

Marshall Memo 82

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 11, 2005

In This Issue:

1. Eight pieces of advice on leadership
2. Six challenges for school leaders
3. "Friction points" when high schools break into smaller learning communities
4. Training that helps teachers raise their expectations of students
5. Keys to schoolwide discipline
6. Why would a teacher prefer isolation to collaboration?
7. Creating common planning time for teacher teams
8. Getting out in front of bad news
9. Short items: (a) "I can't believe they pay me to do this job." (b) Students with unrealistic goals

Quotes of the Week

"Before you become a leader, success is all about growing yourself. When you become a leader, success is all about growing others."

Jack Welch with Suzy Welch (see item #1)

"Hiring good people is hard. Hiring great people is brutally hard."

Ibid.

"Work can be hard. But your job as leader is to fight the gravitational pull of negativism. That doesn't mean you sugarcoat the challenges. It does mean you display an energizing, can-do attitude about overcoming them."

Ibid.

"Too many managers urge their people to try new things and then whack them in the head when they fail."

Ibid.

"I felt really upset. I'm like, 'I'm not that teacher! I call on everyone.'"

Jill Lyttle, a Los Angeles teacher, when she was told she was calling on higher-achieving students more than lower-achieving students. (see item #4)

"No two days in the principalship are ever the same, and many principals look forward to the beginning of each new day with the same sense of anticipation and curiosity they experience when they open up a hand of cards they have just been dealt."

Jody Capelluti and Ken Nye (see item #9)

1. Eight Pieces of Advice on Leadership

In this *Newsweek* excerpt from their new book, *Winning* (HarperBusiness, 2005) Jack Welch and Suzy Welch, (he is the retired CEO of General Electric; she was editor of the *Harvard Business Review*), present their recommendations for corporate executives. How many of these apply to school leadership?

• *Leaders relentlessly upgrade their team, using every encounter as an opportunity to evaluate, coach, and build self-confidence.* “Before you become a leader,” write the Welches, “success is all about growing yourself. When you become a leader, success is all about growing others.” This means investing the vast majority of one’s time and energy in four activities:

- *Hiring* – “Hiring good people is hard. Hiring great people is brutally hard.” But nothing matters more than “getting the right people on the field.” The Welches suggest looking for the following qualities in job candidates:
 - *Integrity* – They tell the truth and keep their word.
 - *Intelligence* – They have intellectual curiosity and a breadth of knowledge.
 - *Maturity* – They can handle stress and setbacks and “enjoy success with equal parts of joy and humility.”
 - *Positive energy* – The ability to go go go – to thrive on action and relish change.
 - *The ability to energize others* – To inspire them to take on the impossible.
 - *Edge* – The courage to make tough yes-or-no decisions.
 - *The ability to execute* – To get the job done.
 - *Passion* – A “heartfelt, deep and authentic excitement” about the work.

Guidelines for interviewing and checking references:

- Every finalist should be interviewed by several people: “Over time,” say the Welches, “you will find that some people in your organization have a special gift for picking out stars and phonies. Rely on them.”
- Exaggerate the challenge of the job. “Describe it on its worst day. As you crank it up, see if the candidate keeps saying, ‘Yes, yes, yes!’” If that happens, you should be worried. “Be impressed if the candidate starts peppering you back with hard questions.”
- Ask why the candidate left previous jobs. “Was it the environment? The boss? The team?”

