

Marshall Memo 493

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

July 8, 2013

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Quotes of the Week

“A large body of research on professional development shows that classroom practice is most likely to improve when teacher learning is linked to the specific content and materials they are teaching, the challenges their children are encountering, and their own knowledge and skill gaps.”

Karen Hawley Miles et al. (see item #1)

“Clearly, educators cannot wait until researchers have adequately solidified our understanding of how to help ELs meet the content and language challenges they face. They’ll be waiting a long time. Maybe forever.”

Claude Goldenberg (see item #3)

“The millions of EL children and youth represent a vast and largely untapped source of social, economic, cultural, and linguistic vitality. Our job is to make sure this vitality is not squandered.”

Claude Goldenberg (*ibid.*)

“Teachers cannot create and sustain the conditions for the productive development of children if those conditions do not exist for teachers.”

Seymour Sarason (quoted in *ibid.*)

“Foreign language learners bring to the classroom beliefs, values, impressions, opinions, and representations, shaped in part by real facts, encounters, and events, and in part by myths, images, and stereotypes.”

Isabelle Drewelow in “Impact of Instruction on Shaping or Reshaping Stereotypical Cultural Representations in an Introductory French Class” in *Foreign Language Annals*, Summer 2013 (Vol. 46, #2, p. 157-174), no e-link available

1. Keys to Teachers' Professional Development

In this important report from Educational Resource Strategies (ERS), Karen Hawley Miles and nine colleagues draw on an analysis of three school systems – Duval County, Florida, Washington, D.C., and Achievement First Charter Schools – to present a vision for building collective teaching capacity in the Common Core era – “so that every student can count on having effective teaching every year, in all subjects.” Here are the six steps they recommend:

- *Take inventory of current spending on improving teaching.* This includes training, conferences, expert support, substitute coverage, professional time, data days, salary increments for education credits, curriculum, teacher evaluation, and analysis of student assessments. Spending for this broad category is much higher than most districts recognize – between 8 and 15 percent of these three systems' operating budgets. “This gives system leaders a lot with which to work,” say the authors, “as well as creating huge responsibilities for effective management.”

- *Capitalize on mandates and growing investments in Common Core standards, student assessment systems, and teacher evaluation to create integrated systems for teacher growth.* These sea changes in American education give districts “a unique opportunity to invest strategically in teacher development,” say the authors. “Rather than manage curriculum development, student assessment, teacher evaluation, and professional development as separate silos with competing demands, systems can forge connections between the departments to ensure that each support area complements and strengthens the others in the following ways:”

- Learning goals and aligned materials provide the agenda for professional growth.
- Frequent interim student assessment reports help teacher teams adjust instruction in real time.
- Evaluation rubrics describe teacher performance across a range of skills and knowledge and inform next steps for individual, school, and system professional growth.

“The more tightly the components are linked to each other and to professional growth, the more likely it is that learning and action will be aligned,” say the authors. They salute Achievement First for doing this best, spending, for example, \$750 per teacher on the “debrief” step of evaluation, which is key to ensuring that classroom observations and analysis of interim student assessments result in professional growth. This contrasts to Washington D.C.'s contractually constrained system, which spends only \$300 per teacher on evaluation debriefs, spreads its “Master Educators” too thinly, and can't use instructional coaches for evaluation. ERS has developed a Professional Growth and Support System Self-Assessment tool to help districts assess capabilities and target their resources in ways that will really make a difference.

• *Leverage expert support to guide teacher teams who share instructional content.* “A large body of research on professional development shows that classroom practice is most likely to improve when teacher learning is linked to the specific content and materials they are teaching, the challenges their children are encountering, and their own knowledge and skill gaps,” say the authors. “Instructional coaches and teacher leaders with subject expertise are well-suited to lead this kind of ‘job-embedded’ support... Such coaching enables teachers to try new approaches, receive feedback on their attempts, and reflect on the results.” And team coaching is more efficient than one-on-one coaching, taking advantage of economies of scale and the “social capital” of peer interactions within each team. Again, Achievement First has the most effective model for leveraging the power of team analysis of interim assessments for professional growth, with Washington, D.C. and Duval concentrating most coaching on low-performing schools. The authors recommend a focus on:

- Creating school schedules that give teacher teams time to collaborate;
- Building the content knowledge and coaching expertise of teacher team leaders;
- Giving teams access to real-time student learning data for team analysis.

