

Marshall Memo 720

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

January 22, 2018

In This Issue:

1. [Teaching *Lord of the Flies* in a completely different way](#)
2. [Orchestrating “flow” in the classroom](#)
3. [Metacognition as a tool for increasing student success](#)
4. [Tough love in a Philadelphia high school](#)
5. [Making the best use of classroom read-alouds](#)
6. [What is the link between bullying and student suicides?](#)
7. [A survey on the sources of teachers’ classroom ideas](#)
8. [Empowering colleagues to tackle their own problems](#)
9. Short item: [A study of the Marshall Memo](#)

Quotes of the Week

“Don’t assume that every student understands the material just because no one asks a question.”

Youki Terada (see item #3)

“So how can we feel satisfied delivering the usual academic experience – one that students, on the whole, can barely remember?”

Chip Heath and Dan Heath (see item #1)

“On a daily basis, they are tripped up by three obstacles: lack of impulse control; thoughtlessness; and difficulty with forgiveness, or letting things go.”

Kristin van Ogtrop on the difficulties experienced by a group of fourth graders, in “One Hope for the New Year: A Kinder Culture” in *Time Magazine*, January 15, 2018 (Vol. 191, #1, p. 55), <http://ti.me/2B2fytJ>

“Human resource research shows that the general interview has the least reliability in predicting future job success.”

John Eller and Sheila Eller in “Recruiting, Hiring, and Retaining Teachers” in *Principal*, January/February 2018 (Vol. 97, #3, p. 44-45), <http://bit.ly/2G6BM19>

“The read-aloud is like the Swiss Army knife of literacy; it has multiple uses at every age and in every content area.”

Laura Varlas (see item #5)

“[S]uicide is complex, and in the aftermath of suicide, no one person, and no one thing, is ever to blame.”

Scott Poland and Richard Lieberman (see item #6)

1. Teaching *Lord of the Flies* in a Completely Different Way

In this *Education Week* article, brothers Chip Heath (Stanford Graduate School of Business) and Dan Heath (Duke University CASE Center) say that “peak moments” in life that we remember forever – a wedding day, a successful public presentation, an award for exceptional accomplishment – share certain characteristics with peak moments in school – a swim meet, prom, senior musical performance, science fair, football game, debate tournament, choir concert. What are the common factors? “They’re all social,” say the Heaths, “often performed in front of an audience, and involve an element of competition or pressure. There’s a sense of pomp and circumstance about them – notice how often we actually wear distinctive clothes to them.” And with the school moments, almost none of them take place in classrooms, even though that’s where students spend virtually all of their time in school.

How can schools create more peak moments in classrooms? Here’s an example. In 1989, social studies teacher Greg Jouriles and English teacher Susan Bedford decided to teach *Lord of the Flies* a little differently at their California high school. One day during a routine discussion of the novel, a visitor strode into the classroom and distributed an official-looking document announcing that the book’s author, William Golding, had been charged with “libeling human nature.” Students were told that they would put Golding on the stand in a “Trial of Human Nature,” taking on the roles of lawyers, witnesses, and the judge. The trial would address fundamental questions of literature and history, including: Are people good or evil? Is civilization just a thin veneer over violent instincts?

For several months, students prepared for the trial, and when the day came, they dressed up in suits and costumes (Stalin, Gandhi, Atticus Finch, Harry Potter) and took a bus to an actual courtroom where a jury of administrators and alumni sat to render a verdict. The trial idea was so successful that it’s still being implemented in this high school every year, three decades later (in some years Golding is found guilty, in other years not guilty). “The day of the trial is a powerful peak moment,” say the Heaths: “a culmination of preparation and practice, delivered in front of an audience, with real stakes and immediate feedback. Every year, the student speaker at graduation mentions the trial. The prom? It’s mentioned sometimes.”