- Go beyond the references the candidate gives you. “Call around, and don’t allow the conversation to be perfunctory. Stop yourself from just hearing the good news you want to hear. Challenge anything that sounds like lawyer-speak.”
 - *Evaluating* –giving everyone who works for you feedback, and making sure you have the right person in each position.
 - *Coaching* – “guiding, critiquing, and helping people to improve their performance in every way.”
 - *Building self-confidence* – “pouring out encouragement, caring, and recognition. Self-confidence energizes, and it gives your people the courage to stretch, take risks, and achieve beyond their dreams. It is the fuel of winning teams.”
- *Leaders make sure people not only see the vision; they live and breathe it.* “Leaders have to set the team’s vision and make it come alive... You have to talk about vision constantly to everyone.” There should be no jargon, and targets should be clear, not fuzzy.
 - *Leaders get into everyone’s skin, exuding positive energy and optimism.* An upbeat manager with a positive outlook infects other people in the organization. “Work can be hard,” write the Welches. “But your job as leader is to fight the gravitational pull of negativism. That doesn’t mean you sugarcoat the challenges. It does mean you display an energizing, can-do attitude about overcoming them.”
 - *Leaders establish trust with candor, transparency, and credit.* People have to know where they stand and how the organization is doing. If things are not going well, candor is important. And great leaders give credit where credit is due. “They don’t kiss up and kick down because they are self-confident and mature enough to know that their team’s success will get them recognition, and sooner rather than later. In bad times, leaders take responsibility for what’s going wrong. In good times, they generously pass around the praise.”
 - *Leaders have the courage to make unpopular decisions and gut calls.* “You are not a leader to win a popularity contest – you are a leader to lead. Don’t run for office. You’re already elected.” Sometimes you make a decision because your gut tells you (based on “pattern recognition” from previous experiences) that it’s the right thing to do. The hardest gut calls are with hiring. If you have that “uh-oh” feeling about a person, don’t hire him or her!
 - *Leaders probe and push with a curiosity that borders on skepticism, making sure their questions are answered with action.* “When you are an individual contributor, you try to

have all the answers. When you are a leader, your job is to have all the questions. You have to be incredibly comfortable looking like the dumbest person in the room.” The Welches say you need to keep asking, “What if?” and “Why not?” and “How come?” They go on: “Questioning, however, is never enough. You have to make sure your questions unleash debate and raise issues that get action.”

- *Leaders inspire risk taking and learning by setting the example.* “Too many managers urge their people to try new things and then whack them in the head when they fail.” Show enthusiasm for new ideas, both inside and outside the organization. And when *you* make a mistake, the Welches recommend, be candid, humorous, and lighthearted, so that people get the message that “mistakes aren’t fatal.”

- *Leaders celebrate.* “There is just not enough celebrating going on at work – anywhere... What a lost opportunity. Celebrating creates an atmosphere of recognition and positive energy. Imagine a team winning the World Series without champagne spraying everywhere... Work is too much a part of life not to recognize moments of achievement. Make a big deal out of them. If you don’t, no one will.”

“How to Be a Good Leader” by Jack Welch with Suzy Welch in *Newsweek*, April 4, 2005 (Vol. CXLV, #14, p. 45-48), no e-link available

2. Six Challenges for School Leaders

This brief article about New Leaders for New Schools, a program that recruits, trains, and supports principals in New York City, Chicago, Oakland/Bay Area, Washington, D.C., Memphis, and Baltimore [full disclosure: I work as a leadership coach for this nonprofit], lists the organization’s six beliefs about what school leaders must do to foster high achievement for all students. There are some interesting parallels to the previous article!

- *Ensure effective teaching and learning.* Principals focus on high-quality instruction through observation and supervision, the use of high-functioning teacher teams, professional learning communities, and other strategies to support effective instruction.

- *Focus on data and outcomes.* Principals understand why and how to use diverse forms of data to align curriculum, standards, and assessment.

- *Lead learning communities.* Principals have the skills, perspective, authority, and strategies to lead a school that has high expectations for every child.

- *Nurture student and staff efficacy.* Principals have the skills and strategies to nurture staff and student belief in the potential of every child to succeed.

- *Build school culture, climate, and community.* Principals establish building-wide symbols, rituals, and practices that build positive school culture.

- *Manage effectively.* Principals have the fiscal, organizational, and operational skills needed to support high student achievement in a high-quality school.

“A New Look at Leadership Development for Urban Schools” by Cami Anderson and Rita Louh in *Principal*, May/June 2005 (Vol. 84, #5, p. 26-29), no e-link available

3. “Friction Points” When High Schools Break into Smaller Units

In this *Education Week* article, Boston high-school restructuring expert Larry Myatt describes nine areas where the process of converting high schools into smaller learning communities often gets bogged down:

- *Teachers in new roles* – As smaller units are created within large high schools, teachers are asked to make decisions in areas traditionally left to administrators: course offerings, student placement, professional development, mutual support, and other areas. Teachers need “capacity coaching” and “critical-friends work” to be successful at these new dimensions to their work.

