

Marshall Memo 511

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

November 18, 2013

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Quotes of the Week

“The main reason there’s been so little achievement gain over the past few decades arising from the reforms that so many of us have been pressing is precisely because neither curriculum nor instruction much changed – hence the students’ actual classroom experience didn’t much change, and hence the students didn’t learn much more.”

Michael Petrilli (see item #2)

“In a turnaround situation, a strong leader must create urgency, provide hope, set a clear vision, maintain focus, and cajole, push, or invite many to embrace change. Strong leaders need to prune away old programs, maintain coherence despite the allure of the latest fad or newest grant, and resist pressure from the public or the school board to tackle one more problem.”

Nathan Levenson in “Leadership and Management Forging the Path to Turnaround” in *The District Management Journal*, Fall 2013 (Vol. 14, p. 21), <http://bit.ly/1gZ60TQ>

“In a traditional class, the teacher engages with the students who ask questions – but it’s those who don’t ask who tend to need engagement the most.”

Tina Rosenberg in “When Schools Do Flips” in *The New York Times*, Oct. 13, 2013 (p. 12), http://opinionator.blogs.nytimes.com/2013/10/09/turning-education-upside-down/?_r=0

“A school can have a 95% average daily attendance rate and still have 25% of its students chronically absent.”

Robert Balfanz and Hedy Nai-Lin Chang (see item #6)

“You don’t need to closely read *Seventeen* magazine.”

English teacher Marisol Thayre (quoted in item #8)

1. Improving the Quality of Classroom Observations

This report from TNTP and Student Achievement Partners identifies several problems with the way classroom observations are conducted. “Ideally,” the report says, “observations should give teachers feedback on all aspects of a lesson – both the quality of the content and skill in presenting it. This feedback is a crucial part of professional development, and it is especially important now, when teachers are adjusting to the Common Core... But at present, this rarely happens... In most schools, principals and other observers still struggle to provide specific, high-quality and useful feedback based on what they see in a teacher’s classroom, much less provide feedback that can help teachers adapt their instruction to the Common Core standards.” Why?

- *Observers are asked to do too much.* School administrators are often expected to rate teachers on every part of state or district evaluation instruments, all within a single class period. This is especially problematic with aspects of the teacher’s performance that can’t be observed in the classroom – for example, continuing education. “The more time observers spend looking for things they can’t actually see,” says the report, “the less time they will devote to offering useful feedback on the things they can.”

- *Rubrics are too long.* Many district or state instruments are long and complex and make it difficult to provide accurate ratings or useful feedback. “When observers have too much to look for and think about in a short amount of time, observations start to resemble the superficial checklists we lamented in our 2009 report, *The Widget Effect*,” say the authors. Having more than ten rating items overloads an observer; plus, long rubrics tend to have overlapping and duplicative criteria.

- *There’s a tendency to inflate teachers’ ratings.* For example, 97 percent of Florida teachers received the top two ratings in the first year of the state’s new evaluation process. In Michigan and Tennessee, 98 percent of teachers received top ratings. Principals tend to go easy on struggling teachers – but not provide them the support they need to improve.

- *Observations don’t focus enough on feedback.* Districts tend to hold school administrators accountable for bureaucratic compliance – conducting the required number of classroom visits and submitting evaluations on time – and don’t ensure that teachers get honest, high-quality feedback. Anecdotal evidence suggests that few administrators are following up classroom observations with the kind of coaching that develops teachers’ instructional skills. “These conversations and feedback will become even more important as schools try to help teachers adjust to new standards for college and career readiness,” says the report.

The bottom line: most classroom observations seldom provide good feedback *or* fair evaluation ratings. They're not effective for school leaders, for teachers, or for district and state officials. What is to be done? The report's text and sidebars suggest the following:

- *First, slim down and simplify observation rubrics.* “Rubrics do not need to be comprehensive frameworks that describe each element of successful teaching practice,” says the report, “nor should they include every possible technique a teacher could use inside or outside the classroom. In fact, such bloated forms with excessive numbers of indicators lead to wasted effort by observers without adding precision to ratings or feedback.” There's a lot of excessive detail within most rubrics, and clusters of items could be collapsed into single ratings – for example, one for classroom management. In addition, observation rubrics shouldn't contain items that cannot be observed in the classroom (e.g., professional growth). TNTP will release a prototype of a slimmed-down observation rubric in early 2014. For more information and to sign up to be a peer editor during the comment period, e-mail TNTP at info@tntp.org.

