

# Marshall Memo 1068

A Weekly Round-up of Important Ideas and Research in K-12 Education  
December 30, 2024

## In This Issue:

1. [What is the role of comprehension in literacy instruction?](#)
2. [A Massachusetts school juggles innovation and accountability](#)
3. [Six factors that discouraged budding teacher leaders](#)
4. [Integrating grammar and creativity in grade 3-12 writing instruction](#)
5. [Holocaust awareness education: does it work?](#)
6. [Lessons from classic children's books](#)

## Quotes of the Week

“We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.”

Former president Jimmy Carter, who died December 29<sup>th</sup>; *New York Times* [obituary](#)

“We must adjust to changing times and still hold to unchanging principles.”

Jimmy Carter, quoting his high-school teacher Julia Coleman

“We have a tendency to condemn people who are different from us, to define their sins as paramount and our own sinfulness as being insignificant.”

Jimmy Carter

“It is good to realize that if love and peace can prevail on earth, and if we can teach our children to honor nature's gifts, the joys and beauties of the outdoors will be here forever.”

Jimmy Carter

“Even in a world populated by devious wolves,” she says, “beauty shines through occasionally if we let it.”

Pamela Paul (see item #6)

“When students see grammar as an ally rather than an adversary, they gain the tools to create stories that are both compelling and precise. Students discover how language becomes a playground where creativity and precision intersect.”

Catherine Cottingham (see item #4)

“Many educators assume that at some point, students have been taught how to study effectively, but I've been a high-school teacher for nearly 20 years, and I've learned that that is typically not the case.”

Alison Stone in [“Science-Backed Studying Techniques”](#) in *Edutopia*, Dec. 23, 2024

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## 1. What Is the Role of Comprehension in Literacy Instruction?

In this article in *American Educator*, Hugh Catts (Florida State University) and Alan Kamhi (University of North Carolina/Greensboro) describe a principal's incredulous reaction – “*How can this be?*” – when test scores didn't rise significantly after her school adopted a new curriculum with systematic and explicit phonics. The problem, say Catts and Kamhi, was that while students' decoding skills may have improved, their reading comprehension plateaued.

The authors believe that conflating decoding and comprehension has been a problem since the 2000 National Reading Panel Report, and they have been advocating for making a clear distinction between *word reading* – phonemic awareness, phonics, and fluency – and *comprehension*. “Of course, word reading is critical to reading achievement,” they say, “but reading involves much more than recognizing the words on the page.”

The problem is that teaching and assessing comprehension together with word reading, say Catts and Kamhi, “gives the impression that comprehension is skill-based and similar in complexity and malleability to the other components, [that] comprehension can be explicitly taught, and once acquired, can be applied to all texts.” Not true, they contend. “Comprehension is not a skill or set of skills; rather, it is a complex multidimensional ability... one of the most complex activities that we engage in on a regular basis, and our ability to do so is dependent upon a wide range of knowledge and skills” – specifically:

- Vocabulary;
- Background knowledge;
- Reasoning abilities;
- Understanding of grammar (e.g., pronoun referencing);
- Understanding of story structures;
- Knowing about types of texts and one's purpose for reading.

Comprehension “is acquired not in a few short years,” say the authors, “but over one's lifetime. For these reasons, comprehension needs to be differentiated from skill-based components of reading and treated as the complex behavior it is.”

One of the biggest issues with conflating word reading with comprehension is interpreting students' scores on standardized reading tests. When students do poorly, is it because they couldn't accurately read the words, because they didn't understand the text, or both? This suggests separating the assessment of word reading (phonological awareness,

phonics, and fluency) from comprehension, which, say Catts and Kamhi, is “a separate and distinct cognitive process and ability.”

