

# Marshall Memo 948

A Weekly Round-up of Important Ideas and Research in K-12 Education  
August 15, 2022

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## Quotes of the Week

“The most important measure of how good a game I played was how much better I’d made my teammates play.”

Bill Russell (see item #1)

“Success is a result of consistent practice of winning skills and actions. There is nothing miraculous about the process. There is no luck involved.”

Bill Russell (*ibid.*)

“More than 80 percent of supervisors claim they frequently express appreciation to their subordinates, while less than 20 percent of the employees report that their supervisors express appreciation more than occasionally.”

Carolyn Wiley (Roosevelt University) reporting on her review of four studies of employee motivation (conducted in 1946, 1980, 1986, and 1992), quoted in *The Power of Moments* by Chip Heath and Dan Heath (Penguin, 2017, p. 146)

“Middle school is about lunch.”

The mother of a middle-school student, quoted in [“The Outsize Influence of Your Middle-School Friends”](#) by Lydia Denworth in *The Atlantic*, August 13, 2022

“For the most part, students aren’t good at picking the best learning strategies.”

Youki Terada (see item #2)

“Whether something is boring or not depends on how you present it to students.”

Natalie Wexler in [“Rethinking How We Teach Reading in Elementary School”](#) by Andrew Boryga in *Edutopia*, July 28, 2022

“The way to heal trauma is not to singularly focus on it. The way we heal is by building back enriched, caring learning environments where young people can be more than what has happened to them. It’s the healing and sense of belonging students feel in lunchtime chess and drama clubs and in after-school robotics and debate teams. It’s the healing found when students engage with a curriculum in which they can see their reflections, their histories, strength and contributions to the collective community and world around them. It’s the healing found in the new confidence and sense of self that students experience when they master truly challenging content, when they discover a gift in the arts or science, technology, or athletics. It’s the healing found in classrooms where our young people can be more than their injuries or pain, their experiences or their circumstances, where they can wrestle with big ideas, discover their gifts, and imagine what they can do with them.”

Sonja Brookins Santelises, CEO of Baltimore City Schools, in “Beyond Trauma-Gazing: Healing Through Hope and Enriched Learning” in [\*School Administrator\*, August 2022](#) (Vol. 79, #7, p.21)

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## **1. A Tribute to Bill Russell**

Last month Bill Russell died at 88. He was a star player with the Boston Celtics for 11 championships in 13 seasons, eight of them in a row – the longest winning streak in U.S. professional sports history. Remarkably, in all 13 years, Russell never led the team in scoring but was pivotal in assists and defense. He was always concerned with nurturing young talent, always interested in and supportive of up-and-coming players. The first African-American basketball superstar, Russell was the first man of color to be a head coach in the NBA, winning two titles in his three years leading the Celtics.

Russell was also an outspoken advocate for social justice. From the beginning of the civil rights movement, he played a prominent role – in the front row at the 1963 March on Washington, supporting Muhammad Ali in his opposition to the Vietnam War, and much more.

Here’s the citation when Russell received an honorary degree from Harvard in 2007: *A Rembrandt of roundball whose championship rings are enough to outnumber his fingers; a peerless team player whose skill and tenacity led even his strongest foes to wilt.* And here are some Russell quotes from his years as a player, coach, and activist:

- Every day’s a learning day.
- Learning is a daily experience and a lifetime mission. I truly believe in the saying, *We work to become, not to acquire.*
- A lot of time I’m completely wrong, but all you do is back up and start over.
- Concentration and mental toughness are the margins of victory.

- Commitment separates those who live their dreams from those who live their lives regretting the opportunities they have squandered.
- We learn to make a shell for ourselves when we are young and then spend the rest of our lives hoping for someone to reach inside and touch us.
- The most important measure of how good a game I played was how much better I'd made my teammates play.
- I made decisions, but I listened an awful lot. Sometimes in practice the other guys would talk for half an hour and I wouldn't say a word. I encouraged them to tell me what they thought.
- Success is a result of consistent practice of winning skills and actions. There is nothing miraculous about the process. There is no luck involved.
- To me the most important part of winning is joy. You can win without joy, but winning that's joyless is like eating in a four-star restaurant when you're not hungry. Joy is a current of energy in your body, like chlorophyll or sunlight, that fills you up and makes you naturally want to do your best.
- If you look to the future too much, you don't have a past. Try to make good decisions each day. Every win streak starts with a single win. The rest come one at a time.
- Racism cannot just be shaken out of the fabric of society because, like dust from a rug, it dissipates into the air for a bit and then settles right back where it was, growing thicker with time. Police reform is a start, but it is not enough. We need to dismantle broken systems and start over. We need to make our voices heard, through multiple organizations, using many different tactics. We need to demand that America gets a new rug.

