could ever dissever his soul from the souls of those writers, those poets whose words rolled round his head, whose cadences had entered his soul, had become part of him."

These days, acknowledges Waddell, the cards are stacked against memorization in schools – students have to cover the curriculum, get ready for SATs and APs and college success. "Even when poetry is on the test, in the framework," he says, "it is on the most pedestrian level: a series of terms to be memorized, a puzzling jumble of lines to be decoded for the *main idea*. And if the point is to find the main idea, no wonder the students ask with frustration, "Why can't he say what he means?"

But Waddell believes passionately that "we live through our consciousness, that thought is composed of words, that as English teachers we have a unique opportunity and responsibility to put words into our students' heads – crisp, delicious words, 'words opalescent, cool, and pearly,' words to entertain and sustain them. Words they may never forget."

"Why I Force My Students to Memorize Poetry" by Andy Waddell in *American Educator*, Summer 2011 (Vol. 35, #2, p. 32-33),
http://www.aft.org/pdfs/americaneducator/summer2011/Waddell.pdf

Back to page one

4. How Did Finland's Schools Get to Be Number One?

In this article in *American Educator*, Finnish researcher Pasi Sahlberg analyzes the reasons for his country's remarkably effective schools. As recently as the 1960s, Finland's schools were mediocre at best – on a par with Malaysia and Peru. Today, they rank first or second in international comparisons.

According to Sahlberg, this happened for three reasons. First, Finland made the decision to recruit the best and brightest to the teaching profession and provide research-based, nationally coordinated university training, practice teaching and induction, and professional support – all at government expense. "Among young Finns," he says, "teaching is consistently the most admired profession in opinion polls of high-school graduates… Because teacher education is so strong, Finnish teachers are very well prepared to take a teaching job as soon as they are assigned to a school." There is little turnover or attrition in the profession.

Second, teachers (all members of a single union) are autonomous, trusted, and respected. There is no mandatory national curriculum, no formal teacher-evaluation process, and only one high-stakes student assessment – for college admission. Curriculum planning, student accountability, and teacher evaluation take place at the school level, guided by a general curriculum framework, classroom assessments, and continual feedback from the principal and colleagues. "Student assessment in Finnish schools is embedded in the teaching and learning process and is used to improve both teachers' and students' work throughout the

academic year," says Sahlberg. "… Since Finnish teachers must design and conduct appropriate curriculum-based assessments to document student progress, classroom assessment and school-based evaluation are important parts of teacher education and professional development."

Third, Finnish teachers devote serious time to interacting with their colleagues. They are with students for fewer hours than teachers in the U.S. (about 600 hours versus 1,080), spending two hours of contractual time and additional voluntary hours each week planning schoolwork with other teachers. "An important – and still voluntary – part of Finnish teachers' work is devoted to the improvement of classroom practice, the advancement of the school as a whole, and work with the community," says Sahlberg. "Because Finnish teachers take on significant responsibility for curriculum and assessment, as well as experimenting with and improving teaching methods, some of the most important aspects of their work are conducted outside of classrooms."

Sahlberg concludes that these three factors are connected. "The Finnish example suggests that a critical condition for attracting the most able young people is that teaching be an independent and respected profession rather than just a technical implementation of externally mandated standards and tests," he says. "Teachers' strong competence and preparedness are the prerequisites for the professional autonomy that makes teaching a valued career."

"Lessons from Finland" by Pasi Sahlberg in *American Educator*, Summer 2011 (Vol. 35, #2, p. 34-38), http://www.aft.org/pdfs/americaneducator/summer2011/Sahlberg.pdf

Back to page one

5. Why Go To College?

"Almost a century ago, the United States decided to make high school nearly universal," reports business writer David Leonhardt in this *New York Times* article. "Around the same time, much of Europe decided that universal high school was a waste. Not everybody, European intellectuals argued, should go to high school. It's clear who made the right decision. The educated American masses helped create the American century… The new ranks of high-school graduates made factories more efficient and new industries possible."

Today, some Americans are making the argument that *college* isn't for everyone – it saddles young people with debt, doesn't guarantee a good job, and isn't necessary for most sectors of the economy.

Leonhardt disagrees. "The evidence is overwhelming that college is a better investment for most graduates than in the past," he says. "A new study even shows that a bachelor's degree pays off for jobs that don't require one: secretaries, plumbers, and cashiers. And beyond money, education seems to make people happier and healthier."

Those who argue against higher education, says Leonhardt, encourage "children, parents, and schools to aim low." He attacks every part of the not-everyone-should-go-to-college argument:

• *It's expensive*. Actually, many colleges don't cost that much once financial aid is taken into account. Average annual net tuition in a public four-year college is about $2,000.

• *It's not worth it*. The Hamilton Project, a D.C.-based research group, recently compared college to other investments and found that college delivers an inflation-adjusted return of more than 15 percent, compared to seven percent on the stock market and one percent for real estate.

