Marshall Memo 928

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 21, 2022

In This Issue:

Quotes of the Week

"Parents want a school where their children feel safe physically and emotionally; where their children are known and valued; where academic standards are high and where the work is engaging and meaningful; where students of all abilities are given effective support; where the school culture builds positive character habits such as respect, responsibility, courage, and kindness; where there is a wide range of opportunities beyond the classroom in areas such as arts and athletics; where the physical facilities are ample and well-kept; and where their children will become confident, capable learners and good citizens."

Ron Berger (see item #6)

"Since your most talented employees are highly driven and intrinsically motivated, it's tempting to assume that they don't need a lot of [praise] and would be indifferent to pats on the back. But just the opposite is true."

Roger Martin (see item #3)

"People on both sides of a disagreement may be equally well-informed but with different information… Over time our views crystallize around a set of familiar ideas supported by members of our professional networks, the news outlets we follow, the leaders we admire, and the politicians we support."

Julia Minson and Francesca Gino (see item #2)

"It was about how women are given all these rules – what to wear, how to sound, how much to smile, how to do your hair, how many smiley faces or exclamation points to use in e-mail – while men, for the most part, don't need to think about such things."

Sarah Cooper on her 2018 book, *How to Be Successful Without Hurting Men's Feelings*, interviewed by Alison Beard in *Harvard Business Review*, March-April 2020

1. The Story Behind Chicago Schools' Improvement from 1987 to 2015

In this chapter from her book describing five school districts that have broken the all-too-common correlation of race, poverty, and achievement, Karin Chenoweth (The Education Trust) tells how the Chicago Public Schools, over nearly three decades, brought about significant improvements in student performance. Citing Sean Reardon's massive analysis of U.S. test scores from 2009 to 2015, Chenoweth says that Chicago "grew" students six academic years in five calendar years. In other words, third graders who had been more than a grade level behind were pretty much at the national average as eighth graders. Other results:

- On the NAEP Trial Urban District Assessment (TUDA), Chicago improved steadily from 2002 to 2015.
- Once far below other TUDA districts, in recent years Chicago has matched or exceeded many others and is near the national average.
- In 2011, 48 percent of Chicago fourth graders met basic standards for reading; four years later, 67 percent of the same cohort met basic reading standards in eighth grade.
- In 2015, only 2 percent of fourth graders read at an advanced level; in 2019, 7 percent of eighth graders were advanced (compared to 4 percent nationally).
- From 2006 to 2018, the high-school graduation rate moved from 57 to 76 percent (counting the alternative schools, it's 81 percent).
- Almost half of Chicago high-school graduates enroll immediately in a four-year college and another 22 percent in a two-year college – rates higher than the rest of the nation.
- On state assessments in 2017, Chicago's students did better than the Illinois average.
- In 2015, white and black students outperformed same-race students across the state.
- An official in the Chicago Teachers Union told Chenoweth that when he arrived in the city in the late 1990s, he didn't know a single teacher whose children attended city schools; by 2017, he didn't know any teachers his age or younger whose children didn't attend CPS.

Many people are incredulous when told about Chicago's success, but the data speak for themselves, says Chenoweth, adding, "There is an important conversation to have about why people were surprised and why, even years after [Reardon's] analysis, you probably still haven't heard about Chicago's improvement."

What accounts for this track record? Chenoweth says it all started in 1987 when the newly elected mayor, Harold Washington, convened a community-wide meeting and heard a torrent of complaints about the schools. Shortly after that, William Bennett, the U.S. Secretary of Education, visited Chicago and said its schools were the "worst" in the nation. The energy

generated by these two events set in motion a series of reforms in governance, policy, data collection, and training. Here's a brief summary:

• *Radical decentralization* – In 1988, the Illinois legislature passed the Chicago School Reform Act, which created local school councils in every one of the city's 542 schools. Each council's elected members (six parents, two community members, two teachers, and a student member in high schools) had the power to hire and fire the principal, approve the school improvement plan, and allocate the school's Title I budget and any grant money. This move to hyperlocal control of schools was an attempt to break the grip of the central office, stop patronage appointment of principals, and focus funds on each school's needs.