In recent years, some curriculum publishers have begun to put more emphasis on content knowledge – for example, Core Knowledge Language Arts, EL Education, and the MORE pilot curriculum developed at Harvard University. Programs like these include the strategies, vocabulary, content knowledge, and language skills needed to understand texts in ELA, social studies, and science. “This instruction,” say Catts and Kamhi, “is also combined with oral discussions, hands-on activities, and writing opportunities with the goal of facilitating literacy and increasing knowledge.”

“Knowledge,” they continue, “lays the foundation for building our understanding of text (or speech) and provides an anchor for holding new information in memory. It also helps us determine the specific meanings of words in context (e.g., *pitcher* as person or object) and allows us to make inferences and fill in details that are not explicitly stated in the text. In addition, with increased knowledge, students tend to have more interest in a topic and to be more motivated to read about it.”

Here’s the problem: reading tests have a knowledge component, but in many cases it’s not the content students have acquired in their everyday lives and in school. “These tests rely heavily on knowledge,” say Catts and Kamhi, “so students with limited knowledge of the topics chosen by test developers are at a great disadvantage on these assessments.” The same student can get very different comprehension scores on different tests. Why? Because each test assumes different background knowledge. “If a child knows a lot about a specific topic, such as trains,” say the authors, “and very little about another topic, such as sloths, then that child’s reading comprehension will be better with texts on trains than with texts on sloths.”

So there’s a dual challenge: first, designing reading tests to separate the assessment of word reading skills from comprehension; and second, aligning the content knowledge in the comprehension section with what students have learned in school. Reliable and valid tests of word reading are widely available, say the authors, providing information on decoding, sight words, and oral reading fluency that teachers can use to help students who are struggling with the early stages of reading. But assessing comprehension is trickier.

How to redesign comprehension tests? The obvious solution, say Catts and Kamhi, is for tests to be aligned with the content that students have been taught in ELA, literature, social studies, and science classes. “This is particularly important for disadvantaged students,” say the authors, “who often lack the knowledge required by high-stakes reading assessments. Teachers also benefit because they can embed specific curricular content into their literacy instruction – and they can prepare students for the test by teaching important academic content, not drilling children in test prep.”

“There is a growing body of evidence,” continue Catts and Kamhi, “showing that content-rich literacy instruction leads to improved performance on standardized tests of comprehension.” But which is more important, reading comprehension test scores or how much students know about literature, social studies, and science, and how well they can write

and talk about that knowledge? “If we could show strong performance on such measures,” ask the authors, “wouldn’t our current high-stakes reading tests be irrelevant?”

Possibly, but the authors acknowledge that it’s a major project for school districts and publishers to align curriculum content and assessments. A few districts in Louisiana have been experimenting with this approach, but implementation was disrupted by the pandemic and hasn’t been taken to scale. Catts and Kamhi believe we should be moving in this direction with the goal of providing better assessments and improving all students’ literacy skills, knowledge, and achievement.

[“Rethinking Reading”](#) by Hugh Catts and Alan Kamhi in *American Educator*, Winter 2025 (Vol. 48, #4, pp. 1-15); the authors can be reached at [hugh.catts@cci.fsu.edu](mailto:hugh.catts@cci.fsu.edu) and [agkamhi@uncg.edu](mailto:agkamhi@uncg.edu).

*[Back to page one](#)*

## **2. A Massachusetts School Juggles Innovation and Accountability**

In this article in *The Educational Forum*, Megin Charner-Laird (Salem State University) and Stacy Agee Szczesiul (University of Massachusetts/Lowell) describe the experience of an underperforming school that was part of a Massachusetts school improvement initiative. The theory behind this program, say Charner-Laird and Szczesiul, was that “with increased autonomy and flexibility educators can be more responsive to unique contextual factors and will increase student achievement through innovative instructional practices.” Being able to do things differently was seen as the key to turning around persistent economic and racial inequities.

Under pressure to improve student achievement on the high-stakes Massachusetts accountability tests (MCAS), this school chose to innovate in five areas: staffing, curriculum and assessment, professional development, budget, and school calendar. “Teachers reported excitement about school autonomy and their opportunity to innovate,” say Charner-Laird and Szczesiul. “The shift to innovation status allowed them to allocate district funding and to establish a flexible calendar that accommodated long blocks of teacher professional development.”