• *Most jobs don't require a college degree*. Even if a college degree isn't a prerequisite, graduates make more because they can do higher-skilled work, get jobs with better-paying companies, or open their own businesses. Here are some comparisons of workers with and without a college degree (from the Georgetown University Center on Education and the Work Force):

- Dishwasher - $34,000 with a college degree, $19,000 without.
- Childcare worker - $18,000 with, $10,000 without.
- Dental hygienist - $53,000 with, $30,000 without.
- Hairdresser - $32,000 with, $19,000 without.
- Cashier - $29,000 with, $19,000 without.
- Plumber - $52,000 with, $37,000 without.
- Social worker - $38,000 with, $28,000 without.
- Waitress/Waiter - $25,000 with, $19,000 without.
- Firefighter - $66,000 with, $53,000 without.
- Teacher assistant - $22,000 with, $18,000 without.
- Cook - $22,000 with, $19,000 without.
- Secretary - $35,000 with, $31,000 without.
- Clergy - $36,000 with, $35,000 without.
- Casino worker - $36,000 with, $35,000 without.
- Electrician - $44,000 with, $43,000 without.

• *College doesn't add value*. The argument is that colleges are a way-station for smart people. Baloney, says Leonhardt. People really do acquire skills in college, including non-academic advantages like discipline and persistence. "I don't doubt that the skeptics are well-meaning," he says. "But in the end, their case against college is an elitist one – for me and not for thee. And that's rarely good advice."

"Even for Cashiers, College Pays Off" by David Leonhardt in *The New York Times Sunday Review*, June 26, 2011 (p. 3)
http://www.nytimes.com/2011/06/26/sunday-review/26leonhardt.html?scp=1&sq="Even%20for%20Cashiers,%20College%20Pays%20Off"%20&st=cse

Back to page one

6. Helping Children with Autism Succeed in Regular Classrooms

In this article in *Teaching Exceptional Children*, Nicole Mays, Jennifer Beal-Alvarez, and Kristine Jolivette of Georgia State University/Atlanta suggested a three-step process to a teacher who was at her wit's end with Bobby, a student on the autism spectrum who was

constantly rocking, flapping his hands, hopping in his chair, not focusing on his schoolwork, and distracting other students:

• *Step 1: Do a functional behavior assessment*. Over five days, Bobby's teacher observed his behavior and described how, when, and where it took place – its duration, frequency, and intensity and what parts of the body were involved. She noted that the behaviors involved his whole body and took place throughout the school day.

• *Step 2: Select a replacement behavior or intervention*. Bobby's teacher tried having him sit on an exercise ball rather than a chair, which allowed him to bounce continuously without making as much noise as bouncing in a chair.

• *Step 3: Monitor and adjust*. Bobby's teacher observed the exercise-ball intervention for five days and noticed that Bobby still wasn't doing his classwork and continued to distract other students. She then tried having Bobby go to the movement corner of the classroom just before an activity that required pencil-and-paper work, set a timer, bounce on the exercise ball or jump on a small trampoline for five minutes, and then return to his seat. This intervention worked: Bobby was able to concentrate better on his work, bounced less in his seat, and was less of a distraction to his classmates.

"Using Movement-Based Sensory Interventions to Address Self-Stimulatory Behaviors in Students with Autism" by Nicole Mays, Jennifer Beal-Alvarez, and Kristine Jolivette in *Teaching Exceptional Children*, July/August 2011 (Vol. 43, #6, p. 46-52), http://cec.metapress.com/content/r631h132p32m7601/

Back to page one

7. A Short List of Classroom Effectiveness Factors

In this review of Barker Bausell's book, *Too Simple to Fail*, *TQB Newsletter* zeroes in on Bausell's main point – maximizing well-used instructional time – and his definition of effective instruction:

- Students can understand because they have the prerequisite knowledge and skills.
- Students listen because classrooms are orderly and there are no disruptions.
- The content is new to students; they haven't already mastered it.
- The content is in the required curriculum.
- What's taught is measured by tests that are aligned with the curriculum.

"Book Review: *Too Simple to Fail: A Case for Educational Change* by Barker Bausell (Oxford University Press, 2010) in *TQB Newsletter*, June 30, 2011 (Vol. 12, #6) http://www.nctq.org/p/tqb/viewBulletin.jsp?bulletinId=0&volume=latest

Back to page one

8. Children's Book Recommendations

In his regular *Reading Today* column, children's book expert David Richardson recommends the following books:

• *Pig Kahuna* by Jennifer Sattler (Bloomsbury, 2011), age 2 and up – Two pigs go beach-combing and find plenty, including the courage to plunge in the water.

• *Okay for Now* by Gary Schmidt (Clarion, 2011), age 10 and up – This is a companion novel to *Wednesday Wars* with a new main character, Doug Swieteck, the troublemaker from the previous book. He moves to a new town and tries to keep the secret he's been hiding most of his life.

• *All the Water in the World* by George Ella Lyon, illustrated by Katherine Tillotson (Atheneum, 2011), age 4 and up – This book, written in rhythmic poetry, compares the lives of those with plenty of water with those who don't have enough.

• *Cousins of Clouds* by Tracie Vaughn Zimmer, illustrated by Megan Halsey and Sean Addy (Clarion, 2011), ages 5 and up – All about elephants, in poetry and nonfiction prose.

• *I Broke My Trunk* by Mo Willems (Hyperion, 2011), age 3 and up – The latest of the Elephant and Piggie books, in which Elephant tells a long and improbable story about how he broke his trunk.

• *Young Fredle* by Cynthia Voigt (Knopf, 2011), age 8 and up – This companion novel to *Angus and Sadie* tells about the kitchen mice who live in the same house, especially Fredle, who keeps getting into trouble.

"Nothing to Do But Read" by David Richardson in *Reading Today*, June/July 2011 (Vol. 28, #7, p. 30)

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).

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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