Could this kind of exhibition or performance task replace traditional final exams? That sounds crazy, but consider, say the Heaths, which “more closely resembles work in the real world: the intense collaboration of an exhibition requiring students to frame and deliver a project under deadline pressure so that an audience can view and critique it? Or an exam with 10 multiple-choice and three short-answer questions?” Worse still, consider the finding of a

study at an elite private school showing that when students were asked to retake their June final exams three months later, their average grades fell from B+ to F. All the exam preparation these students had done simply evaporated over the summer. And consider an American Institutes of Research study showing that students who engaged in deeper learning reaped a number of benefits, including better collaboration skills, motivation, self-efficacy, and on-time graduation rates. This was true of all student subgroups.

“So how can we feel satisfied,” conclude the Heaths, “delivering the usual academic experience – one that students, on the whole, can barely remember?”

“Student Motivation” by Chip Heath and Dan Heath in *Education Week 10 Big Ideas*, January 10, 2018 (Vol. 37, #16, p. 4-5), <https://www.edweek.org/ew/articles/2018/01/10/the-secret-to-student-engagement.html>

[Back to page one](#)

2. Orchestrating “Flow” in the Classroom

In this online article, John Spencer (George Fox University) suggests five ways teachers can increase the chances of students experiencing “flow” – a zone of intense concentration and immersion that may be experienced by athletes, artists, authors, musicians, engineers – and yes, students – when time and distractions are almost completely tuned out and performance is at a higher level. “It’s a strange paradox,” says Spencer, “where time seems to stand still and yet it seems over in an instant. It feels effortless even though it’s an extreme challenge. There’s a sense of relaxation but it’s also intense. You seem more present than ever but you can lose your sense of self.” The idea of flow has been around for thousands of years, but Hungarian psychologist Mihaly Csikszentmihalyi popularized the term in the 1970s and 80s when he observed artists so absorbed in their creative work that they lost track of time and even ignored the need for food, water, and sleep.

How do we increase the incidence of flow in classrooms? Spencer suggests five preconditions that make it possible:

- *The task needs to be intrinsically rewarding to students.* It has to engage their internal drive and fit their passions, interests, talents, or desires. It can be solitary or group-oriented, competitive or non-competitive, artistic or athletic.
- *There need to be clear goals and a sense of progress.* And students need a sense of agency: “You need to feel that you have a command over what you are doing,” says Spencer. “In the moment, it can feel effortless. However, it’s often an exceptionally challenging situation. You’re often doubtful of success ahead of time. But this uncertainty is part of what makes the challenge fun.”
- *There needs to be clear and immediate feedback.* “In other words,” says Spencer, “it should be easy to figure out what’s working and what’s failing... [and] modify and adjust what you are doing based on this instant feedback.”
- *The challenge must match one’s perceived skills.* If a task is not challenging, boredom and apathy can set in. If it’s beyond one’s skill level, anxiety and frustration might result. Flow is in the sweet spot of high challenge matching a high level of skill in that area.

• *Flow requires intense focus on the present moment.* Csikszentmihalyi said people in a state of flow “often stop being aware of themselves as separate from the actions they are performing.” But at the same time, these are the moments when they feel most alive.

So how can teachers maximize flow in their classrooms? Spencer has experimented with ideas when he was a middle-school teacher and now as a university professor and has these preliminary suggestions:

- *Provide the right scaffolding for the task.* For a writing project, this might be sentence stems, tutorials, or graphic organizers.
- *Tap into intrinsic motivation.* This means being creative with the required curriculum by asking big questions, posing interesting challenges, creating simulations – and sometimes just being goofy.
- *Embrace student choice and agency.* Maximize student-centered, creative projects. Ask, “What am I doing for students that they could be doing for themselves?”
- *Minimize distractions.* Creativity can be noisy, says Spencer. “However, this can also be distracting. It’s not a bad thing to reduce clutter or decrease noise and allow students to reach that state of hyper-focus. It can also help to slow down.”
- *Help students with metacognition.* Teach them to visualize where they’re going, assess the task, evaluate their strengths and weaknesses, plan an approach, apply strategies, monitor progress, reflect on what’s working, and continuously make adjustments.

“Five Ways to Boost Student Engagement with Flow Theory” by John Spencer, December 3, 2017, <http://www.spencerauthor.com/flow-theory/>; Spencer is at jspencer@georgefox.edu.