- *Second, focus on a few key things during classroom visits.* Observers should look for no more than five important items within a lesson (for example, classroom management, appropriate content, student engagement, efficient and effective instruction, checking for understanding), think through how to give feedback to the teacher, and use the rubric to find the evidence needed to rate each essential component. “We will do better when we score what counts rather than everything we can count...” says the report. This means customizing feedback to each teacher's current performance and focusing more on student outcomes than specific teaching actions.

- *Third, assess what's being taught as well as how it's being taught.* Observers should pay close attention to lesson content and rigor. “If a fifth-grade teacher whose students are performing at and above grade level delivers an excellent and engaging lesson focused on a third-grade standard, should the lesson get high marks?” ask the authors. “We don't think so.” Administrators need quick and efficient ways of gauging whether a teacher's curriculum is on track for each grade level and course; it's not enough to see lesson objectives written on the board. But the report cautions against creating a separate rubric on Common Core alignment.

- *Fourth, assess teachers' “offstage” work.* School administrators need to look at sets of lesson plans, assessments, and student work products to get a sense of how the curriculum is being implemented in the lessons not directly observed – and how well teacher teams are using data to improve instruction.

- *Fifth, train and support school leaders.* “Ultimately,” concludes the report, “...rubrics are only as effective as the observers who use them and the systems that support them. A great rubric is not a substitute for training and norming observers, buying or creating quality student assessments and essential technology systems, communicating clearly with teachers and principals, or any of the other essential elements of evaluating and developing teachers.”

[This thoughtful paper makes important contributions to the debate on teacher supervision and evaluation. However, there are several ways it could be enhanced:

- One of the biggest weaknesses in many districts' evaluation protocols is teachers knowing when the administrator will visit. With announced observations, it's only human

nature for teachers to put on a special lesson, which means the administrator won't get an accurate picture of everyday instruction and ratings will be inflated.

- The report mentions but doesn't elaborate on the idea of shorter, more frequent classroom visits as a way of getting a more accurate sampling of each teacher's work. Without a specific visit target, many administrators will default to two or three visits a year – not nearly enough to see instruction in different parts of the lesson, day, week, month, and subject. Short, frequent, unannounced classroom visits can provide an amazingly accurate picture of a teacher's work, and many schools have embraced this model.

- The report assumes that administrators need to have a rubric in hand when they visit classrooms. But even a slimmed-down rubric can foster a checklist mentality and distract observers from focusing on what is happening in a classroom and customizing feedback to that teacher. Some districts have created short, comprehensive mental checklists that allow administrators to be heads-up, perceptive observers of classroom dynamics.

- The report assumes that teachers must be rubric-scored after every classroom visit. But ratings can distract teachers from listening to the administrator's feedback and using it to grow and develop. An alternative is saving rubric-scoring for the end of the year, so the rubric sums up multiple classroom visits, conversations, and observations of teachers outside their classrooms. (The exception is clearly unsatisfactory performance, which must be immediately flagged as such.)

- In advocating for a slimmed-down observation rubric, the report implies that there's no role for a comprehensive rubric to assess a teacher's overall performance for the year. Administrators at the school and district level need a summative instrument that evaluates overall performance: classroom teaching, curriculum unit planning, work within teacher teams analyzing and using data, work with parents, and professionalism. K.M.]

“Fixing Classroom Observations: How Common Core Will Change the Way We Look at Teaching” by TNTP staff in collaboration with Student Achievement Partners, November 2013, http://tntp.org/assets/documents/TNTP_FixingClassroomObservations_2013.pdf

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2. Does the Common Core Dictate Instructional Methods?