• *Journalistic accountability* – Two local foundations were persuaded to fund *Catalyst Chicago*, a new publication devoted entirely to covering the schools, and it published for 25 years, at which point it was folded into the *Chicago Reporter*, published by a faith-based organization. "*Catalyst* was brutal," says Chenoweth. "It documented dirty buildings and professional malfeasance, drooping test scores and staff turnover, teacher shortages, exclusionary discipline, and overcrowding." The fact that it covered bad news so honestly gave it real credibility when it reported good news. *Catalyst* became required reading for many parents, community members, principals, teachers, and district leaders.

• *University brainpower* – The University of Chicago Consortium on School Research, led by Anthony Bryk, began a long-term study of the impact of the 1988 Reform Act. Funded by a major grant from the MacArthur Foundation, and subsequently by other benefactors and the Annenberg Foundation, Bryk and his colleagues ("a set of education research superstars," says Chenoweth) were able to dig deeply into the details of the schools and document efforts to improve teaching, leadership, and learning. *Catalyst Chicago* covered the researchers' reports on an ongoing basis, bringing key insights to educators and the broader community. "None of this was quick or easy," says Chenoweth. "There were fits and starts and difficult conversations with district officials who weren't always happy with the Consortium's findings. They rarely made for good press releases."

• *Strong and consistent central leadership* – In 1995, Chicago mayor Richard Daley Jr., impatient with the slow improvement in test scores, convinced the state to enact a second reform bill that gave him more control over the school board and superintendent. The district now had a governance structure that was at once radically decentralized and highly centralized. Daley appointed Paul Vallas as CEO – a man with no school experience but great management skills – and he proceeded to straighten out the finances, begin a massive building and renovation project, and reform the bureaucracy. In 2001, Vallas was succeeded by Arne Duncan, who served until 2009, so Chicago had energetic, steady central leadership for eleven years – rare in an urban district.

• *New schools* – Duncan partnered with the business community (including several hedge fund managers) to foster the creation of 100 new schools, both charter and non-charter. Their performance was similar to that of other Chicago public schools.

• *Improved instruction* – A respected chief education officer, former CPS principal Barbara Eason-Watkins, led a major effort to improve classroom teaching, including the

Chicago Reading Initiative led by literacy expert Timothy Shanahan. He revamped the literacy curriculum and sent reading specialists to 114 schools. Chicago's K-8 structure necessitated another major staff development effort – training and certifying middle-school teachers who didn't meet No Child Left Behind "highly qualified" standard. This ten-year investment in pedagogy was funded by the Chicago Community Trust, one of the city's biggest philanthropies.

• *Research insights* – In 1998, Bryk's team published a study of how decentralization was working. It raised big concerns about equity – the poorest schools weren't making as much progress as those in more-affluent neighborhoods – and dug deeper into the data to identify the characteristics of successful schools in all parts of the city. The two most notable findings were: (a) "relational trust" among educators, parents, and the community was a key success factor; and (b) identifying several key indicators of ninth graders not on track for graduation and urging early intervention. These and other research findings gave Chicago principals a clear path forward, focusing their leadership on factors that actually improved student success. One result was educators fretting less about test scores and addressing the antecedents in classrooms that ultimately drive better scores. The Consortium continues to track multiple streams of data and report to the community on progress and problems.

• *Tuning in on key school effectiveness factors* – In 2010, the Consortium published another study comparing 100 schools that improved and 100 that didn't. The two sets of schools had similar demographics and other characteristics, including principals who worked hard and cared deeply about improvement. What made some schools more effective than was a set of organizational characteristics that greatly amplified impact of teachers' daily work with students. Those elements, updating the effective schools research of Ronald Edmonds and Michael Rutter et al., were:

- Principals focused on results and school improvement;
- A safe and supportive school culture with high expectations;
- Engaging teaching pointed toward challenging, worthwhile objectives;
- Teachers collaborating and striving for excellence;
- Partnering with families and the community.

"When schools had all five essentials firmly in place," says Chenoweth, "they were ten times as likely to improve than if they didn't." These, along with test scores, became the elements of the district's accountability efforts, and still are today.

• *Transforming school leadership* – University and district leaders realized that principals were the key to individual teachers' success with students, and ramped up efforts to train and recruit effective school leaders. Training programs at the University of Illinois/ Chicago and New Leaders for New Schools used selective enrollment, a cohort model, paid internships, and ongoing coaching to launch more than 350 principals. Subsequent research confirmed that the new principals were more successful at building the five key correlates of good schools, with test scores, a lagging indicator, following along. An important part of this effort was convincing local school councils to hire the new wave of school leaders who didn't

follow the traditional route of serving for many years as assistant principals. District leaders also had to persuade principals not to leave for greener pastures.