ERS’s professional resources inventory is a good starting point to identify needs and build capacity.

• *Support growth throughout a teacher’s career by restructuring compensation and career paths.* “Providing opportunities to deepen or broaden expertise or address skill gaps at just the right point in a teacher’s career can make a big difference in accelerating performance, keeping teachers invested in their careers, and growing their level of contribution,” say Miles et al. They recommend moving away from traditional salary lanes, which research says are an ineffective way to develop teachers, and differentiating support based on each teacher’s stage of development – with the aim of incentivizing responsibility and results. Here are the steps in Achievement First’s career ladder:

- Stage 1: Intern: A beginning teacher, preparing to matriculate to a full-time position;
- Stage 2: Beginning teacher in first, second, or third year – Key criteria: improving student growth, core instruction, classroom culture with coach/school leader support;
- Stage 3: Solid practitioner averaging 1+ years of student growth, focusing on academic outcomes and character, with strong parent communication;
- Stage 4: Senior teacher: At least a fifth-year teacher with two years of strong results and two years as a Stage 3 teacher: exceptional performance, closing achievement gap, ensuring student success after leaving Achievement First, reinforcing school values and teams;
- Stage 5: Master teacher: At least a seventh-year teacher with two years of superior results and two years as a Stage 4 teacher; a role model of rigor, character, exemplary student outcomes, transforming students’ lives and character for college and beyond, partnering with parents, improving teams and school.

Compensation for Achievement First teachers is aligned with these stages.

• *Add and optimize time to address organizational priorities as well as individual needs.* Non-instructional time is the key commodity in professional growth, say the authors –

time for introducing new curriculum, discussion, observation and feedback, or working in teacher teams looking at student assessment results. The three systems ranged from 26 percent to 41 percent of annual teacher work time devoted to professional growth. The authors recommend using ERS's Professional Growth and Support Spending Calculator to rethink policies.

- Overhaul legacy policies and contracts and make strategic trade-offs. The first step is making an honest assessment of teachers' effectiveness and deciding on a system strategy, say the authors. The next step is aligning resources to the strategy – “a seemingly obvious, but often-missed step,” they say. “This means prioritizing the most important investments and eliminating spending that doesn't fit or does not yield improvement.” Contracts need to be re-negotiated and spending rethought. Again, ERS has developed a series of tools to help districts make this arduous journey.

“A New Vision for Teacher Professional Growth and Support: Six Steps to a More Powerful School System Strategy” by Karen Hawley Miles, Anna Sommers, David Bloom, Kira DeVaul, Alyssa Fry, Melissa Galvez, Genevieve Quist Green, Allison Daskal Hausman, Chris Lewis, and Ashley Woo, Educational Resource Strategies (ERS), May 2013; the full report is available at http://www.erstrategies.org/library/a_new_vision_for_pgs (spotted in Public Education NewsBlast, June 27, 2013

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2. Advice for New Principals

(Originally titled “My First-Year Journey”)

In this helpful *Educational Leadership* article, veteran New Jersey teacher, school leader, and author Peggy Campbell-Rush has the following advice for rookie principals:

- *Learn names.* Campbell-Rush recommends studying school yearbooks and photos and learning staff names as early as possible, and then getting to work on student names. When she was a beginning principal, she challenged herself to learn all kids' names by the end of the first month. She looked at name tags in classrooms, had students tell her their names in the cafeteria, called students by name, and made it her business to learn every single one.

- *Be upbeat.* The way a principal greets students, staff, and parents is crucial, says Campbell-Rush. So is a regular staff memo and faculty meetings that feature accomplishments, good news, and inspirational quotes. Personal touches are also important – for example, giving teachers a duty-free day on their birthdays.