In this feisty *Education Gadfly* article, Michael Petrilli responds to recent articles criticizing supporters of the Common Core for going back on their initial claim that the new standards won't prescribe how content is taught in classrooms. Petrilli and others have said that Common Core will bring about important “instructional shifts,” and the critics are saying, *Aha! Your loose-tight paradigm was disingenuous! This really is about dictating how teachers teach!*

To which Petrilli responds, “Dude, guys, get a grip. Are we hoping that Common Core will lead to instructional change in the classroom? Hell yes! If ‘instructional change’ isn't what we're all working toward, through any of our reform efforts, what's the point? *How else do we expect to see improved student achievement?*”

“The main reason there’s been so little achievement gain over the past few decades arising from the reforms that so many of us have been pressing is precisely because neither curriculum nor instruction much changed – hence the students’ actual classroom experience didn’t much change, and hence the students didn’t learn much more... We believe that schools will do better on the Common Core-aligned assessments if they ask students to read challenging texts, rather than books that are relatively easy for them.

“But guess what? If schools continue to assign kids ‘just right’ texts at their current reading levels and those kids still pass the Common Core assessments – great! From the perspective of the public, that’s what counts. But if we see a lot of failure on the Common Core assessments in 2015 and 2016 and little movement on NAEP, we’ll now have a reasonable hypothesis to explain it: Schools didn’t change their instructional practices, at least as they relate to assigning students more-challenging texts.”

How do we get local school districts to make smart curriculum decisions? asks Petrilli. “Set clear standards, align assessments to those standards, hold educators accountable, and help them find solid curricular materials that synch with the standards.”

“Hell Yes We Want Instructional Change” by Michael Petrilli in *The Education Gadfly*, Nov. 14, 2013 (Vol. 13, #44), <http://www.edexcellence.net/commentary/education-gadfly-weekly#56348>

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3. Do Charter Schools “Push Out” Low-Achieving Students?

In this article in *Educational Evaluation and Policy Analysis*, Ron Zimmer (Vanderbilt University) and Cassandra Guarino (Indiana University) examine the oft-repeated claim that charter schools encourage low-performing students to transfer out. Zimmer and Guarino note three reasons charter schools might be motivated to offload students who are not doing well academically: (a) wanting to use high achievement as a recruitment tool; (b) wanting to avoid the higher per-pupil costs associated with high-need students; and (c) wanting their achievement to look good for their state’s accountability process. But might these factors also operate in traditional public schools? Might students be motivated to leave any school in search of greener pastures? And aren’t low-income students generally more transient?

What are the facts? Zimmer and Guarino gathered data in a large urban district with 60 charter schools, examined attrition rates of charter and traditional public schools, and compared the math and reading achievement of students transferring out with those who remained. Using various statistical tools, they determined that in both types of schools, students transferring out had slightly lower achievement than their classmates, but that there were no significant differences between attrition levels of charter and traditional public schools. This held true in schools close to the AYP threshold and schools having academic difficulties. Of the district’s more than 300 schools, 15 had attrition rates of 10% or higher, and of those schools, one was a charter school serving students in danger of dropping out and the other 14 were traditional public schools acting as alternative discipline sites.

“Although our study is not able to know definitively why a student exits a school,” conclude Zimmer and Guarino, “we are able to examine whether there are patterns in the data

consistent with the push-out claim in the aggregate level and micro level... In looking at different groups of charter schools (i.e., charter schools near AYP proficiency thresholds, low- and high-performing schools, primary and secondary schools), we generally find no evidence consistent with the claim of pushing out low-performing students.” This suggests that the problem of student attrition is one that both traditional and charter schools must address.