Here's one of many articles on Russell's passing: ["A Gravelly Voice Dispensing Wisdom Worth the Wait"](#) by Harvey Araton in *The New York Times*, August 2, 2022

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## 2. Strategies for Nudging Students to Deeper Learning

"For the most part, students aren't good at picking the best learning strategies," says Youki Terada in this *Edutopia* article. They often choose strategies they believe will prepare them most quickly and efficiently for a test, often to the detriment of better understanding. How can teachers steer students away from this tendency? Terada reports five research findings:

- *Summarizing without cutting and pasting.* Studies have repeatedly found that when students write a short précis of what's just been learned, with the book or computer closed, they retain far more than if they re-read, highlight, or read a summary prepared by someone else. Why? Because summarizing "taps into key cognitive processes that encode learning more deeply," says Terada. "Students not only pay more attention to the information, but also mentally organize it into a coherent structure and then integrate the information into existing knowledge networks, creating more-durable memories."

- *Asking questions* – When students formulate high-quality questions on what they’ve learned (starting with *Explain..., Why..., How...*), their comprehension and understanding markedly improves. “Question generation promotes a deeper elaboration of the learning content,” says Mirjam Ebersback (University of Kassel). “One has to reflect what one has learned [and then extrapolate] how an appropriate knowledge question can be inferred from this knowledge.”

- *Making drawings* – Researchers have found that even rudimentary sketches improve learning for students of all ages and artistic levels. “Unlike more-passive forms of learning like listening to a lecture or reading text,” says Terada, “drawing weaves multiple memory strands together – the visual memory of the image, the kinesthetic memory of the hand drawing the image, and the semantic memory of the concept being learned.” When teachers look over students’ shoulders as they draw, they get helpful insights on how a lesson is progressing.

- *Creating concept maps, flowcharts, or graphic organizers* – These help students step back and see overarching patterns, visually highlight links among key concepts, and make sense of complex material. “When such artifacts are hand-drawn,” says Terada, “they have the additional benefits conferred by deep, sensorimotor networks.”

- *Teaching classmates* – Peer instruction works, says Terada, because it “requires you to check for gaps in your own understanding, and students who teach, according to researchers, put more effort into learning the material, do a better job organizing information, and feel a greater sense of purpose.” Teachers can orchestrate this through think/pair/share, encouraging students to check in with other students before asking the teacher (*Three before me*), or work in jigsaw groups in which each group member prepares for and takes the role of an expert on one area being studied.

[“5 Indispensable Ways to Deepen Student Comprehension”](#) by Youki Terada in *Edutopia*, August 5, 2022

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### **3. Using Student Self-Affirmation to Reduce the Black-White Discipline Gap**

In this *American Educational Research Journal* article, Geoffrey Borman (Arizona State University), James Pyne (Stanford University), Christopher Rozek (Washington University in St. Louis), and Alex Schmidt (Christensen Associates) report on an intervention designed to reduce the wide disparity in suspension rates between black and white students. Nationally, African-American boys are suspended at almost four times the rate of white boys, black girls at five times the rate of white girls. The researchers believe this disproportionality stems from a negative cycle that works like this:

- Teachers are motivated by a desire to teach and inspire all their students.
- However, deeply ingrained societal messages lead teachers to stereotype black students as potential troublemakers and worry about not reaching their teaching goals.
- These stereotypes lead teachers to attribute misbehavior among black students to enduring features of their identities.