- *Which traditions to maintain* – High schools’ extracurricular activities (the championship football team, the school choir that went to Europe, the fantastic productions of “Oklahoma” and “The Wiz”) are part of the “cultural glue” of the surrounding community. “Abandoning them in the name of smaller school units makes little sense,” writes Myatt. “Tackling this issue upfront allows for deeper conversations about what is important in our schools, and what can be let go to make greater progress.”

- *Students in short-lived relationships* – Recent structural innovations such as 9th-grade academies, repeater/remedial clusters, and junior and senior institutes have helped create more focused communities within large high schools – but they unwittingly produce a choppy progression of one-year adult and peer relationships as students move through the grades. Myatt is a fan of “looping” (allowing students to stay with the same team of teachers for two or more years) and believes that it “can quickly become the engine for high achievement.”

- *Segregation of special populations* – Special needs and ELL students are often taught in separate units within large high schools. Myatt feels strongly that this should not continue as smaller learning communities are created. “Much of the current practice of special education, and the cognitive theory that supports it, is

decades old,” says Myatt. He favors training teachers so they are able to include these students within their smaller learning communities.

- *Guidance counselors* – “The model of one student being interviewed in an office by a solitary guidance person, while hundreds of others wait a turn for one of their twice-yearly, 20-minute life-after-high-school sessions cannot hold up, particularly in the urban environment,” writes Myatt. He suggests training teacher/advisors to pick up most of the life-after-high-school work and creating student-support counseling teams with training and experience in mental-health settings to serve individual students, provide triage and group counseling, and link families with neighborhood service providers.

- *The infrastructure* – Traditional high schools typically have a science corridor, a history and language wing, a large central auditorium and gym, and a central office complex. Reconfiguring such buildings into three or more small learning communities can be messed up by the wrong architectural planning. Myatt is for allowing each small learning community to become “master of its own instructional destiny” by using drop-down wiring and plumbing for science labs and creating separate office infrastructures and technology platforms for each small school.

- *Too much curriculum* – “How can I offer nine levels of math with a math faculty of four?” is a frequent complaint in restructuring high schools. But breaking large schools into smaller units is a great opportunity to rethink the linear, compartmentalized thinking about disciplines and student learning (sequential and cumulative curriculum; history separate from literature). Myatt thinks we need to reconsider the functions of the department head, how to support teachers’ instructional needs, and how best to “capitalize on the potential of the 360-degree perspective provided when core-subject teachers work in unison to address their students’ intellectual *and* social needs.”

- *Cohort thinking* – Terms such as ‘grade level’ have little meaning in modern high schools, says Myatt. He urges high schools to rethink the ways they organize curriculum “to account for students’ styles, needs, strengths, and challenges” and “revise promotion policies and deployment of resources to respond to a vastly complicated continuum of adolescent needs.”

- *Public engagement* – “One thing we have learned for certain in small-learning-community conversion work,” writes Myatt, “is that, if we don’t win the hearts and minds of the people involved, things will stay as they are.” District office officials need to get involved and stay involved, he says; students, parents, and community

members need to be kept abreast of plans at every stage. “The school renewal process must be transparent, authentic, and involve stakeholders at every level,” he concludes. “This will necessarily force the work to proceed at a slower pace and will challenge educators to work differently from how they have worked in the past. But if we truly expect our plans to be more than designs on paper, we must commit ourselves to an extended discussion of how they will affect all those concerned.”

“Nine Friction Points in Moving to Smaller School Units” by Larry Myatt in *Education Week*, April 6, 2005 (Vol. 24, #30, p. 34, 36)
<http://www.edweek.org/ew/articles/2005/04/06/30myatt.h24.html>

4. Training That Helps Teachers Raise Their Expectations of Students

This article reports on the continuing popularity of the Teacher Expectations and Student Achievement (TESA) program and frames an interesting debate between those who think teachers’ expectations are the most important variable in high achievement and those who feel teacher subject-area knowledge is paramount.