[*Back to page one*](#)

3. Metacognition as a Tool for Improving Student Success

In this article in *Edutopia*, Youki Terada says getting students to think about their thinking “can close a gap that some students experience between how prepared they feel for a test and how prepared they actually are.” Overconfidence is a common problem among students as they walk into exams. It was dubbed the Dunning-Kruger Effect after a landmark study two decades ago.

One reason students have this false sense of mastery is that they’re using ineffective study methods, including rereading material and highlighting. “They review a passage and move on without realizing that they haven’t thoroughly understood and absorbed the material,” says Terada. “It’s far too easy for students to overestimate their understanding of a topic simply because they’re familiar with it.” This dynamic is especially damaging for weaker students because they don’t realize why they’re doing badly, become discouraged, and aren’t motivated to use better strategies next time.

A second reason students are poorly prepared for tests is that teachers haven’t checked for understanding as they teach. “Don’t assume that every student understands the material just because no one asks a question,” says Terada. “Keep in mind that struggling students may not know what questions to ask, or may feel too embarrassed to ask any.” The best teachers

encourage question-asking and frequently use low-stakes assessments like exit tickets, pop quizzes, or one-minute papers to identify gaps in knowledge and immediately follow up.

A third reason students are ill-prepared as they walk into tests is that they're not tuned into their thinking strategies, have a fixed mindset about learning (*I'm not good at math*), and haven't learned to take charge of their own learning. Teachers need to explicitly address all three. Terada suggests giving students the self-questioning techniques below (they're geared to middle and high school, but can be adapted for elementary):

During instruction, students should ask themselves:

- What are the main ideas of this lesson?
- Is anything confusing or difficult?
- If something isn't making sense, what questions should I ask the teacher?
- Am I taking good notes?
- What can I do if I get stuck?

Preparing for tests, students should ask themselves:

- What will be on the test?
- What areas do I struggle with or feel confused about?
- How much time should I set aside to prepare for this test?
- Do I have the necessary books, supplies, technology, online access, and a quiet place to study?
- What study strategies will I use?
- How can I test myself to be sure of what I know and fix what I don't know?
- Should I study with a friend? Use note cards?
- What grade would I get if I took the test right now?

After a test, students should be required to answer these questions:

- Which questions did I get wrong? Why?
- Were there any surprises?
- Was I well-prepared?
- If not, what could I have done differently?
- Am I receiving useful, specific feedback from my teacher to help me progress?

“How Metacognition Boosts Learning” by Youki Terada in *Edutopia*, November 21, 2017, <https://www.edutopia.org/article/how-metacognition-boosts-learning>

[Back to page one](#)

4. Tough Love in a Philadelphia High School

(Originally titled “Push, Don't Pull, Students in Poverty”)

In this article in *Education Update*, Sarah McKibben interviews Philadelphia educator and author Linda Cliatt-Wayman, who took on the challenge of leading one of the city's most troubled high schools. When she first arrived, staffers from the Department of Justice showed a video reenactment of the Columbine shooting as part of an assembly on nonviolence. Students burst out laughing and the principal thought they were being disrespectful and rude. But when she convened a roundtable of students afterward, one said, “That's *nothing* compared to what

we see on the streets each night.” Cliatt-Wayman thought, “Oh my God. They can’t even relate to the pain of other people because they’re so wounded. OK, yes, they need rules. They need consequences. But they need some fun and a whole lot of love.”

This was reinforced when a girl was brought to the office for being extremely rude to teachers. “Stop talking to me, Ms. Wayman,” said the girl. “Will you please stop talking to me because nobody loves me. Nobody on this earth loves me.” From then on, Cliatt-Wayman began and ended her morning and afternoon PA announcements, “If nobody told you they loved you today, remember I do, and I always will.”

An ongoing problem at the school was teachers from middle-class backgrounds pitying their students and lowering expectations, including giving high-school students third-grade reading material. Cliatt-Wayman’s message: “You are a teacher. No, you may not understand a lot about what their home lives are like, but you know about teaching, so I need you to go into the room, build relationships with the children, and teach to the highest level possible and expect those kids to reach it. Because if you do that, they will.”