- *Choose initiatives carefully.* Campbell-Rush says principals should only implement ideas they genuinely support. “If you try to be all things to all people, you will burn out,” she says.

- *Be decisive.* “If you wait to see whether things change on their own, they won't,” she says. It's easy for dithering to be seen as a weakness. Her advice is to listen carefully, trust your instincts, and act.

- *Sow seeds of change.* Campbell-Rush describes how she went about dealing with the biggest problem she saw in her first principalship: teachers doing all the talking and walking

and students sitting passively. Instead of issuing mandates about movement and active learning, she introduced two movement activities at each faculty meeting, and when a few teachers tried them successfully, she videotaped what they were doing and showed clips in faculty meetings. The ideas slowly spread, and at the end of the school year, Campbell-Rush sent teachers home with a book about movement and the brain-body connection – and it was read eagerly.

- *Sweep naysayers along.* The best way to deal with negative staff members, says Campbell-Rush, is to get a few high-energy teachers invested in a new initiative and create staff momentum. When a poisonous colleague speaks up in a faculty meeting, the best approach is to ask if anyone else has something to say and wait – as long as necessary. Sixty seconds may pass, but someone will eventually speak up, and others will chime in and neutralize the negativity. It's also a good idea to challenge chronic complainers to suggest possible solutions to the problems they point out – and how they might be part of the solution.

- *Help new teachers.* Campbell-Rush says many rookies are timid about speaking up and asking questions. One technique is to ask them to jot down questions about anything, including how to get copier paper, answer them, and collect the questions for future reference.

- *Be discreet.* “There are going to be many moments, days, or even weeks when you want to scream, cry, rant, rave, complain, and let your hair down to someone at work,” says Campbell-Rush. Don't, even to someone who seems trustworthy! The word will get out. She also recommends not socializing with school staff.

- *Take care of yourself.* This includes “me” time, exercise, family, and friends. When Campbell-Rush couldn't fit running into her busy schedule, she organized a lunchtime run with students and it became a big hit, as well as a time to bond with kids and colleagues.

- *Make it happen.* “People love to be in the presence of a confident individual,” concludes Campbell-Rush. “Be that person, and if you doubt yourself, just keep faking it until you can make it. Believe me – it will come to you. We become what we think about most.”

“My First-Year Journey” by Peggy Campbell-Rush in *Educational Leadership*, Summer 2013 (Vol. 70, p. 78-82), www.ascd.org; the author is at pcampbellrush@gsbschool.org.

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3. Providing the Best Instruction for English Learners

In this helpful article in *American Educator*, Claude Goldenberg (Stanford University) presents three research insights on the most effective classroom practices for English learners:

- *Generally effective classroom practices will likely be effective for ELs.* Among these are the following:

- Clear goals and objectives;
- Well-established classroom routines and behavior norms;
- Appropriate and challenging material;
- Well-designed instruction and instructional routines;
- Clear instructions and supportive guidance as learners engage with new skills;
- Effective modeling of skills, strategies, and procedures;

- Active student engagement and participation;
- Informative feedback to learners;
- Application of new learning and transfer to new situations;
- Practice and periodic review;
- Structured, focused interactions with other students;
- Frequent assessments, with reteaching as needed.

“The key message,” says Goldenberg, “is that what we know about effective instruction in general is the foundation of effective instruction for ELs.”

• *ELs require additional instructional supports.* This is especially true with higher-level content and comprehension of conceptual material in academic texts, as demanded by the Common Core. ELs benefit from close reading and discussion of texts – but they must be proficient in English to benefit fully from such supports. Sheltered instruction is one way to build English proficiency, including:

- Building on student experiences and familiar content, then adding on material that will broaden and deepen students’ knowledge;
- Providing necessary background knowledge;
- Using graphic organizers (tables, web diagrams, Venn diagrams) to organize information and clarify concepts;
- Making instruction and learning tasks extremely clear;
- Using pictures, demonstrations, and real-life objects;
- Providing hands-on, interactive learning activities;
- Providing gestures and visual cues to reinforce concepts;
- Giving additional practice and time for discussion of key concepts;
- Designating language objectives *as well as* content objectives for each lesson;
- Using sentence frames and models to help students talk about academic content;
- Providing instruction differentiated by students’ English language proficiency;
- Strategically teaching cognates and other links between students’ home language and English.