“Is There Empirical Evidence That Charter Schools ‘Push Out’ Low-Performing Students?” by Ron Zimmer and Cassandra Guarino in *Educational Evaluation and Policy Analysis*, December 2013 (Vol. 35, #4, p. 461-480),

<http://epa.sagepub.com/content/early/2013/09/04/0162373713498465.abstract>

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4. An Analysis of 480 Mission Statements from Pennsylvania Districts

In this *American Journal of Education* article, Kai Schafft and Catharine Biddle (Pennsylvania State University) report on their study of the mission statements of almost all of Pennsylvania’s 500 school districts. They found strikingly similar language across the state, with districts mixing and matching a set of stock educational phrases: “life-long learning,” preparing students for a “global society” in a “changing world,” creating “productive citizens,” fostering “school-community ties,” working “in partnership with the community and families,” striving toward “academic excellence” and “student achievement,” building “strength of character” and “manners, responsibility, self-discipline, self-esteem, and perseverance,” and getting students to their “maximum potential” in “pursuit of high standards” for “future success” through “rigorous educational experiences” in a “safe school environment” “cultivating individual strengths” and “accommodating individual differences” with “respect for individuality.” Here are some sample mission statements:

- The --- School District will provide each student with a quality education that will enable them to be life-long learners and productive citizens in a competitive global society.
- It is the mission of our dedicated staff and involved community to create a positive climate in which all students will develop the academic, technological and social skills to achieve their potential and to function successfully as citizens in an ever-changing global society.
- The --- School District, in collaboration with students, parents, and community, is committed to excellence. We pledge to develop empowered global citizens by providing rigorous educational opportunities in a safe, supportive environment.
- ---, a uniquely diverse school district, ensures all students a challenging and dynamic curriculum that prepares them to succeed in a changing, global society by inspiring life-long learning in a caring, collaborative community.

“While no two mission statements were exactly the same,” say Schafft and Biddle, “the rhetorical patterns among them suggest that an informal set of mission statement tropes help construct the way in which districts articulate statements of school purpose. The intensely

similar language chosen for these mission statements indicates significant institutional borrowing, even if the origin of the language itself is unclear.”

Do mission statements make a difference? Do they affect how schools are run? Are local ideas smothered by the imperatives of statewide and national policies? Or are mission statements sufficiently vague that individual districts can interpret them in their own unique ways? The authors are unsure, and call for further study.

“Place and Purpose in Public Education: School District Mission Statements and Educational (Dis)Embeddedness” by Kai Schafft and Catharine Biddle in *American Journal of Education*, November 2013 (Vol. 120, #1, p. 55-76), <http://bit.ly/I1Z3TC>

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5. Ten Cautionary Notes in Turnarounds

In this *District Management Journal* article, former Massachusetts superintendent Nathan Levenson lists ten mistakes to avoid in school turnaround efforts:

- *Don't think the first step is to develop a strategy.* The first step should be to get great leaders and managers in place, and have *them* craft the turnaround plan.

- *Don't assume that the current leadership can turn things around.* “Hoping that a new strategy given to existing leaders will overcome past disappointments may be optimistic thinking,” says Levenson.

- *Don't assume you must look outside for talent.* Talented insiders may be hiding in plain sight, having avoided leadership roles or never having been given the opportunity to shine.

- *Don't get blinded by charisma when looking for leaders.* Quiet, humble leaders can be highly effective.

- *Don't overlook management skills.* “No matter how inspiring the leader, turning around a school or district requires great attention to detail,” says Levenson.

- *Don't make token efforts.* Everything must be part of a focused, coherent, comprehensive strategy for change.

- *Don't mistake big, flashy initiatives for a comprehensive strategy.* Ideas like merit pay, extended classroom time, and blended learning are seductive, but any program needs to be part of a comprehensive plan.

- *Don't forget to monitor implementation.* “A good plan that is not implemented well yields no gains for students,” says Levenson. “Constantly checking for deep implementation can be the difference between success and failure.”

- *Don't be afraid to make adjustments.* Good leaders assess, revise, and try again.

- *Don't stop searching for talent.* Top performers often get promoted or hired away and the need for talent is ongoing.

“Turnaround Efforts: Lessons for All” by Nathan Levenson in *The District Management Journal*, Fall 2013 (Vol. 14, p. 22-23), www.dmcouncil.org

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6. A California Middle School Addresses Chronic Absenteeism

In this article in *Principal Leadership*, Robert Balfanz and Hedy Nai-Ling Chan say that a school can average 95 percent attendance and yet have 25 percent of students who are chronically absent. “That level of absenteeism not only affects the students who miss class but also creates a kind of classroom churn that makes it harder for teachers to teach and other students to learn,” they say.