Cliatt-Wayman made a point of being in the halls between classes to touch base with students. “I always tried to find out a little piece of information in their daily lives that would get me to that bridge to say *something* to them,” she says – checking in on a sick grandmother, passing along a teacher’s compliment. “You cannot delegate your work away. You have to be part of the system. You have to let everybody see you’re working as hard as everybody else, and you all work together. My teachers, my God, they were beat down. They had the burden of being in those classrooms with those kids every single period. And they were very challenging children. So the one thing I had to do as a school leader was make them realize I was their main support. It’s me. Whatever you’re doing, whatever you need support with, you come see me, and I’m going to be the person who gets that support for you, no matter what it is.”

“Push, Don’t Pity, Students in Poverty” by Sarah McKibben in *Education Update*, January 2018 (Vol. 60, #1, p. 1, 4-5), <http://bit.ly/2G4C5tu>; Cliatt-Wayman’s book is *Lead Fearlessly, Love Hard* (Jossey-Bass, 2017); her 2015 TED Talk (with close to 2 million views) is at https://www.ted.com/talks/linda_cliatt_wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard

[Back to page one](#)

5. Making the Best Use of Classroom Read-Alouds

(Originally titled “Why Every Class Needs Read-Alouds”)

“The read-aloud is like the Swiss Army knife of literacy,” says Laura Varlas in this article in *Education Update*; “it has multiple uses at every age and in every content area.” Literacy expert Regie Routman agrees about the value of reading aloud: “It slows us down, relaxes us, reminds us of the joy and inspiration of a well-crafted story. Being read to puts us in the frame of mind for learning and increases literacy achievement.” Read-alouds are different from shared reading, where students have a copy of the text and there are frequent interruptions for instruction, jotting on sticky notes, or skill practice. With read-alouds, there are fewer pauses and the teacher is pursuing a number of possible objectives:

- Modeling effective reading;
- Exposing students to texts they can't yet decode by themselves (children's reading level doesn't catch up to their listening level until around 8th grade);
- Building academic vocabulary and knowledge, especially for ELLs;
- Previewing information, themes, or text structures;
- Creating a bridge to more complex texts
- Showing how texts connect with one another;
- Providing an exemplar of a genre of writing;
- Providing a scaffold for students' subsequent reading and writing;
- Creating a bond between teacher and students;
- Promoting a love of reading.

A common misconception is that read-alouds aren't appropriate after age 10. With the right text and delivery, says Varlas, reading aloud can be a classroom staple for older students as well. Some teaching pointers for reading aloud at any grade:

- Choose a great book with a clear purpose, curriculum connections, and cultural relevance.
- Don't shy away from non-fiction, which can be compelling.
- Picture books can work at any age.
- Pre-read the text before class.
- Don't worry if students don't understand every word; one goal is to stretch vocabulary and knowledge.
- Cue students to listen for a big idea or connection.
- Ham it up; vary tone, volume, and speed, and use gestures.
- Invite the principal to observe or take part.
- Don't interrupt with a lot of instructional points and literal comprehension questions.
- But do pause to clarify a tricky word, make a connection, or ask a higher-order question like, "Why do you think the mother had that look on her face? What other experiences might she have had that made her not trust this person?"
- Aim for lively, academic conversations during or after a read-aloud, and perhaps follow-up activities like writing a letter or doing a research report.
- Consider teaming up with other schools to share the read-aloud experience (Global Read Aloud <https://theglobalreadaloud.com> is a month-long event linking schools around the world all reading the same book).
- Abandon a book that's clearly not working.

"Why Every Class Needs Read-Alouds" by Laura Varlas in *Education Update*, January 2018 (Vol. 60, #1, p. 2-3, 6), <http://bit.ly/2rxtP25>

[Back to page one](#)

6. What Is the Link Between Bullying and Student Suicides?

In this article in *Communiqué*, suicide prevention experts Scott Poland and Richard Lieberman bemoan media messages linking bullying directly to student suicides. The

television drama *13 Reasons Why* violated “every known tenet of safe messaging,” say Poland and Lieberman. It “depicted suicide as a likely outcome of bullying and as a way of getting back at others. Suicide is not about revenge because the suicidal youth is not thinking about others but, instead, wants to end unendurable pain.”

The research on youth suicide, say the authors, shows that it’s most often the result of untreated or undertreated mental illness. The risk of suicidal ideation increases dramatically when certain disorders coexist, especially depression and impulse disorders such as alcohol and substance abuse, non-suicidal self-injury, or conduct disorder. Adverse experiences and precipitating circumstances can also play a part:

- Living in poverty;
- Neglect;
- Physical, sexual, and/or emotional abuse;
- Living with a mentally ill or substance-abusing family member;
- A romantic loss, a death by suicide, a loss of dignity;
- An academic or disciplinary crisis at school or an argument with a parent at home;
- The presence of a firearm.

“In short,” say Poland and Lieberman, “suicide is complex, and in the aftermath of suicide, no one person, and no one thing, is ever to blame.”

“The research on bullying is also quite clear,” they continue. “Bullying is predatory and antagonistic behavior that contributes to the silent misery of millions of students...

Involvement in bullying creates barriers to learning and is associated with a host of negative outcomes, including increased risk of substance abuse, delinquency, suicide, truancy, mental health problems, physical injury, and decreased academic performance. Victims of cyberbullying are also at greater risk for depression. The individual at highest risk for suicidal ideation and behaviors is the youth who has been both the perpetrator *and* the victim, and risk is increased dramatically if there has been preexisting psychopathology.”

What the research has not found is a direct *causal* link between bullying and suicide; rather, bullying interacts with the other risk factors listed above, sometimes creating a “perfect storm” for certain students.

Nevertheless, the families of a number of suicide victims have sued schools for not doing enough to stop bullying that they allege caused the death of a loved one. One lawsuit accused the school of “deliberate indifference.” So far, report Poland and Lieberman, none of the plaintiffs have prevailed in court, but schools need to take bullying very seriously and also be vigilant for warning signs of suicide. Specifically:

Bullying prevention:

- Implement a schoolwide program so all staff cooperate toward the common goal of reducing bullying.
- Survey students to determine the extent and nature of the problem and solicit student recommendations to reduce it.

- Recognize that lesbian, gay, bisexual, and transgender youth attempt and die by suicide about four times more often than their straight peers; parental acceptance is a key protective factor.
- Implement a Gay-Straight Alliance.
- Implement programs that teach bystanders to take action to stop bullying and provide emotional support for victims.
- Involve parents and provide training, especially on reducing cyberbullying and taking charge of their children's use of technology and social media.
- Teach digital citizenship to all students beginning in the primary grades.
- Teach staff to recognize bullying and take immediate action when it occurs, not trying to get the bully and victim to "work it out."
- Separate bully and victim, give consequences to the bully, and support to the victim.
- Make sure staff let bullies know that they and other staff will be watching and consequences will increase in severity if bullying recurs.
- Be sure victims know the importance of informing staff if the problem recurs.
- Increase staff supervision in areas where bullying occurs most often.
- Check out effective bullying prevention programs at <https://www.stopbullying.gov>.

Suicide prevention:

- Have a comprehensive suicide prevention policy that mandates annual training for all staff on warning signs, the referral process, the importance of working as a team, maintaining supervision, and the mandate to report suicidal behavior.
- Develop policies to ensure that suicidal students are properly supervised and parents are notified in a timely manner and sign a form documenting notification.
- Ensure that key personnel are aware of community resources, specific interventions available for involuntary hospitalization, and reentry protocols for students returning from mental health hospitalization.
- Review and document that your school has met state suicide prevention requirements.
- Provide mental health presentations for parents that include information on suicide prevention.
- Include information on the district website about the warning signs of depression and suicide and resource information.
- On the district website, provide local, state, and national crisis hotline numbers and text lines that can be accessed by parents or students.
- Create a suicide prevention task force that involves both school staff and community resources and agencies.
- Implement the depression screening program Signs of Suicide (SOS) – see <https://mentalhealthscreening.org>.
- Designate a suicide prevention expert and get that person credentialed in school suicide prevention from the American Association of Suicidology: www.suicidology.org.
- A promising prevention for fifth graders is Riding the Waves: <https://crisisclinic.org/education/community-training-opportunities/school-curriculum/>