- Hoping to preserve order in their classrooms, teachers sanction black students more frequently and more harshly than other students.
- Black students, like their peers, come to school valuing education and aspiring to learn and develop.
- However, they worry that teachers might be biased and treat them unfairly.
- When black students are punished, their fears seem to be confirmed, which undermines their aspirations for learning and positive growth.
- Black students gradually lose trust in their teachers, their self-concept as good students is eroded, and they come to believe they don't fit in at school.
- Such identity threats lead students to further misbehave, which reinforces teachers' belief that these students are troublemakers, resulting in additional disciplinary actions.
- The cycle repeats and escalates and black students' identities as "troublemakers" become more deeply entrenched on both sides.

Black students are thus in a double-jeopardy situation – stereotyped as problems and disciplined more frequently than other student groups – which puts them uniquely at risk for a negative secondary-school experience.

In the nationwide racial awakening after the murder of George Floyd, many schools worked to address bias and unequal treatment of students. However, say Borman, Pyne, Rozek, and Schmidt, “few examples exist of research-based and scalable interventions that can sustainably reduce individuals’ prejudices and implicit bias.” A more promising approach, they believe, is professional development aimed at changing teachers’ mindset about discipline and building positive relationships with students. The goal of such programs is for students of color to feel heard, valued, and respected and come to believe that school is fair and they can grow and succeed there. If teachers listen to all students’ stories and understand the root causes for misbehavior, they can build trusting bonds and break the cycle described above. In one study, this kind of intervention cut the number of suspensions for black students in half.

A companion strategy is for students of color to be given opportunities to engage in self-affirmation. This helps them “contend with the burdens of society’s pervasive biases that play out through school relationships,” say the authors. “A focus on students,” they emphasize, “does not relieve teachers of the responsibility to end the vicious cycle of punishment in schools, but instead empowers students to navigate the threatening student-teacher relationship, which fuels greater interpersonal conflict that distracts them from their educational progress.” The authors advocate using both approaches, addressing teachers and students.

Here’s how the self-affirmation intervention was implemented. Working with 2,000 students in eleven racially diverse middle schools, the researchers asked students to engage in brief written affirmations of more-positive aspects of their identity. The first took place in the opening weeks of the school year, the other around the time of high-stakes standardized tests in the spring. Students in the intervention group were given two pieces of paper as part of what seemed like a regular ELA class assignment. The first page contained a list of values (e.g., friends, family, sports, creativity) and asked students to choose three that were most important to them. On the second page, students were asked to write about why the values they chose

were personally important. Students spent 15-20 minutes on the exercise and wrote an average of 70 words.

Teachers received a brief training beforehand on how to handle students' questions. Students in the control group received a neutral writing prompt that had nothing to do with values. No students or teachers were aware of the real purpose of the exercise.

What was the result? In the months after the intervention, as students navigated seventh and eighth grade, the black-white suspension and office referral gaps were cut by two-thirds, with an even more positive impact on black students with prior infractions. In practical terms, say Borman, Pyne, Rozek, and Schmidt, this means that a cohort of 150 black middle-school students would receive approximately 82 fewer suspensions over those two grades. "Such reductions promise meaningful improvements for overall school and district climate," they say, "improved teaching and learning opportunities within classrooms, and more-positive student-teacher relationships."

"Self-affirmation is not a panacea," conclude the authors, "and it is not likely to solve all disciplinary inequities in U.S. schools. However, the opportunity costs for using self-affirmation interventions... are negligible. Because students already engage in numerous writing activities over the course of the school year in their classes, teachers could integrate (with the help of researchers) the 45 to 60 minutes of self-affirmation exercises during the school year in ways that are unlikely to noticeably interfere with typical class routines... This intervention has the potential for great benefit, at almost no risk. Its implementation may reduce the number of suspensions a student receives; if not, the only cost would be 45 to 60 minutes of creative writing practice."

["A Replicable Identity-Based Intervention Reduces the Black-White Suspension Gap at Scale"](#) by Geoffrey Borman, James Pyne, Christopher Rozek, and Alex Schmidt in *American Educational Research Journal*, April 2022 (Vol. 59, #2, pp. 284-314); Borman can be reached at [gborman@asu.edu](mailto:gborman@asu.edu). See Memos 629 and 867 for articles on similar interventions.

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#### **4. The Benefits of a Diverse Teaching Force**

In this Brookings Brown Center Chalkboard article, Michael Hansen (Brookings Institution), Constance Lindsay (University of North Carolina/Chapel Hill), and Seth Gershenson (American University) report their research on teacher diversity and teacher-student matching, updating a book they published in 2020. Some key points:

Studies have shown that for students of color, there are a number of benefits to having a same-race teacher: improved grit, interpersonal self-management, and working memory; a greater chance of taking an advanced math course and being selected for gifted-and-talented programs; better attendance, course grades, and test scores; and higher rates of high-school graduation and plans to enroll in college.

It appears that students of color reap these benefits because of teachers of color's high expectations, strong teacher-student and teacher-family relationships, acting as role models for impressionable students, holding growth mindset beliefs, and using differentiated, culturally

relevant pedagogy. “If these differences sound like good teaching practices and beliefs overall,” say Hansen, Lindsay, and Gershenson, “not those aimed specifically at helping students of color, you’re right.” Studies show that white students taught by teachers of color also reap academic benefits.

“Our primary thesis,” the authors continue, “is that promoting more racial diversity among teachers and more-inclusive work environments in schools will be good for everyone, and disproportionately benefit students of color, helping to narrow these longstanding education gaps... The appropriate policy prescription is not simply to diversify the teacher workforce – a critical, though insufficient step – but also relies on professional development to improve practices among existing, predominantly white teachers.” The authors believe this is especially urgent in the wake of the pandemic, which has had an especially negative impact on high-need students, as well as creating many teaching vacancies.

[“It Matters Now More Than Ever: What New Developments Say About Teacher Diversity and Student Success”](#) by Michael Hansen, Constance Lindsay, and Seth Gershenson, Brookings Brown Center Chalkboard, August 1, 2022; Lindsay can be reached at [clindsay@unc.edu](mailto:clindsay@unc.edu), Gershenson at [seth.gershenson@american.edu](mailto:seth.gershenson@american.edu).

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## 5. What to Do When You’re Challenged

In this *Harvard Business Review* article, leadership coach David Lancefield asks how we should respond in situations where we’re caught off guard and put on the defensive. “Your imposter syndrome kicks in,” he says, “making you feel vulnerable, sensitive, and less confident in your abilities. This is magnified if you’re already feeling on edge from exhaustion, anxiety, and stress” – which is the way a lot of people are feeling in the wake of the pandemic and other unsettling events.

Getting angry or crying won’t help, says Lancefield. He suggests four ways to maintain our composure, think clearly, communicate with conviction, and come out strong:

- *Focus your mind after the initial shock.* Strong emotions can trigger a fight/freeze/flight response, or make us blush or look stunned. It’s important to recognize that these reactions are normal and:

- Unobtrusively take a few deep breaths.
- Sit up straight with both feet on the floor.
- Silently name the feelings – for example, “I’m feeling annoyed (or anxious, or angry).”
- Recall how you’ve handled similar situations in the past (“I’ve got this”).
- Call to mind a “wise advocate” – your own voice or that of someone you respect – to help steer you to a calm and thoughtful course of action.

Then focus on what the other person is thinking and why. A possible exploratory comment: “Thank you for sharing your perspective. It’s different from how I was thinking. Can you tell me more?”

- *Don’t make assumptions.* When we feel attacked, there’s a tendency to assume our authority is being challenged, we’re being undermined, or there’s a deliberate attempt to

embarrass us in front of others. “You overgeneralize, catastrophize, and personalize it into something bigger than it actually is,” says Lancefield. “You soon become overwhelmed.” The key is to avoid jumping to conclusions and adopt a posture of curiosity about the matter at hand – and the other person’s tone and body language. Maybe they’re having a bad day, or this is their style, or they’re probing to test the quality of my thinking. What are they really saying? What’s the basis of their position? What assumptions are they making? What is the balance between facts and their version of the facts? How convincing is the point they’re making?

• *Start a dialogue.* Immediately jumping to defend your position or challenge the other person’s logic or credibility, especially in an aggressive way, is not the best place to start. In fact, says Lancefield, that diminishes your stature. “Consider this difficult situation a test,” he says. “You want to show your ability to respond and engage confidently as if it was a negotiation.” Key steps:

- Identify some common ground: “Am I right that we agree on...?”
- Call out the points of disagreement and focus on what’s getting in the way: “From our discussion, I think we have different opinions on...”
- Explore different options, reframing the problem from other perspectives: “Imagine if we tried this...”

“It’s important to let go of an idea that doesn’t stand up to scrutiny,” says Lancefield. “Avoid being sentimental about your past work; it’s a sunk cost. Instead, while it may feel uncomfortable, consider the discussion as an opportunity to develop yourself (and the matter at hand) by applying your growth mindset.”

• *Close with confidence.* “It may have been a demanding discussion,” he says, “but you’re still in control of your thinking and emotions. Foster resilience by telling yourself that you’re going to bounce forward to something better.” Say something like, “The questions you’ve raised and the points you’ve made have strengthened the quality of our proposal and shown that we have more work to do.” Express appreciation for the interchange, smile, keep your head up, and say thank you.

[“How to Stay Cool When You’re Put on the Spot”](#) by David Lancefield in *Harvard Business Review*, July 25, 2022

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## **6. Jennifer Gonzalez on Collaborative Projects for Secondary Students**

In this *Cult of Pedagogy* article, Jennifer Gonzalez shares ideas for collaborative student projects that she received in response to a Twitter query:

• *A guide* – Students create a detailed handbook to help someone navigate a situation, environment, or process – for example, steps for getting started with a hobby, completing a task, or succeeding in school. A twelfth-grade teacher in New York City had his students create a voter’s guide for an upcoming local election. Students researched the politicians who were up for election, their opponents, all the platforms, and key issues in the community. They used Spinndle as a technology platform for posting and refining their work.

- *A local research project* – Students use in-person visits and interviews to study something about history, science, or government in their community – for example, landmarks, flora and fauna, court cases, drinking water quality, the history of immigrants in the area, the impact of certain industries. A group of high-school students in Massachusetts spent ten weeks studying Buddhism in their area, which had no fewer than 11 temples. For technology, students used Slack for daily check-ins, task management, delegation, and organization, and Google Docs for gathering research, writing, and presenting.

- *A tour* – Students create and present an in-person, video-based, or virtual tour of a particular place. Students in a Virginia middle school created a virtual introduction to their school for incoming students who hadn't been able to visit. For technology they used a GoPro camera and ThingLink to put the tour together and make it accessible to incoming students.

- *A curated collection* – Students carefully select items that have something in common and share them with a chosen audience – for example, a physical museum exhibit, a top-ten list presented as a video, a list of the most, best, or worst of something, or a collection of stories, photos, or artifacts on a central idea. A California high-school class created a Year in Review showcasing key moments of the past year. The teacher allowed students to use any technology they wished.

- *A solution* – Students work together to develop a solution to a problem – a physical or digital product, a prototype, or an imagined item, plan, or system. After completing their AP computer science course, a group of Illinois high-school students spent an entire semester designing their own app, wrestling with topics like technology ethics and engineering processes. One group designed a platform to match volunteer tutors with students. For technology they used both Trello and Slack.

[“5 Fantastic Ideas for Collaboration Projects”](#) by Jennifer Gonzalez in *Cult of Pedagogy*, August 13, 2022

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## 7. Insights on Teaching Gifted Students

In this *Education Gadfly* interview, Brandon Wright draws out Janet Kragen on her four decades teaching gifted students. Some excerpts:

“You don’t have to be smarter than the kids to teach in a gifted class. Plenty of times you won’t be. But you have to be quick-witted. You have to like these kids, with all their quirks. You have to understand asynchronicity and how a kid can have the intellectual capacity of a fifteen-year-old but the maturity of a five-year-old. In fifth grade. You have to know how to manage and care for twice-exceptional (2-E) kids, plus high-anxiety kids and the kids whose drive for perfection sabotages their ability to achieve mere success.”

“Over the years I discovered that half my job was teaching academics. And half was helping my students with their social and emotional needs. In the first week of every school year, I talked with my students about insomnia, which is a characteristic problem with the gifted. We would share tips for how to get to sleep. I would discuss perfectionism and anxiety repeatedly each year with individuals, with families, or with the whole class.”