In a sidebar, Cliff Hong, principal of an Oakland, California middle school, tells how he and his staff reduced their chronic absence rate from 15 to 8 percent in 2011-12, which contributed to a surge in achievement: the school’s Academic Performance Index rose 30 points, the biggest improvement of any Oakland USD middle school. Here’s what they did:

- Organized an attendance team consisting of the principal, an attendance clerk, a family liaison, a school nurse, the head of socio-emotional services, and a graduate intern.
- Set goals – An average of 95 percent attendance and no chronic absence, and no major differences in attendance rates among the school’s three largest ethnic groups (Black, Asian Pacific Islander, and Latino).
- Met every two weeks to discuss the cases of chronically absent students and identify the reasons – Transportation? Illness? Other reasons?
- Assigned an appropriate team member to follow up with each student and the family – for example, the nurse took students whose absences were primarily health-related.
- For students whose attendance didn’t improve, the principal and attendance clerk held face-to-face meetings with the student and a parent or guardian to lay out expectations and get signatures on an improvement plan.
- At assemblies, presented certificates to students with good attendance and improved attendance.

“Improve Attendance: Increase Success” by Robert Balfanz and Hedy Nai-Lin Chang in in *Principal Leadership*, November 2013 (Vol. 14, #3, p. 20-24), www.nassp.org

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7. Dealing with Students Who Self-Injure

In this article in *Principal Leadership*, Mary Beer, a clinical social worker in the Austin Independent School District, examines issues around non-suicidal self-injury. This is when students (usually adolescents) engage in deliberate, repetitive, impulsive, non-lethal self-harm – for example, cutting, scratching, picking scabs or interfering with wound healing, burning, punching self or objects, infecting oneself, inserting objects in the skin, bruising or breaking bones, and some forms of hair-pulling. Studies suggest that between 12 and 24 percent of adolescents engage in self-harm, with the typical onset between 11 and 15 and similar patterns among males and females.

“The majority of students who self-injure are trying to get relief from either overwhelmingly intense emotions or from lack of emotion,” says Beer. “They share an inability or reluctance to ask for help using traditional means of communication. Some studies suggest that students may be punishing themselves, and others suggest that self-injury prompts

students to care for physical rather than emotional wounds. Students who self-injure regularly experience a sense of relief, which not only is comforting but also reinforces the behavior.”

Beer draws a clear distinction between the thought process of self-injury and that of suicidal students. The intent of self-injury is temporarily escaping psychological distress versus escaping unbearable psychological pain; the affect of self-injuring students is distressed yet hopeful, versus hopeless and helpless; intrapersonally, self-injuring students get a sense of relief and calm, versus frustration, disappointment, and increased distress.

Beer suggests the following ways that schools can improve their response to non-suicidal self-injury among students:

- Faculty and staff should be trained to identify and support students who self-injure, always maintaining confidentiality.
- Take steps to gain students’ and parents’ cooperation, rather than isolating or shaming them; this includes helping parents understand self-injury.
- In appropriate settings, discussing healthy alternatives with students – for example, writing or drawing in a journal; squeezing a stress ball; talking to a trusted adult; doing a physical activity; listening to music; paying attention to breathing; or writing a letter to a person about the problem that has caused the student to be upset.
- Assessments should be conducted only by school staff (or outside clinicians) who have the necessary expertise.
- Specialized instructional support personnel should develop a protocol for helping students who are at risk of self-injury and for notifying their parents.
- If a student has an individual therapist, the therapist should be consulted consistent with confidentiality and parent permission.
- These protocols should be part of the school’s crisis response plan.

“Helping Students Deal with Self-Injury” by Mary Beer in *Principal Leadership*, November 2013 (Vol. 14, #3, p. 12-16), www.nassp.org

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8. Close Reading 101

In this article in *Reading Today*, Douglas Fisher and Nancy Frey (San Diego State University) say that close reading is “a form of guided instruction in which the teacher questions, prompts, and cues the learner. It’s part of the gradual release of responsibility, not a comprehensive instructional effort.”