While these sheltered instruction techniques are promising, Goldenberg says they have yet to prove themselves in rigorous studies; modest gains are all that have shown up so far.

• *ELs’ home language can be used to promote academic development.* Teaching academic content in ELs’ home language is politically charged, with some educators and laypeople arguing passionately that it’s a waste of time. But Goldenberg makes three points: (a) research shows that home language instruction produces learning results comparable to English immersion; (b) home language instruction strengthens students’ proficiency in a second language – a distinct advantage in the 21st century; and (c) the quality of instruction, not the curriculum approach, is the most important factor. Goldenberg mentions two-way bilingual programs as a promising approach, with more years of instruction in the native language and the added advantage of helping native English speakers become bilingual – but again, there is no definitive research on its effectiveness.

Another approach is making strategic use of the home language in English-focused classrooms, including:

- Explicit teaching of cognates – words with shared meanings and common etymological roots, for example, geography and *geografia*;
- Brief explanations in the home language – but not concurrent translations, which lead ELs to tune out when English is spoken;
- Lesson and vocabulary previews, and post-lesson review, in the home language;
- Specific reading, writing, and study strategies taught in the home language.

Again, says Goldenberg, there isn't good research on the efficacy of these approaches.

“So what is to be done?” he asks. “Clearly, educators cannot wait until researchers have adequately solidified our understanding of how to help ELs meet the content and language challenges they face. They'll be waiting a long time. Maybe forever.” What needs to happen right now, he says, is supporting teachers with the kind of professional conditions that will maximize improvements in teaching and learning. He quotes Seymour Sarason's admonition 20 years ago: “Teachers cannot create and sustain the conditions for the productive development of children if those conditions do not exist for teachers.” This means that teachers have the time and space to:

- Join with colleagues in systematically studying the Common Core State Standards (or other standards they are expected to follow);
- Articulating what those standards mean in each classroom;
- Planning and carrying out instruction based on those understandings;
- Systematically collecting and analyzing student work with colleagues to see what's effective and what isn't;
- Repeating this process several times each year.

“In the end,” says Goldenberg, “progress will require creating these conditions in schools, continued research, and thoughtful practice to see what works in classrooms. Practitioners have an extraordinary opportunity to contribute to our knowledge base for educating ELs. We should put aside the ideological debates that have defined this field for too long and work as a profession to seek approaches that will enable all students to succeed in school and beyond. The millions of EL children and youth represent a vast and largely untapped source of social, economic, cultural, and linguistic vitality. Our job is to make sure this vitality is not squandered.”

“Unlocking the Research on English Learners: What We Know – and Don't Know – About Effective Instruction” by Claude Goldenberg in *American Educator*, Summer 2013 (Vol. 37, #2, p. 4-11, 38), <http://www.aft.org/pdfs/americaneducator/summer2013/Goldenberg.pdf>

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4. What the Research Says About Teaching English to ELs

In this *American Educator* article, William Saunders and David Marcelletti (The Talking Teaching Network) and Claude Goldenberg (Stanford University) synthesize conclusions from six major research projects on teaching English to ELs. The focus is on

English language development (ELD) instruction, which is separate in the school day from academic content and is distinct from sheltered instruction (described in the previous article). The authors' recommendations are organized under four questions:

A. How should states, districts, and schools handle English language development instruction?

- ELD instruction is beneficial for ELs at all proficiency levels, and providing it is better than not providing it.
- ELD instruction should continue at least until ELs attain advanced English language ability, which usually takes 4-6 years. Continuing instruction will prevent the plateau that often occurs with English learners as they reach the middle level of proficiency.
- High-quality ELD instruction should be a priority in the district; this makes it much more likely that there will be progress in classrooms.

B. How should English language development instruction be organized in schools?

- A separate, daily block of time should be devoted to it.
- English learners should be carefully grouped by language proficiency for ELD instruction, but they should not be segregated by language proficiency during the rest of the day.