“Gifted kids often assume they are right. It can make discussion fraught when individuals take opposing positions. I finally required an exit ticket for one type of literary discussion. Students had to write on a 3x5 card the answer to two questions: *What did you learn from someone else’s comments? How did someone change your mind?* That second question changed everything, I think, because it actually gave them permission to change their mind.”

“I love to see gifted students reading on their level and doing math on their level, not being tied to their grade level. I love to see them connecting with each other and finding they are not alone in the world. I love to see them realize they aren’t always the smartest person in the room and that humility isn’t a bad thing. I love to see them struggle and work hard and overcome failure and finally succeed. Then we do a happy dance together.”

[“An Interview with Janet Kragen, Who Taught Gifted Education for Four Decades”](#) by Brandon Wright in *Education Gadfly*, August 3, 2022

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## 8. Children’s Books on Perfectionism

In this *School Library Journal* article, Gail Cornwall recommends children’s books that help students deal with the problem of perfectionism:

### Picture books:

- *Penelope Perfect* by Shannon Anderson
- *Rosie Revere, Engineer* by Andrea Beaty
- *I Am Enough* by Grace Byers
- *Jabari Tries* by Gaia Cornwall
- *Your Fantastic Elastic Brain* by JoAnn Deak
- *Everyone Loves Cupcake* by Kelly DiPucchio
- *The Magical Yet* by Angela DeTerlizzi
- *Help Your Dragon Learn from Mistakes* by Steve Herman
- *The Perfect Birthday Recipe* by Katy Hudson
- *Perfect Petunias* by Lynn Jenkins
- *The Good Egg* by Jory John
- *The Book of Mistakes* by Corinna Luyken
- *A Perfectly Messed-Up Story* by Patrick McDonnell
- *Stickley Makes a Mistake!* by Brenda Miles
- *It’s Okay to Make Mistakes* by Todd Parr
- *The Girl Who Never Made Mistakes* by Mark Pett and Gary Rubinstein
- *The Dot* by Peter Reynolds
- *Ish* by Peter Reynolds
- *The OK Book* by Amy Krouse
- *Beautiful Oops!* by Barney Saltzberg
- *The Most Magnificent Thing* by Ashley Spires

- *Being Bella: Discovering How to Be Proud of Your Best* by Cheryl Zuzo

Chapter books:

- *Nobody's Perfect: A Story for Children About Perfectionism* by Ellen Flanagan Burns
- *What to Do When Mistakes Make You Quake* by Claire Freeland and Jacqueline Toner
- *Mistakes That Worked* by Charlotte Foltz Jones
- *What to Do When Good Enough Isn't Good Enough* by Thomas Greenspoon
- *How to Take the ACHE Out of Mistakes* by Kimberly Feltes Taylor and Eric Braun

[“When ‘Perfect’ Is a Pitfall”](#) by Gail Cornwall in *School Library Journal*, August 2022 (Vol. 68, #8, pp. 30-33)

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# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 52 years' experience as a teacher, principal, central office administrator, writer, and consultant, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than 150 articles each week, and selects 8-10 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). Every week there's a podcast and HTML version as well.

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## ***Core list of publications covered***

Those read this week are underlined.

All Things PLC  
American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
AMLE Magazine  
ASCA School Counselor  
ASCD Express  
Cult of Pedagogy  
District Management Journal  
Ed. Magazine  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Exceptional Children  
Harvard Business Review  
Harvard Educational Review  
Independent School  
Journal of Adolescent and Adult Literacy  
Journal of Education for Students Placed At Risk (JESPAR)  
Kappa Delta Pi Record  
Knowledge Quest  
Language Arts  
Learning for Justice (formerly Teaching Tolerance)  
Literacy Today (formerly Reading Today)  
Mathematics Teacher: Learning & Teaching PK-12  
Middle School Journal  
Peabody Journal of Education  
Phi Delta Kappan  
Principal  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
Teachers College Record  
Teaching Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The Journal of the Learning Sciences  
The Language Educator  
The Learning Professional (formerly Journal of Staff Development)  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Time  
Urban Education