TESA, which was piloted in Los Angeles in the early 1970s, is built on two research findings: (a) that students tend to fulfill their teachers’ expectations, however subtly they are expressed; and (b) that teachers respond more positively to students they perceive as higher-achieving (for example, by asking more challenging questions, giving them more time to answer, and being more patient when they misbehave). Research in the 1970s showed that lower-achieving students whose teachers were trained in TESA scored significantly better on standardized tests than students whose teachers had not been trained. And a 1999 study found that adolescent African-American males who perceived that teachers held negative attitudes about them displayed more “bravado” behavior and were less engaged in school. “When kids infer negative teacher perceptions,” said Margaret Beale Spencer of the University of Pennsylvania (author of the study), “they engage in coping responses geared toward protecting the self. These youngsters value learning. They value high achievement. But when they start to get negative feedback about who they are, they can shut off the source of that learning.”

TESA trains teachers to observe a colleague’s lesson, take careful notes on specific teacher behaviors, and give candid feedback afterward. Among the target behaviors are: wait-time, encouraging participation, giving feedback, and showing regard. Jill Lyttle, a first-year Los Angeles teacher, is described reacting to her peer observer’s comment that she called more often on higher-achieving than lower-

achieving students: “I felt really upset. I’m like, ‘I’m not that teacher! I call on everyone.’ But I had to see that it was happening, and I learned from that.”

But not everyone believes that TESA will produce high achievement in today’s schools. Heather Peske of the Education Trust is quoted as saying, “We’d worry that students might be treated nicely and equally, but are not learning anything.” Tom Blanford of the National Education Association’s teacher-quality department (who was himself trained in TESA when he was a teacher and found it helpful in becoming aware of unconscious behaviors) said it doesn’t necessarily help a teacher diagnose what children of varying skill levels need and how to deliver it. And Ronald Ferguson, a Harvard professor who has done research on teacher-student relationships and student achievement, says that teachers’ expectations of students are inextricably linked to their own skills, which means that ensuring that teachers know how to teach students successfully is the best way to change their ideas about what the children can accomplish. “My conclusion is you’ve got to target teachers’ skills,” says Ferguson. “Then the expectation piece takes care of itself.”

But others believe TESA is just what schools need. Kranulett Hunter of the Arlington, Virginia public schools says the program provides a common language and framework that teachers can use to analyze and improve their work. “TESA is not just a training program,” she said. “It’s a philosophy, anchored in the belief that the relationship between a teacher and a student is a key component to academic success.” Diana Jordan, an 8th-grade world geography teacher in Arlington, was chagrined to learn from a TESA observation that she was overlooking the quiet students in her classes and has taken steps to involve every student. “There’s curriculum, there’s method, and there’s this,” she says of TESA. “You can be a great teacher, but if you can’t relate to the kids and feel like they can do it, it doesn’t matter how well you know your content.”

“Training Focuses on Teachers’ Expectations” by Catherine Gewertz in *Education Week*, April 6, 2005 (Vol. 24, #30, p. 1, 14)
<http://www.edweek.org/ew/articles/2005/04/06/30tesa.h24.html>

5. Keys to Schoolwide Discipline

This summary of effective practices in schoolwide discipline makes three suggestions:

- *Conduct a schoolwide “behavior audit.”* A good way to build schoolwide consensus on a behavior plan is to ask all staff (and in some instances parents and

students) a set of basic questions and then synthesize their responses:

- How do we believe students should behave in our school?
- What are some of our problems related to behavior?
- What do we currently do to help students behave appropriately?
- What are some ways we need to improve?
 - *Avoid six common traps* that prevent a solid plan from being formulated (from

Horner et al. 2000):

- Getting tough is enough. Much more is needed, including “a proactive system for teaching and supporting appropriate behavior.”
- Focusing on the difficult few will solve the problem. It’s important to deal effectively with the small number of students who are chronically and intensely disruptive, but it’s just as important to build the social competency of all kids.
- There is a quick fix. Sorry, but there are no shortcuts to building a schoolwide discipline plan. A reasonable timeframe is 3-5 years.
- There is one powerful “trick.” Sorry again. There’s no single strategy to getting good discipline. The school has to define behavioral expectations, teach them, provide correction and support for disruptive students, and address the special needs of high-intensity students.
- Someone already has the solution. Not to your school’s problems. Every school’s needs are different. Do a local needs assessment and tailor the plan.
- More is better. The “Christmas tree” approach, loading one program upon another, doesn’t work. It’s more effective to “eliminate practices that are not working and carefully match new practices to specific school needs.”

• *Get the full impact from the role of the principal*, who is in the best position to conduct the behavior audit, synthesize the results, foster collaboration among staff members, educate students and staff about planned solutions, pay attention to detail, and evaluate results over time. In addition, effective principals:

- Communicate high student behavior expectations to staff and students.
- Are visible in classrooms and halls, showing interest in everything that occurs.
- Get to know students as individuals.
- Encourage teachers to handle all classroom discipline problems that they reasonably can – and support their decisions.
- Arrange for training in effective discipline strategies.
- Tell students they need to assume responsibility for their actions (and get teachers and parents to convey this message as well).

- Confront and deal with problems that threaten an orderly school climate.
- Walk the talk: model pro-social behaviors, including respecting others and working to resolve conflicts.

“A Schoolwide Approach to Discipline” by Nancy Protheroe in *Principal*, May/June 2005 (Vol. 84, #5, p. 41-44), no e-link available

6. Why Would a Teacher Prefer Isolation to Collaboration?

In this intriguing study, Yale researcher Alex Pomson looks at the “messy complexities” of teacher cooperation and collegiality. To a teacher, it would seem that working closely with a group of colleagues would be a “slam dunk:” teamwork improves student achievement and allows for fellowship in what is often a lonely and isolating workplace. Yet teachers are ambivalent about opening their classroom doors and working with colleagues. Why?

Pomson studied Jewish day schools, where collegiality is mandatory: every teacher is required to work with a colleague since all classes have Hebrew in addition to regular subjects and the teachers need to collaborate on the curriculum. But even in this seemingly ideal situation, some teachers pushed back and seemed to prefer working in isolation. Despite what appeared to be ideal conditions for professional collaboration, collegiality did not take root. Pomson believes that this phenomenon in Jewish day schools occurs in regular public schools – and also in other professions: “The day school teachers in these studies also bear a strong resemblance to those social workers, child psychoanalysts, and nurses who indicate that when they are required to work in teams, their sense of professional isolation can (paradoxically) be all the more intensified.”

Pomson believes there are two reasons for this. First, administrators aren’t providing the kind of ongoing “social and human resources to support professional community.” In other words, it’s not enough to put teachers together in a room and expect them to work effectively as a team.

Second, Pomson discovered that teachers resented being required to work with colleagues they had not chosen themselves, or didn’t have input in choosing. “[T]heir lack of input in the creation of these relationships,” he writes, “produces a reluctance to commit beyond minimal levels of cooperation.”

Looking at the broader issue of helping professionals escape from isolation, Pomson writes, “This resistance to prescribed collegiality calls into question the wholesale application of ‘communities of practice’ as an antidote to the anomie that

plagues so many professions. In fields as diverse as dietetics, computer programming, occupational therapy, and library management, practitioners have been urged to combat certain kinds of occupational stress by committing themselves to collaborative communities. This study confirms that without careful attention to the diverse impulses that lie behind the embrace of professional community, and without soliciting the consent of those who are supposed to join such communities, the drive to end professional isolation might prove self-defeating."

Within education, Pomson believes, the problem of teacher isolation cannot be attacked one classroom at a time. Administrators need to take a more systemic approach and provide support to teacher teams that is largely absent now.

"One Classroom at a Time? Teacher Isolation and Community Viewed Through the Prism of the Particular" by Alex Pomson in *Teachers' College Record*, April 2005 (Vol. 107, #4, p. 783-802), no e-link available

7. Creating Common Planning Time for Teacher Teams

Uninterrupted common planning time is crucial for effective teacher teamwork for curriculum planning and discussion of student work and achievement data. This brief article lists several ideas:

- Lengthening the school day by 20 minutes four days a week and having a late start for students on the fifth day while teachers have all-morning meetings. The Grass Lake, Minnesota Community Schools are using this approach.

- Teachers having 105 minutes of common planning time while students have a 30-minute lunch, recess, and instruction from interns and after-school teachers.

- One morning a week, having middle or high-school students spend 2 ½ hours in community service while teachers meet.

- Teachers meeting while teaching fellows deliver classroom instruction.

- Teachers meeting while students participate in club activities or college courses.

- Students dismissed early one day a week.

- Teachers meeting after school.

The article suggests the following resources for further ideas on common planning time:

- North Central Regional Education Laboratory:

<http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd3lk6.htm>

• *Rethinking the Allocation of Teaching Resources: Some Lessons from High-Performing Schools* by Karen Hawley Miles and Linda Darling-Hammond:

<http://www.cpre.org/Publications/rr38.pdf>

• *Breaking the Tyranny of Time: Voices from the Goals 2000 Teacher Forum*:

http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/23/aa/78.pdf

“Asked and Answered: How Can We Build Common Planning Time for Teachers Into the School Day?” in *Principal Leadership*, April 2005 (Vol. 5, #8, p. 10), no e-link available

8. Getting Out in Front of Bad News

How a principal handles disappointing test scores and other bad news can make all the difference. In this article, Terri North, a Georgia middle-school principal, offers her suggestions:

- *Be proactive.* It’s important that staff, students, parents, and the media get the unvarnished news from you first: “Be straightforward and don’t gloss over, cover up, or put a spin on any of the facts.”

- *Be positive.* “When faced with disappointing news,” writes North, “let parents see that you are on top of the situation and that you know what you’re talking about.”

- *Deliver the complete package.* Present the disappointing news together with your plan of action – or at least give a timetable for when your plan will be rolled out.

- *Make progress reports.* Keep staff and parents posted on your action plan as it evolves. There’s a tendency to neglect this step.

- *Don’t forget staff members.* Tell staff members all the facts in a face-to-face meeting: “Let them know that it is going to take everyone’s best efforts to turn the situation around and remind them that this news does not negate all the good things that are already doing on in the school. It’s simply time to kick it up a notch.”

“When Bad News Bursts the Bubble” by Terri North in *Principal Leadership*, April 2005 (Vol. 5, #8, p. 22-25), no e-link available

9. Short Items:

a. *“I can’t believe they pay me to do this job!”* - In this article, two retired Maine principals give an upbeat assessment of the principalship, pointing to several aspects of the job they think should be touted with teachers and other staff members who have the potential to be leaders but may have concluded that being a principal is

“no fun.” They write, “If we like what we do, we have to convince others by our words and our actions that they might like it too.” Among the most positive features of being a principal, they list:

- *Variety* – “No two days in the principalship are ever the same, and many principals look forward to the beginning of each new day with the same sense of anticipation and curiosity they experience when they open up a hand of cards they have just been dealt.”

- *The chance to solve problems* – “School administration consists primarily of figuring out solutions to problems, some intensely personal, others incredibly mundane, but all challenging and stimulating. Effective principals see these challenges as opportunities rather than obstacles.”

- *Opportunity for nurturing* – Principals are uniquely situated to encourage staff members to “take risks and make the most of their individual and collective talents.”

“The Principal as Salesperson” by Jody Capelluti and Ken Nye in *Principal Leadership*, April 2005 (Vol. 5, #8, p. 8), no e-link available

b. Students with unrealistic goals – A recent study of 15,300 high-school sophomores found that three quarters said they would graduate from college (up from 41% in 1980 and 59% in 1990) and a third expected to earn a graduate or professional degree. But only half of these sophomores were taking the college prep courses they needed to do so. “This report shows that we as a society have done an excellent job of selling the dream of attending college,” said Margaret Spellings, U.S. Secretary of Education, “But we have to make sure that we are preparing high school students to succeed once they get in the door.”

“Student Ambition Exceeds Academic Preparation” by Kathleen Kennedy Manzo in *Education Week*, April 6, 2005 (Vol. 24, #30, p. 6)

<http://www.edweek.org/ew/articles/2005/04/06/30nces.h24.html>

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and best practices in K-12 education. Kim Marshall, drawing on 35 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 39 carefully-chosen publications (see list to the right), sifts through scores of articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provide e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2003-04).

Subscriptions:

Individual subscriptions are \$50 for the school year (\$25 for a half-year, beginning late January). 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 Educational Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Update (ASCD)
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Staff Development
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teacher Magazine

E-links will be provided whenever possible.