C. What should be taught during ELD instruction?

- Vocabulary, syntax, morphology, functions, and conventions.
- Correct academic as well as conversational language.
- Reading and writing, but with an emphasis on listening and speaking.
- Meaning and communication should be integrated to support explicit teaching of language.

D. How should English language development be taught?

- With specific language objectives in mind.
- Maximizing the use of English, with the home language used strategically.
- With interactive activities among students, carefully planned and carried out.
- With corrective feedback to students on form.
- Teachers should incorporate communication and language-learning strategies, including metacognitive understanding.

“English Language Development: Guidelines for Instruction” by William Saunders, Claude Goldenberg, and David Marcelletti in *American Educator*, Summer 2013 (Vol. 37, #2, p. 13-25, 38-39),

http://www.aft.org/pdfs/americaneducator/summer2013/Saunders_Goldenberg_Marcelletti.pdf

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5. Effective Instruction for Preschool ELs

In this *American Educator* article, Claude Goldenberg, Judy Hicks, and Ira Lit (Stanford University) report on what research has to say about English learners of preschool age (whom they call Dual Language Learners):

- *Should children's home language be used in early childhood programs?* Yes, say Goldenberg, Hicks, and Lit. Studies show that, at best, it improves proficiency in English and

the home language, and at worst, proficiency in the home language improves and there's no difference in English learning (compared to English-only programs). Using the home language also has psychological and social benefits – students are more likely to engage in complex linguistic interactions with teachers, and teachers tend to rate students more positively in being able to deal with frustration, being assertive, and getting along with peers. Even a limited amount of home language support is helpful (such as explaining and translating individual words in a story).

- *How do effective pre-schools practices affect different students?* The research suggests that high-quality early-childhood programs, which help all children, are even more beneficial for English learners. However, these children do need extra support to get the most out of these programs.

- *What is the best mix of English and the home language?* Many EL preschoolers go through the following stages:

- They attempt to use their home language.
- Realizing that it's not working in this context, they fall silent.
- They listen and observe and get an understanding of the classroom language.
- They begin to “go public,” testing out some words and phrases in English.
- They use the new language, first with phrases, then in sentences.

Teachers should be aware of this sequence (and variations on it, since no two children are alike) and respond appropriately, since “a silent child has needs that must be met, and the teacher can couple meeting those needs with introducing new phrases,” say Goldenberg, Hicks, and Lit. “Children can also be provided with the space and time both to act as *spectators* and to *rehearse* what they hear and what to repeat.” But as the previous article makes clear, explicit English instruction is important, and teachers need to create English-learning opportunities throughout each day.

- *What messages should be given to the parents of English learners?* “Unfortunately, teachers often underestimate language-minority parents’ ability to help their children succeed in school,” say the authors. The biggest question is whether parents should be discouraged from using their native language at home. To many teachers and parents, it seems obvious that parents should speak as much English with their children as possible. But the research is clear on this question, say Goldenberg, Hicks, and Lit: there are many pluses to parent-child discourse in the home language – cognitive, linguistic, and social benefits (it maintains culture and family values and communication), and strengthening children’s command of their home language, which helps them master two languages. “Bilingual language development need not be a zero-sum game,” conclude the authors, “and parents should be reassured that use of the home language will not undermine children’s English language development.”

“Dual Language Learners: Effective Instruction in Early Childhood” by Claude Goldenberg, Judy Hicks, and Ira Lit in *American Educator*, Summer 2013 (Vol. 37, #2, p. 26-29), http://www.aft.org/pdfs/americaneducator/summer2013/Goldenberg_Hicks_Lit.pdf

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6. Humor As an Important Tool in the Classroom

In this article in *Foreign Language Annals*, Peter Swanson (Georgia State University) explores whether teachers' sense of humor affects student learning. Swanson says a teacher's sense of humor has the following elements:

- Seeing oneself as a humorous person;
- Recognizing humor in others;
- Appreciating humor;
- Laughing;
- Keeping humor in perspective;
- Using humor to cope.

These elements are interrelated, says Swanson, and aren't just innate; they can, to varying degrees, be developed.

Swanson recruited 127 public and private school Spanish teachers, had them take the Multidimensional Sense of Humor Scale, and correlated the results to how their students did on the National Spanish Exam. What did he find? That the better teachers' sense of humor, the better their students did. How big was the difference? From an A- with the more-humorous teacher to a B with the least humorous, or from a B+ to a B-.

Citing previous research on humor, Swanson theorizes about the mechanism: a teacher's use of humor reduces tension (performance anxiety is a common element in foreign-language classrooms), helps students relax and be better listeners and more diligent workers, improves rapport and classroom climate, increases motivation, enhances self-esteem, promotes higher-level thinking, and facilitates retention. From the teacher's point of view, Swanson believes humor helps them cope professionally, deal with stress, maintain a positive outlook on teaching, and persevere in the face of setbacks.

Swanson lists a variety of different ways teachers made use of humor in their Spanish classes:

- Using top 10 lists, jokes, riddles, puns, oxymorons, and malapropisms (the mistaken use of a word that sounds like the correct one);
- Using cartoons and funny graphics and visuals;
- Using comical modifications of a cliché, adage, or maxim;
- Using the obvious humorously – for example, “*Los ricos tienen toda la plata*” (The rich have all the money);
- Using Tom Swifties with adverbs – “I just love the cheese,” she said sharply;
- Telling amusing personal stories and showing photos of the teacher as an adolescent;
- Using exaggerated gestures and facial expressions and imitating famous people;
- Helping students relax in testing situations – for example, “The test is easy; it's not rocket surgery” or “It's as easy as one, two, tea.”

“Spanish Teachers' Sense of Humor and Student Performance on the National Spanish Exams” by Peter Swanson in *Foreign Language Annals*, Summer 2013 (Vol. 46, #2, p. 146-156), <http://onlinelibrary.wiley.com/doi/10.1111/flan.12031/abstract>

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7. When Is the Best Time to Start Foreign-Language Instruction?

In this article in *Foreign Language Annals*, Beverly Boyson, Martha Semmer, and Lynn Thompson (Center for Applied Linguistics) and Marcia Rosenbusch (Iowa State University) report on their comparison of Westport, Connecticut students who started French in kindergarten and students who had French only in grades 5-8. Looking at students' oral and listening comprehension at the end of fifth and eighth grade, the authors found that students who started French in kindergarten and had it every year through middle school did significantly better, providing "powerful quantitative evidence to support the early-start, long-sequence K-8 program as an effective model," say the authors.

"Does Beginning Foreign Language in Kindergarten Make a Difference? Results of One District's Study" by Beverly Boyson, Martha Semmer, Lynn Thompson, and Marcia Rosenbusch in *Foreign Language Annals*, Summer 2013 (Vol. 46, #2, p. 246-263), <http://onlinelibrary.wiley.com/doi/10.1111/flan.12023/abstract>

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8. TED Talks on Education

(Originally titled "Double Take")

The summer edition of *Educational Leadership* recommends several education-related TED Talks, among them:

- Rita Pierson on the importance of relationships in school – http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html
- Andreas Schleicher on using data to build better schools – http://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools.html
- Tyler DeWitt on making science fun – http://www.ted.com/talks/tyler_dewitt_hey_science_teachers_make_it_fun.html
- Temple Grandin on the autistic mind – http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html

"Double Take" in *Educational Leadership*, Summer 2013 (Vol. 70, p. 6-7) <http://www.ascd.org/publications/educational-leadership/jun13/vol70/num09/Double-Take.aspx>

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9. Short Item:

Pecha-Kucha – Speed-dating PowerPoint – Check out this video in which Daniel Pink demonstrates a rapid-fire approach to PowerPoint: each slide can play for only for 20 seconds, and there can't be more than 20 slides! It's name is the Japanese word for "chatter."

http://www.wired.com/techbiz/media/magazine/15-09/st_pechakucha#

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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 42 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
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 Ground
Middle School Journal
NAESP 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