• *High standards and a guaranteed and viable curriculum* – At one point a few years ago, a reporter pushed Chicago superintendent Janice Jackson on the ambitious goals being set for students. Was she trying to "impose middle-class values" on Chicago kids, the reporter wanted to know. "At the core of what I heard," said Jackson, "is why are you expecting low-income, predominantly black and Latino kids in Chicago to do what everybody else is doing throughout the United States? That's what I heard. I believe everybody wants to learn, everybody wants a good education and access to the American Dream, however you define that."

Chicago's steady progress has plateaued in the last few years, with instability in district leadership, teacher strikes, and the impact of the pandemic. But what the city's schools accomplished over thirty years provides key insights for other districts, says Chenoweth: "a community-wide commitment to improving the lives of children by improving schools; a willingness to seek out facts in order to make better decisions; and an agreement that the job of school districts is to help principals organize their schools in ways that help kids get smarter."

"The Work of a Generation" by Karin Chenoweth, a chapter in her book, *Districts That Succeed* (Harvard Education Press, 2021, pp. 27-59); Chenoweth can be reached at kchenoweth@edtrust.org.

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2. Dealing Successfully with Conflict and Disagreement in the Workplace

In this *Harvard Business Review* article, Julia Minson (Harvard Kennedy School) and Francesca Gino (Harvard Business School) say that one of the most important leadership skills in today's increasingly diverse workplaces is handling disagreements on strongly held opinions – for example, on race and equity, #MeToo, climate change, and remote work. How can leaders foster passionate debate while also building collaboration and trust and avoiding unpleasantness?

One frequent piece of advice is to ask people to check their egos at the door. Minson and Gino believe this unhelpful approach is based on three misconceptions:

• *Myth #1: People who disagree with us do so because they are uninformed or unintelligent*. Actually, say Minson and Gino, "People on both sides of a disagreement may be equally well-informed but with different information." We tend to focus on facts that support what we believe and dismiss those that don't, they say. "Over time our views crystallize around a set of familiar ideas supported by members of our professional networks, the news outlets we follow, the leaders we admire, and the politicians we support… and have trouble grasping what exactly underpins the other side's beliefs… The result: differences that could be a source of new ideas and productivity frequently lead to conflict as people attribute the disagreement to the other side's failure to see seemingly obvious facts."

• *Myth #2: Disagreement will make people defensive*. Minson's research has documented that when people are talking to someone they strongly disagree with, they feel

angry, irritated, and disgusted – and believe the other person is feeling insecure, threatened, and anxious. When the other person rejects an argument, it's because admitting they're wrong would be too damaging to their egos or too threatening to their worldview. "Such perceptions allow us to feel superior and give us an excuse to avoid the hard work of trying to understand one another," say Minson and Gino. "They also lead to irrational thinking" – including being overconfident that we'll win the argument.

• *Myth #3: Disagreement is bad*. Most people think conflict is extremely unpleasant and damages professional relationships, and therefore do their best to avoid it. This stems from the belief that people who hold opposing views won't listen and things will get ugly. Minson and Gino say we rely on stereotypes about those on the other side of an argument, "convincing ourselves that their positions are extreme caricatures of what they really are" – psychologists call this *false polarization*. In fact, research shows that when it's managed well, disagreement can spur better ideas, creativity, innovation, and organizational success.

Leaders who buy into these myths try to avoid disagreements, finesse them, or engineer unsatisfying compromises. "But if disagreements on important issues are not handled successfully," say Minson and Gino, "problems fester, effective communication is inhibited, and important views are squelched." Their suggestions for a more-productive approach:

• *Defuse fears of disagreeing with others:*

- Realize that disagreement probably won't feel as bad as you think. It's helpful to structure conversations in which people anticipate opponents' stereotypes about them and then meet to discuss those beliefs.
- Seek points of agreement. People tend to overestimate disagreement and are pleasantly surprised at the amount of agreement that exists. It's helpful to remind people of the overall goal that brought them together in the first place.
- Direct your disagreement toward the task, not the person. With this approach, better decisions are made because ideas are challenged and pressure-tested.

• *Teach people to be open-minded:*

- Intentionally consider information from the opposing perspective, empathetically thinking of why others hold the views they do, viewing information through the eyes of the person who endorses it. Importantly, this doesn't require agreeing with it.
- Have people take the receptiveness quiz at https://receptiveness.net.
- Use the "listening triangle" – (a) asking the other person about their views, (b) listening to the answer, and (c) restating it in your own words to make sure you understand it correctly. Repeating this process can unearth new information and reveal the reasoning behind the other person's perspective.
- Focus on learning rather than persuading. When responding to an argument from the other side, start by acknowledging aspects that you appreciate before getting into disagreements.
- Pick your words carefully. Four techniques: (a) hedge your claims with words like *sometimes* and *often*; (b) stipulate goals you can agree on; (c) acknowledge other

perspectives with words like *I understand that you believe*…, and (d) reframe your ideas in positive terms.

• *Foster a culture that encourages tolerance:*

- Leverage women. "Our research shows that women tend to naturally exhibit conversational receptiveness," say Minson and Gino. "This insight has two implications: when feasible, assign women to lead conversations on contentious topics, and if training time and resources are scarce, focus your receptiveness training on men."
- Establish a receptive tone at the outset. "Receptiveness (or lack thereof) is contagious" say the authors. "Setting the right tone at the start can 'seed' receptiveness for the rest of the conversation. Leading off with a confrontational tone can initiate a destructive spiral."
- Be a role model for psychological safety. That means leaders embracing intellectual humility and using receptive language.

"Managing a Polarized Workforce" by Julia Minson and Francesca Gino in *Harvard Business Review*, March-April 2022; Minson can be reached at julia_minson@hks.harvard.edu.

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3. Ideas for Managing Star Employees

In this *Harvard Business Review* article, Roger Martin, drawing on 40 years' experience advising business leaders, suggests ways to support and retain employees who perform at an exceptionally high level. An egalitarian approach – treat everyone the same – isn't smart, says Martin. Super-talented people need to be treated as valued, unique individuals. If they're not, they are more likely to leave, depriving the team of important contributions.

Martin gives an example from his own years as a manager. A strong team member and rising star asked him for a paternity leave for the birth of his first child. Martin quickly approved the request and the man walked away looking sullen. "I was surprised," said Martin. "He had asked for something, and I had given it to him without quibbling or conditions. What was his problem?" Then it dawned on him: the man didn't want to be treated like everyone else; he wanted to be treated like an individual – to be told, "We care about you and what you need. We support you one hundred percent."

A subtle but important difference. Martin goes on to suggest three "never-dos" for keeping superstars happy, productive, and on the team:

• *Don't ignore their ideas*. "Talented people invest huge stores of energy and emotion in developing their skills so that they will succeed at the highest level," says Martin. "By the same token, though, they want input into how to apply those skills and further strengthen them… Do you have to listen to everything top talent has to say? Of course not. But recognize that talented people don't take kindly to being dismissed out of hand."

• *Never block their development*. There's a tricky balance between giving training opportunities and increased responsibilities and overdoing it in ways that set up a superstar for

failure, says Martin. In addition, other employees may resent what can be seen as special treatment for a diva. But the care and feeding of exceptional colleagues is key to their contributions and retention.

• *Never pass up the chance to praise them*. "Since your most talented employees are highly driven and intrinsically motivated," says Martin, "it's tempting to assume that they don't need a lot of it and would be indifferent to pats on the back. But just the opposite is true." The key is spotting areas of exceptional performance and giving specific, authentic affirmation.

"The Real Secret to Retaining Talent" by Roger Martin in *Harvard Business Review*, March-April 2022

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4. Intervening Early to Improve Students' Math Self-Efficacy

In this article in *Theory Into Practice*, Jeesoo Lee, Hyun Ji Lee, and Mimi Bong (Korea University) say that self-efficacy "is arguably the most powerful motivational resource that drives individuals to engage, persevere, and accomplish goals in various domains." In classrooms, self-efficacy is "the strongest predictor of students' academic achievement."

But self-efficacy in math – students' belief that their efforts will produce success – declines during the elementary grades. Lee, Lee, and Bong suggest the following causes:

- There's a shift from a mastery orientation toward math in the lower elementary grades to a performance orientation in the upper grades, with increasing emphasis on demonstrating one's ability, outperforming peers, and getting high test scores.
- As they encounter frustration in math, many students adopt a fixed mindset about math ability – that it's innate, you either have it or you don't – versus a growth mindset – that ability can be developed.
- Young children initially believe that peers who work hard at math have high ability, but they gradually shift to believing that having to put in a lot of effort for the same result is a sign of less ability.
- Students are exposed to the belief that boys are naturally better at math than girls, triggering stereotype threat – this despite the fact that in the elementary grades, girls do as well as, or better than, boys.

These factors undermine elementary students' self-efficacy in math – especially girls'. The authors say it's urgent to counteract this negative trend before students reach adolescence, and suggest communicating these core messages to all students:

• *Anyone can get smart and do well at math*. Students need to hear loud and clear that math ability improves with effort and practice. A growth mindset message should be conveyed without referring to the opposite mindset, say the authors, because that "could inadvertently strengthen the fixed mindset of children who already hold this undesirable belief."

• *My brain is like a muscle, and I can train my math muscles*. Giving students vivid examples of neural plasticity – for example, how aspiring London cabbies' brains change as

they study for The Knowledge (the extraordinarily difficult test to get a London taxi license) – and making an explicit link to math ability.

• *I can do math better by working hard, using good strategies, and getting help.* Studies have shown the efficacy of students embracing this three-part belief.

• *Overcoming difficulty is part of doing well in math*. It's helpful to tell analogous stories of athletes and musicians who overcame handicaps and challenges to master their skills.

• *Girls can perform just as well at math as boys*. The authors suggest classroom activities such as *Draw a Mathematician* and tabulating responses, or guessing the occupation of a series of photos of people who turn out to have counter-stereotypical jobs (e.g., a male nurse, female mathematician), and then following up by eliciting from students the negative consequences of holding gender stereotypes. Again, the authors say that "it is essential not to explicitly inform children of the stereotype because direct messaging can trigger the stereotype threat effect."

Conveying these messages well can change students' fixed mindsets and gender stereotypical beliefs. The messages are most effective if they are presented in engaging classroom activities that make good use of the following processes:

- Internalization – Students might be asked to write a letter to a friend or a struggling student, explaining what they've learned about brain plasticity or gender stereotypes.
- Modeling – "Involving successful figures or influential role models in the intervention makes the delivery of messages more effective," say the authors – another student, a cartoon character, or a story to which students can relate.
- Attributional feedback and strategy – Students might be presented with the story of two people who tried hard: one succeeded, the other didn't – the difference was strategies.
- Goal-setting – If targets are specific, short-term, and seem attainable, they can increase self-efficacy and allow students to measure progress on the road to mastery.
- Interest – The concept of neural plasticity is not easy for young children to grasp, say the authors, so it needs to be embedded in a variety of fun activities – for example, after learning about the parts of the brain, coloring in areas used by a pianist or someone solving a math puzzle.
- Surprise – A good example is students guessing wrong about the professions of people working outside stereotypical occupations.

The authors say it's better to conduct these activities with a classroom of students rather than individually, because some of the beliefs being counteracted are social in nature. It's also important that teachers and parents be included in the interventions, since these adults have a major impact on the way children think about their math ability.

If this intervention is handled well, conclude the authors, children's math self-efficacy will improve markedly and they "can face math with stronger convictions in their abilities to succeed and greater tenacity to overcome challenges and setbacks."

"Boosting Children's Math Self-Efficacy by Enriching Their Growth Mindsets and Gender-Fair Beliefs" by Jeesoo Lee, Hyun Ji Lee, and Mimi Bong in *Theory Into Practice*, Winter 2022 (Vol. 61, #1, pp. 35-48); Bong can be reached at mimibong@korea.ac.kr.

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5. Integrating Science and Literacy in Philadelphia Kindergartens

In this article in *Journal of Research on Educational Effectiveness*, Abigail Gray, Ryan Fink, and Brooks Bowden (University of Pennsylvania) and Philip Sirinides (Pennsylvania State University) report on their study of combining science content with literacy instruction in 71 kindergarten classes in Philadelphia. Teachers used the *Zoology One* curriculum, which is a full-year science/literacy program complete with reading materials, hands-on science experiences, and parent outreach. Here's what the researchers found:

- Treatment students' reading comprehension and letter-naming fluency was better than the business-as-usual control group.
- In writing and decoding, treatment students performed about the same as the control group (although treatment students whose teachers implemented the *Zoology One* curriculum with high fidelity did significantly better in writing and decoding than the control group).
- The researchers note that on decoding, control group students had a daily, intensive program on phonics taught in isolation, in addition to the regular literacy program – so it's striking that the *Zoology One* students did just as well on decoding as the control group.
- On science knowledge, treatment students did no better than the control group (who were taught science as a separate subject). "This result surprised us," said the authors, "given the immersive science focus of *Zoology One*. However, our conclusion that both groups received similar quantities of direct instruction in science most likely explains this finding." It appears that *Zoology One* functioned mostly as a literacy program.
- On motivation to read, treatment students did better than control students, with an educationally meaningful effect size of .32 SD.
- Treatment girls' and boys' motivation to read were the same, which is significant for two reasons: First, boys' motivation to read often lags behind girls in the early grades, so the *Zoology One* science content seems to have closed this gap by sparking more interest in reading. Second, girls often have less motivation to learn about science in the primary grades, but this program closed that gap as well.

"Integrating Literacy and Science Instruction in Kindergarten: Results from the Efficacy Study of *Zoology One*" by Abigail Gray, Philip Sirinides, Ryan Fink, and Brooks Bowden in *Journal of Research on Educational Effectiveness*, January-March 2022 (Vol. 15, #1, pp. 1-27); the authors can be reached at Gray325@me.com, ryanfi@upenn.edu, bbowden@upenn.edu, and pzs5539@psu.edu.

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6. Comparing the U.S. and U.K. Accountability Systems

In this *Education Week* article, Ron Berger (EL Education) says he's found remarkable agreement among parents on their criteria for schools: "Parents want a school where their

children feel safe physically and emotionally; where their children are known and valued; where academic standards are high and where the work is engaging and meaningful; where students of all abilities are given effective support; where the school culture builds positive character habits such as respect, responsibility, courage, and kindness; where there is a wide range of opportunities beyond the classroom in areas such as arts and athletics; where the physical facilities are ample and well-kept; and where their children will become confident, capable learners and good citizens."

But absurdly, says Berger, the U.S. evaluates and ranks schools only on test scores and (in the case of high schools) graduation rates. It doesn't have to be that way, he says, pointing to the school inspection process in the U.K., with inspection teams spending several days in a school focused on four key areas:

- Effectiveness of leadership and management;
- Quality of teaching, learning, and assessment;
- Personal development, behavior, and welfare;
- Outcomes for pupils.

Schools receive an overall grade in each area and a 12-page report with detailed evidence from observations, interviews, and data. Standardized tests are given in fewer grades and are only one part of inspection reports. "Lower-stakes diagnostic testing of students happens all the time," says Berger, "but serves a different purpose: supporting student learning instead of ranking schools."

"Few schools in the U.K. are delighted to host government inspectors," he concludes. "But I believe they have no idea how much better this system is from what schools experience in the U.S." Accountability exists to identify and learn from schools and programs that are working well and which schools – and aspects of schools – are not succeeding. "Both purposes," says Berger, "are important only to the extent that the accountability system guides improvement."

"Learning from England" by Ron Berger in *Education Week*, March 14, 2022; Berger can be reached at rberger@elschools.org.

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7. Short Items:

a. Lessons on Mobility and Social Inequality – This curriculum unit for high schools has five free online lessons: Mobility, Turning Points, Structures of Inequality, Resources and Networks, and Life History Interviewing; in addition, the website has 20 life history stories based on in-depth interviews.

"Cascading Lives: Stories of Loss, Resilience, and Resistance" by Karen Hansen and Nazli Kibria, Brandeis University, February 2022

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b. Probability 101 – This video on probability by Rob Cozzens uses coin flips, dice rolls, and a number line to vividly and humorously explain some basic principles.

"Basic Probability" by Rob Cozzens on *Math Antics*, May 15, 2019

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If you have feedback or suggestions,
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About the Marshall Memo

Mission and focus:

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

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than 150 articles each week, and selects 8-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

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Core list of publications covered

Those read this week are underlined.

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