The first step is choosing a text that is complex, challenging, and worthy of scrutiny. “We’re not suggesting that first graders read *War and Peace*,” say Fisher and Frey, “but rather that the selected text requires repeated readings and deep discussions to ensure understanding.” English teacher Marisol Thayre puts it this way: “You don’t need to closely read *Seventeen* magazine.”

A key skill for students to develop is annotation – underlining key ideas, circling words and phrases that are confusing, and writing questions or reactions in the margins. Annotation

helps students develop a deep understanding of the text and marshal evidence for three types of activity:

- Text-dependent questions – These “invite students back into the text as they look for evidence or consider something new,” say Fisher and Frey. Questions elicit understanding of key details, vocabulary, text structure, author’s purpose, and comparing two texts.
- Discussion with classmates – This is an opportunity for students to express themselves clearly, make claims and back them up, see the text through the eyes of their peers, and build on each others’ ideas.
- Follow-up tasks – These can include writing prompts or Socratic seminars and should draw on key information in the text and insights from peers, not merely students’ personal experience.

“What’s the Secret to Successful Close Reading? Strategic Preparation and Follow Up” by Douglas Fisher and Nancy Frey in *Reading Today*, October/November 2013 (Vol. 31, #2, p. 16-17), www.reading.org; the authors are at dfisher@reading.org and nfrey@mail.sdsu.edu.

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9. Finding the Right Books for Common Core-Aligned Reading

In this article in *Reading Today*, Lauren Aimonette Liang (University of Utah), Naomi Watkins (University of La Verne), and Deanna Day (Washington State University/Vancouver) suggest ways to find challenging, high-quality texts that match the criteria of the Common Core State Standards. “Be aware of the various types of nonfiction, and strive to include a variety in classrooms,” they urge. Teachers should also consider different formats: picture books, magazines, novels, how-to guides, and a variety of informational texts. They suggest the following websites as resources:

- Booklist: <http://booklistonline.com/commoncore>
- International Reading Association: www.reading.org/elacommoncore
- Hornbook’s Nonfiction Notes:
www.hbook.com/notes-from-the-horn-book-newsletter/nonfiction-notes-from-the-horn-book
- School Library Journal: www.slj.com/category/standards/common-core
- Text Project: www.textproject.org
- World of Words: <http://wowlit.org>

In addition, Liang, Watkins, and Day recommend the following books (each with a Lexile level):

- *Island: A Story of the Galapagos* (J. Chin, Neal Porter/Roaring Brook, 2012 – 900L)
- *Lincoln’s Grave Robbers* (S. Sheinkin, Scholastic, 2012 – 930L)
- *Kid Pickers: How to Turn Junk Into Treasure* (M. Wolfe, Feiwel and Friends, 2013 – 1030L)
- *Frog Song* (F.Z. Guiberson, Henry Hold & Company, 2013 – 950L)
- *The Impossible Rescue: The True Story of an Amazing Arctic Adventure* (M. W. Sandler, Candlewick, 2012 – 1270L)
- *Invincible Microbe: Tuberculosis and the Never-Ending Search for a Cure* (J. Murphy,

Clarion Books, 2012 – 1200L)

“Selecting Quality Nonfiction Classroom Texts That Meet CCSS Qualifications” by Lauren Aimonette Liang, Naomi Watkins, and Deanna Day in *Reading Today*, October/November 2013 (Vol. 31, #2, p. 25-27), www.reading.org; the authors can be reached at Lauren.Liang@utah.edu, naomiwatkins@laverne.edu and dday-wiff@vancouver.wsu.edu.

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10. Short Item:

Fishman Prize nominations and applications – Up to five teachers will be chosen for this \$25,000 prize presented by TNTP for outstanding classroom performance in high-poverty communities. Winners also take part in a six-week summer residency in which they meet education leaders and publish a collection of essays on successful teaching strategies. The early deadline for applicants is December 3, 2013 and the final deadline is January 21, 2014. Finalists receive a \$1,000 award and national recognition. For information, go to www.tntp.org/fishmanprize.

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 43 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

Subscriptions:

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest