

# Marshall Memo 190

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

June 18, 2007

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## Quotes of the Week

“Teachers are so busy putting out fires, there’s no time to see what’s starting them.”

Andy Hargreaves (see item #7)

“Professional development has no reason to exist if it does not help educators develop the attitudes, behaviors, knowledge, and skills necessary to prepare all students to perform at the proficient level.”

Hayes Mizell (see item #3)

“In too many schools and districts, decisions are based upon preferences and perceptions rather than evidence of effectiveness. The question that has driven initiatives has been ‘Do we like it?’ rather than ‘Does it help more students learn at higher levels?’”

Rick and Becky DuFour (see item #2)

“Truth-telling means saying, ‘Some of us could be doing better in this school than we are,’ as well as ‘Some of us are doing amazing things.’”

Dennis Sparks (see item #4)

“Many of the most successful change efforts have resulted from the right combination of ‘pressure’ and ‘support.’”

Stephanie Hirsch (*ibid.*)

“Teachers should have opportunities to learn in multiple ways, but... teachers no longer have the luxury of pursuing professional development for their own delight. It must be standards-based and data-driven so that both teaching and learning improve.”

Cathy Cassenheimer (see item #5)

“Secondary teachers love their subjects, elementary teachers love their students, but staff developers, like professors, can be inclined to mainly love themselves.”

Andy Hargreaves (see item #7)

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## **1. Ruby Payne – Victim-Blamer or Class Explainer?**

In this balanced article in the *New York Times Magazine*, reporter Paul Tough describes the work of Ruby Payne, author of *A Framework for Understanding Poverty*, who has built a business giving advice to educators on how to understand class differences. Payne was raised in a middle-class home in the Midwest and became acutely aware of class differences when she married a man from a poor family in Texas. During her years as a teacher, principal, and district administrator, she began to give talks to her colleagues on understanding poverty, was well received, wrote her book in a week and published it herself, and was soon on the national circuit. *A Framework for Understanding Poverty* has sold more than a million copies and Payne now employs 50 trainers and is so popular that schools and districts have to book her more than two years in advance.

Payne's basic message is that there are fundamental cultural differences between poor, middle-income, and wealthy Americans – including eating habits, speech patterns, family relations, willingness to resort to physical violence – and that among the poor, some of these behaviors help perpetuate poverty from generation to generation. Payne says that America is highly class-stratified and people of different social classes rarely intermingle – except in schools, where poor children usually have middle-class teachers. Payne believes that “class cluelessness” is rampant among educators, and that teachers can't help poor students unless they first understand the hidden rules of poverty. The next step, she says, is to explain the hidden rules of the middle class to poor children – not to disrespect or change their culture, but to give them a strategy for escaping poverty.

Payne's message has attracted an enthusiastic following in many schools. “When you work with children and families from poverty,” gushed one teacher during a break in a recent Payne presentation in a Georgia school district, “you don't understand it till you hear this piece, and then all of a sudden you're going, ‘Oh, *that's* why they did that.’” A high-school chemistry teacher at the same gathering said he'd been having difficulty understanding and sympathizing with his students' behavior in the classroom and did a 180 after reading Payne's book. “I realized, these kids aren't dumb,” he said. “They just haven't had the enriching experiences that I had growing up.” He now works harder to provide more hands-on learning in his chemistry classes and help his students relate to and understand the material.

Payne has a host of critics, many of them academics who deride her folksy, anecdotal way of speaking and writing and accuse her of blaming the victim and perpetuating negative stereotypes – poor people are disorganized and irresponsible, play their TVs too loud, and

solve problems with their fists. Payne has a Ph.D. in social policy but her book is thin on citations and documentation. Plenty of sociologists, psychologists, and economists have reached conclusions similar to Payne's – poor parents are more likely to use corporal punishment; poor students are more eager to work hard when they have a personal relationship with a teacher; poor homes are more often loud and chaotic. But few academics are comfortable defending Payne's work, and she is something of a pariah in academic circles. This drives Payne crazy, and she says she's going to spend part of her summer adding documentation to a new edition of her book.

Meanwhile, there is no doubt that Payne's message about understanding the children of poverty strikes a chord among many teachers and school administrators. Paul Tough says an audience of 1,500 Georgia educators were mesmerized as she wrapped up an all-day workshop with these words: "What I've learned to say to kids is this: 'You know, I respect you so much that you can handle this situation. I don't know that I could. But if you don't want to live that way for the rest of your life, then I can give you the tools that will help you do things differently. It's your choice. I can't change your situation right now, but I can certainly give you the tools to help you change.' And I think that's the gift we bring. It's a huge gift."

"The Class-Consciousness Raiser" by Paul Tough in the *New York Times Magazine*, June 10, 2007 (p. 52-56); this article can be purchased at <http://select.nytimes.com/gst/abstract.html?res=F70911F93A540C738DDDAF0894DF404482>

## **2. Rick and Becky DuFour on What Professional Development Might Be**

In this *Journal of Staff Development* article, Rick and Becky DuFour dream of a time when professional development reaches its full potential. "We will know a new era has dawned," they write, "when educators engaged in the deepest and most meaningful learning won't even recognize they are participating in professional development. Purposeful collaboration, collective inquiry, action research, and seeking evidence of results to inform individual, team, and school practices will be so deeply embedded in educators' routine work that they will consider these powerful learning experiences as simply 'the way we do things around here.' The artificial distinction that has so long existed between teacher 'work time' (that is, time spent in the classroom) and teacher 'learning time' (that is, the days set aside annually for 'institutes') will be replaced by a culture in which working and learning are so interwoven, it will be impossible to identify where one begins and the other ends."

Collaborative teams are the engine room of professional learning, say the DuFours, with time built into teachers' schedules for regular meetings in which teachers:

- Set results-oriented goals specifically linked to school and district goals;
- Analyze interim assessment data;
- Identify areas in which students are struggling;
- Build shared knowledge on how best to address those areas;
- Develop and implement short-term action plans to improve students' performance;
- Analyze data to see what worked and what didn't;
- Help each other as they work toward their goals;

- Continue this process in an ongoing cycle of improvement.

“Within this tight process, however” write the DuFours, “teams will enjoy tremendous autonomy in the problems they choose to address, their selection of improvement strategies, and, very importantly, in seeking the kind of professional learning they deem necessary to their success.”

The key to this process is using hard evidence from interim assessments to find the most effective classroom practices for each group of students in each particular classroom setting. “In too many schools and districts,” say the DuFours, “decisions are based upon preferences and perceptions rather than evidence of effectiveness. The question that has driven initiatives has been ‘Do we like it?’ rather than ‘Does it help more students learn at higher levels?’ Discussion of complex problems devolves into a pooling of opinions, and the contrived congeniality of many faculties makes it difficult to critique diverse opinions in a culture that seems to suggest all perceptions are of equal value.” The bottom line, they say, is that professional development “must be linked to compelling evidence of best practice.”

The DuFours ask us to imagine a team of second-grade teachers working together in this fashion as they plan and teach a math unit that includes regrouping numbers in two-digit addition and subtraction:

- They clarify the knowledge, skills, and dispositions students should have by the end of the unit.
- They agree on a common interim assessment all students will take.
- They agree on common pacing as they move through the unit.
- When they have the results of the interim assessment, they check with a teacher whose students did exceptionally well to see what worked, and they offer support to a colleague whose students had difficulty.
- If nobody on the team gets exceptional results, they reach out to teachers outside the school who have developed effective approaches to these particular skills.
- Eventually, the team should be able to tap into a national database of effective practices for teaching second-grade math skills. This kind of sharing is still over the horizon, say the DuFours, but M.I.T.’s recent decision to make the content of all its courses available free of charge on the Internet – which has been described as an act of “intellectual philanthropy” – is a hopeful harbinger of what might occur in K-12 education.

“What Might Be: Open the Door to a Better Future” by Rick and Becky DuFour in *Journal of Staff Development*, Summer 2007 (Vol. 28, #3, p. 27-28), no e-link available

### **3. The New Professional Development – It’s All About Results**

“Many educators are cynical about staff development because they know school officials will not evaluate whether the experiences produced results,” writes veteran South Carolina educator Hayes Mizell in this *Journal of Staff Development* article. “Professional development has no reason to exist if it does not help educators develop the attitudes,

behaviors, knowledge, and skills necessary to prepare all students to perform at the proficient level... Professional learning that changes educators must be manifest in educators changing students.”

Mizell says professional development has such a bad name because it often doesn't treat teachers very well. “Too often,” he writes, “staff development disrespects educators' needs, time, experience, and intellect, and so fails to significantly affect the performance of either educators or students.” By treating teachers as “empty vessels to be filled”, traditional PD undermines teachers' sense that they can solve instructional problems. “They begin to believe the message that they are neither responsible for nor capable of discovering what they need to know to provide more effective instruction,” says Mizell. “They begin to see professional development as an activity others conceive and plan for them. The effect is to further erode teachers' self-efficacy and commitment to students' learning... Teachers will never improve unless their minds and hearts are engaged in learning experiences they value.”

High-quality professional development, says Mizell, “involves small groups of educators at a school site seeking and learning new knowledge and skills to respond to particular problems of student performance.” Formats include:

- Action research
- Analyzing student work
- Observing the practices of other educators
- Study groups
- Consulting with an expert

Professional development like this will make a difference for student learning, and teachers should settle for nothing less in their schools.

“Narrow the Focus, Expand the Possibilities” by Hayes Mizell in *Journal of Staff Development*, Summer 2007 (Vol. 28, #3, p. 18-22), no e-link available

#### **4. From “Inservicing” Teachers to Fostering Professional Learning**

In this interview in the *Journal of Staff Development*, outgoing and incoming National Staff Development Council directors Dennis Sparks and Stephanie Hirsch talk about where schools have been and where they hope we're headed:

- They note an evolution in the terms we use: from “in-service” to “staff development” to “professional development” to “professional learning” – from things that were done *to* teachers to collective, job-embedded learning experiences.
- Professional learning is increasingly seen as taking place “as a seamless part of a teacher's workday,” says Hirsch – planning lessons, assessing student learning, helping each other solve problems – not as a separate experience. In the best schools, teachers interact with research, professional literature, and new ideas as they collaborate with colleagues and work with students “so teaching and learning are part of a continuous cycle that teachers experience all day, every day.” (Hirsch)

- There's still a role for professional conferences and whole-day faculty meetings to expose people to ideas, research, and best practices that may not be ambient in their school or district. But everyday professional learning is where the rubber meets the road.

- Time for teacher team meetings must be scheduled into the day – but scheduling meetings won't necessarily produce better results for students. That requires common expectations across grade levels, a common instructional focus within each team, common assessments, and protocols in meetings to ensure powerful collegial conversations about teaching and learning. Teams need administrators' or coaches' support to plan, design, monitor, and assess their students' performance on a regular basis.

- Accountability is key. “Many of the most successful change efforts,” says Hirsch, “have resulted from the right combination of ‘pressure’ and ‘support’... one important way to ensure that all students experience quality teaching every day is as simple as ensuring that all teachers are held collectively responsible for the learning of students assigned to teams of teachers.”

- Looking at data is a key part of this. Hirsch says it raises questions like, “Why are certain classrooms getting better results than other? We have standardized curriculum, we tutor kids, we have all these other programs in place, why are we still getting different results across classrooms?”

- It's vital for teachers to step out of isolated classrooms and see a bigger picture – “recognizing that we can ensure the success of all students only when we share what we all know about all of them,” says Hirsch. “It means that every 4<sup>th</sup>-grade teacher feels responsible for the success of every 4<sup>th</sup>-grade student.” Hirsch isn't crazy about individual professional development plans (“ippy dippys”, as some teachers derisively call them); she prefers team responsibility for the progress of a cohort of students within a grade level or school.

- It's important for teachers to get past the “culture of nice” and be frank with one another. “I think it's possible for us to be candid and civil and respectful,” says Sparks. “Truth-telling means saying, ‘Some of us could be doing better in this school than we are,’ as well as ‘Some of us are doing amazing things.’”

- Dennis Sparks repeats a concern he has expressed before – that we have a “professional development apartheid” wherein high-poverty schools have PD that is directed from outside, compliance-oriented, scripted, “with little opportunity or encouragement for teachers to invent solutions to problems they have. By contrast,” he continues, “the learning in middle-class and upper-middle-class schools is more centered on the professional community. Teachers in those schools are assisting each other in learning and generating knowledge together, which some people believe – and I'm among them – will further widen the achievement gap.”

“Q & A as the Leadership Changes” by Joan Richardson in *Journal of Staff Development*, Summer 2007 (Vol. 28, #3, p. 10-15), no e-link available

## 5. Five Educators Talk About Effective Professional Development

The current *Journal of Staff Development* has a series of comments by practitioners on professional development. Some excerpts:

- *Ken Williams, elementary principal in Jonesboro, Georgia:* “When it comes to developing effective professional development, I see more schools turning inward and relying primarily on their own people... It’s embedded and systematic, and it takes place when teachers, working collaboratively, develop common goals. I think it’s easier to make that happen if you’re relying on your own people. It’s less complicated and takes less time.

“Traditionally, in schools, time and resources have been the constants, and learning has been the variable. We need a paradigm shift that takes the shackles off the schedule, the financial and human resources and people’s titles, and makes everything fair game. As principals, we need to manipulate time and personnel, and seek and reallocate funds to make learning the constant and the schedule and resources the variables.”

- *Ingrid Carney, a deputy superintendent in Boston:* “I think the greatest learning for teachers takes place in professional learning communities, so that it’s really on-the-job learning. Schools have to look at their best teachers and best practices and grow that expertise through sharing. Teachers will have to open their doors, visit and observe each other, and give each other feedback. Those of us in administration can help bring that about by aligning the resources and support that schools get. Districts can do that, for instance, by helping structure or restructure school days so that teachers have opportunities to meet together to look at student work, monitor and assess student progress, and make data-driven decisions about what the next step in their own professional development should look like.”

- *Adam Urbanski, president of the Rochester Teachers Association:* “I hope and predict that when it comes to the future of professional development of teachers, a premium will be placed on knowing one’s students that is equal to the premium already placed on knowing one’s content area. I believe that the absence of such a premium has been a severe impediment to effective teaching and learning, particularly in urban school districts where there is not a strong match between teachers and students. Learning occurs when new stimuli and new information attach themselves to the existing programs we have in our brains. So if the teacher doesn’t know much about the learner, teaching is, at best, a hit-or-miss proposition. If I do know the student, I can substantially increase the likelihood of making that new information relevant and therefore increase the likelihood that learning will occur.”

- *Cindy Harrison, consultant and author:* “My dream is that 10 years from now, there will be time for professional development for every teacher in every school every day. In fact, I see teachers placing so much value on professional development that they’ll fight for contract language to make sure they get a minimum of 30 to 45 minutes of it daily. The teachers themselves will be actively engaged in the design and delivery of that professional development, which essentially will involve them spending time together focusing on what’s impacting learning in their school... Finding this kind of time for teachers will require changing schedules, restructuring the school day and the ways in which students are divided, and reallocating resources. But if we don’t do it, we’ll be back to the days when professional

development meant bringing in experts to tell teachers what to do. That's essentially teacher 'training,' which never makes an impact in the classroom."

- *Cathy Cassenheimer, head of the Alabama Best Practices Center:* "I see a continuation of the current shift toward more strategic professional development that links teachers' professional learning to their students' academic needs. Teachers should have opportunities to learn in multiple ways, but... teachers no longer have the luxury of pursuing professional development for their own delight. It must be standards-based and data-driven so that both teaching and learning improve."

"From the Field" in *Journal of Staff Development*, Summer 2007 (Vol. 28, #3, p. 17, 19, 21, 40, 46), no e-link available

## **6. Five Conditions Under Which Teacher Learning Will Flourish**

In this piece in the *Journal of Staff Development*, Canadian researcher/author Michael Fullan discusses five ways that professional development must change:

- *We need to dump the old concept of "professional development."* Fullan believes that conventional sit-and-git PD, even when it's done well, "can never be powerful enough, specific enough, or sustained enough to alter the culture of the classroom and school." In fact, he says, engaging in conventional professional development can be a way to *avoid* change "because it lessens the pressure for change, diverts people's energy into thinking they are doing something valuable, and drains energy that should be directed at the hard work of changing school cultures that are deeply rooted in the past."

- *Professional growth depends on teachers "learning to do the right things in the settings in which they work."* Richard Elmore coined this phrase and went on to say that the problem is that "there is almost no opportunity for teachers to engage in continuous and sustained learning about their practice in the settings in which they actually work, observing and being observed by their colleagues in their own classrooms and classrooms of other teachers in other schools confronting similar problems."

- *Getting all students achieving at high levels depends on teachers constantly learning and adjusting instruction.* Fullan says this means "understanding and addressing the individual needs of each student as these appear day by day, week by week", and doing so in a precise, tailored way, not with packaged prescriptions.

- *Teachers need to "de-privatize" their practice and work closely with colleagues.* This will be "much harder than anyone thought," says Fullan, for two reasons. First, some accountability plans come on too strong, reinforcing teachers' desire to isolate themselves in their own classrooms. Second, even in the best conditions, "changing this deeply rooted norm of privacy is tough because such a change requires tremendous sophistication as well as some risk taking by teachers and other leaders."

- *Teachers' working conditions need to be improved.* "No other profession experiences the dismal, limiting conditions educators face," says Fullan. If we are going to retain new

recruits and give all teachers a decent chance for success, he believes we need to create schools that are *organized for student and teacher success*, which includes:

- Time for teacher collaboration;
- Improved structure and norms of professional learning, focused at the building level;
- De-privatization of practice;
- A focus on results;
- An ethos of continuous development.

“Change the Terms for Teacher Learning” by Michael Fullan in *Journal of Staff Development*, Summer 2007 (Vol. 28, #3, p. 35-36), no e-link available

## 7. Five Pitfalls in Conventional Staff Development

“Student learning and development do not occur without teacher learning and development,” writes Boston College professor Andy Hargreaves in this *Journal of Staff Development* article. But he believes it’s important to avoid five common flaws:

- *Narrow time horizons* – Too much PD is focused on raising test scores and making AYP, writes Hargreaves. “Teachers are so busy putting out fires, there’s no time to see what’s starting them... In this culture, the only things worth learning are those that deliver instant results: teaching to the test, practice and repetition, literacy and math to the exclusion of everything else. Parents, politicians, and bureaucrats want results – and educators are prepared to mortgage their own and children’s futures to deliver them.”

- *Paternalism* – “Authoritarian staff development,” says Hargreaves, “takes place in cultures of certainty where authority figures determine what works and who says so. Professional learning is delivered, not developed. Staff developers become overbearing supernannies – they watch over every aspect of teachers’ performance, they use literacy coaching to ensure compliance with prescribed programs, and they put any teacher who questions or criticizes the scripted programs or test-driven environments on the ‘naughty chair’ of unsatisfactory performance. Learning is reduced to training, walk-throughs become walkovers, and initiative accompanies integrity through the exit door of professional withdrawal.”

- *Commercialism* – There’s nothing wrong with making a profit, says Hargreaves, but when PD is contracted out to publishers or consultants, it can become oversimplified, off-target, and low-quality. “Some private organizations too easily put profit before purpose,” he writes.

- *Gurus* – Some professional development experts are knowledgeable, articulate, personable, and charismatic, but the danger is that they sell people on one right way, make their followers emotionally dependent, and don’t foster the kind of independence, interdependence, and critical engagement that a good consultant should leave behind. Teachers should be critically engaged in improving their teaching, not blindly following others’ ideas.

- *Narcissism* – “Secondary teachers love their subjects, elementary teachers love their students, but staff developers, like professors, can be inclined to mainly love themselves,” quips Hargreaves. “Some systems can fall prey to narcissistic staff developers who put glitzy

processes and glamorous performances before worthwhile and substantive products.” And some teachers and administrators are out of their buildings so much attending these sessions that they don’t have time to bring home the benefits of their networking.

Educators need to avoid these five pitfalls and create a professional learning culture with these positive characteristics:

- All teaching becomes professional development.
- Teachers learn from their colleagues as they work toward common objectives and share their wisdom and mistakes.
- Teachers “learn from evidence and data in real time,” says Hargreaves.
- “Good teaching will once again become something that teachers create themselves.”
- “Teachers will be the drivers, not the driven – using objective evidence to help them improve, but never undervaluing their own experiential knowledge because of it.”
- “At its best, the future of staff development will be one of integrity, equity, innovation, and interdependence.”

“Five Flaws of Staff Development and the Future Beyond” by Andy Hargreaves in *Journal of Staff Development*, Summer 2007 (Vol. 28, #3, p. 37-38), no e-link available

## **8. Three Ways to Personalize Learning in High Schools**

(Originally titled “The Building Blocks of High School Redesign”)

In this article in ASCD’s *Infobrief*, education writer Tom Ewing spells out three ways that high schools can personalize learning so that students see greater relevance in their schoolwork and are more engaged in the classroom, connected to adults, and prepared for post-graduate success. Drawing on the work of Australian educator Andrew Martin (2005), Ewing suggests:

- *Connecting the student to the subject matter* – its substance and its personal implications. This includes:
  - Using materials that arouse the student’s interests;
  - Building variety into content and assessments;
  - Assigning work that’s important, interesting, and challenging – but not too difficult.
- *Connecting the student to his or her teacher* – which includes the teacher being more than a pedagogue:
  - Getting to know each student personally and recognizing each student’s individuality;
  - Respecting students’ opinions;
  - Giving students input on decisions on schoolwork;
  - Having positive and attainable expectations.
- *Connecting the student to the learning experience*, which means maximizing the following:
  - Clear explanations of learning materials and the ways they are relevant;
  - Feedback on ways each student can improve;

- Helping students learn from their mistakes so they can succeed and develop competence;
- Opportunities to catch up if they have fallen behind.

“The Building Blocks of High School Redesign” by Tom Ewing in *Infobrief*, Spring 2007 (#49, p. 2-7), no e-link available

## 9. The Role of “Citizen Facilitator” in Meetings

“The best teams frequently fail because they work at the edge of their competence,” writes consultant Robert Garmston in his *Journal of Staff Development* column. He suggests that small-group meetings need one member to act as a “citizen facilitator” with the following tasks:

- Developing the agenda either before the meeting or with the group;
- Opening the meeting;
- Clarifying roles – that of the citizen facilitator, recorder, etc.
- Describing the task or product – what the group hopes to produce when it’s done;
- Calling on others to start the conversation;
- Engaging in the conversation as appropriate;
- Acting as a traffic cop, especially keeping to one topic and one process at a time;
- Watching for and initiating transitions;
- Asking who will do what by when;
- Calling for an assessment of the meeting;
- Closing the meeting.

If the citizen facilitator is designated for a period of time or for the life of the group, Garmston says there are three additional tasks that need to be performed:

- Serving as a two-way conduit between the team and the principal – bringing the principal’s ideas and mid-course corrections to the group and communicating the group’s thoughts to the principal;
- Serving as the professional developer of the group – providing information about group processes, distinctions between dialogue and discussion, tools for conversing, planning, and problem-solving;
- Bringing the macro-perspective to the group – for example, noticing when members are stuck or fatigued and need a different approach to get energy and information flowing again.

“The Citizen Facilitator Can Keep a Small Group Moving Toward a Goal” by Robert Garmston in *Journal of Staff Development*, Summer 2007 (Vol. 28, #3, p. 57-58), no e-link available now

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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](mailto: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 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 (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.

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- How to change access e-mail or password

## ***Publications covered***

*Those read this week are underlined.*

American Educator  
American School Board Journal  
ASCD, CEC SmartBriefs  
Atlantic Monthly  
Catalyst Chicago  
CommonWealth Magazine  
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  
NASSP Bulletin  
New York Times  
New Yorker  
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  
TESOL Quarterly  
Theory Into Practice  
Times Educational Supplement, Magazine  
Tools for Schools