“Bullying and Suicide Revisited: What Schools Can Do Now” by Scott Poland and Richard Lieberman in *Communiqué*, January/February 2018 (Vol. 46, #5, p. 8-9), no e-link available

[*Back to page one*](#)

7. A Survey on the Sources of Teachers’ Classroom Ideas

This *Education Week* article reports on a survey by the Education Week Research Center of a national sample of K-12 teachers. The first question: “In the past two years, how have you learned about education trends or new ideas that might be worth pursuing in your classroom?” The results:

- 78% - Professional development opportunities (including conferences)
- 71% - Colleagues/word of mouth
- 50% - Teacher-focused websites
- 40% - Social media
- 26% - Research journals
- 24% - News websites

[The data are surprising for at least two reasons: the relatively low percentage for social media, which are so popular among many young people, and the high percentage for PD, which generally gets such bad press. What the study didn’t get into was the actual *impact* of the ideas from various sources on teaching and learning. K.M.]

A second question: “Which of the following is the most important when it comes to deciding whether you will try a new idea in your classroom?” The results:

- 39% - Idea is evidence-based
- 30% - Idea aligns with my personal experiences with instruction
- 13% - Idea is endorsed by my principal/district leadership
- 12% - Idea is standards-aligned
- 8% - My colleagues endorse the idea

[Again, these results are surprising in how little influence colleagues and school leaders have on teachers’ choice of ideas and how individualistic choices seem to be. K.M.]

“Where Do Teachers Get Their Ideas?” in *Education Week 10 Big Ideas*, January 10, 2018 (Vol. 37, #16, p. 18-19), <https://www.edweek.org/ew/section/multimedia/data-where-do-teachers-get-their-ideas.html>

[*Back to page one*](#)

8. Empowering Colleagues to Solve Their Own Problems

“Solving problems *for* people invites dependency,” says Dan Rockwell in this *Leadership Freak* article. “When you solve someone’s problem, the need for quick results outweighs the need for development; time is short and you know the answer; you have expertise they can’t attain in a timely manner...” Rockwell suggests ten possible questions to ask before falling into the trap of providing solutions:

- What are you trying to accomplish?
- What’s important to you about that?

- If you succeed, what will be true for you? For others?
- What are your concerns?
- What have you tried?
- What happened to cause this problem?
- How long has this problem been nagging you?
- How much of this problem concerns trying to control others?
- How much is within your control? In others' control?
- How have you addressed similar problems in the past?

It's also helpful to learn about people's strengths so you can encourage them to draw on them as they solve problems: *When are you at your best? What are your strengths? What energizes you?* After probing in these ways, collaborate to come up with three possible solutions and invite the person to choose which one is best.

“Solution Saturday: Stop Giving So Many Solutions” by Dan Rockwell in *Leadership Freak*, January 20, 2018, <https://leadershipfreak.blog/2018/01/20/solution-saturday-stop-giving-so-many-solutions/>; Rockwell can be reached at dan@leadershipfreak.com.

[*Back to page one*](#)

9. Short Item:

A study of the Marshall Memo – This article, based on lengthy interviews with Kim Marshall and an examination of a sample of Marshall Memos and feedback from subscribers, reports on the role of the Memo as a bridge between research and practice:

<http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/790/177>

“Educational Knowledge Brokerage and Mobilization: The *Marshall Memo* Case” by Joel Malin and Vijay Kesharao Paralkar in *International Journal of Education Policy and Leadership*, December 2018 (Vol. 12, #7); Malin can be reached at malinjr@miamioh.edu.

[*Back to page one*](#)

© Copyright 2018 Marshall Memo LLC

*If you have feedback or suggestions,
please e-mail kim.marshall48@gmail.com*

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 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 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). Every week there's a podcast and HTML version as well.

Subscriptions:

Individual subscriptions are \$50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

If you go to <http://www.marshallmemo.com> you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 14 years

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 SmartBrief
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
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
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
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 Magazine