Here are some of the programs the school decided to implement under the banner of flexibility and innovation:

- Achieve3000, a supplemental online literacy program that tailors reading passages to students’ reading levels;
- Achievement Network (ANet) providing quarterly math and reading assessments;
- DIBELS early literacy assessments;
- Weekly professional development meetings on curriculum and using ANet data;
- Project-based learning to promote deeper, more-conceptual learning;
- Interdisciplinary lessons incorporating Common Core State Standards;
- A social-emotional learning program to prepare students with 21<sup>st</sup>-century skills;
- An Instructional Leadership Team and teacher involvement on the school’s governing board.

Teachers appreciated the quick turnaround of interim assessments, guidance from ANet consultants, the focus on identifying and addressing students' weaknesses, and discussing results with colleagues. One teacher described these conversations: "Well, how would you teach this? What I did didn't work. What are some of your ideas?" Another teacher said, "We look at the ANet data and look to see what we can reteach, what we thought we covered pretty well and they still didn't get." A third teacher explained how she used interim test data to put students into three groups – reds, yellows, and greens – and tailor specific interventions targeted at improving their performance on the next round of tests.

In interviews with educators and observations in the school, Charner-Laird and Szczesiul found that, despite components in the improvement plan that seemed innovative, "The prominent role of assessment in their new programs led to an intensive focus on data... Teachers explained again and again how they used test outcomes as the goal that drove their instruction. Their data analysis and instructional revisions were, according to teachers' accounts, focused more on improved standardized test outcomes than on students' holistic growth." ANet data analysis and other curriculum training dominated the three-hour Wednesday PD time, and some teachers felt they were missing more organic conversations with colleagues, teacher-driven professional development, and a focus on individual students' strengths and needs.

What teachers did appreciate was their weekly grade-level common planning time. They saw it as a time to "do their own work" and draw on each other's expertise. One teacher described her fourth-grade team looking at their students' essays and noting that one group of students had stronger closing sentences. Her question: "How did you teach that so that the kids were coming up with something very nice and eloquent for them to end their open response?"

"Clearly," say Charner-Laird and Szczesiul, "teachers valued the new programs and structures brought in under innovation. They reported that these approaches brought a new focus to their instruction, and the emphasis on data helped them tailor instruction to better support students. Yet, all of this work occurred within clear policy constraints. Pressures to perform well on state tests limited the improvement options available... and the need to produce strong student outcomes meant that a focus on test preparation, test score analysis, and teaching to the test was logical and necessary."

"As a result," the authors continue, "the school's espoused vision for teacher leadership and professional collaboration went unrealized, with professional learning being outsourced to external organizations and reduced to training teachers to implement new programs, analyze data that emerged from those programs, and then adjusting practices to reflect desired program outcomes that were predictive of improved performance on state assessments." Teacher leadership, a prominent part of the school's improvement plan, ended up consisting of sitting on the Instructional Leadership Team and various committees, not leading innovations that drew on teachers' own expertise or experimenting with new ideas that would move the school forward.

Charner-Laird and Szczesiul's basic critique of the school's innovation effort is that it wasn't radical enough. "The school used its innovation status to provide structured time for

professional development intended to increase teacher capacity for data use,” they say, “but the tendency to conflate data with accountability was evident in the implementation of ANet... Coaching consisted of providing copies of reports with the goal of identifying skill gaps rather than facilitating access to and fluency with the school’s data management system and linking analysis to changes in instructional practices.” Teachers didn’t seem to be gaining the deep understanding of the purposes and uses of assessment that would translate into improved instructional strategies.

Another telling observation: the school’s implementation of project-based learning was scheduled for the weeks after MCAS testing in the late spring – “a treat,” say Charner-Laird and Szczesiul, “after a long year of test preparation... Students were doing projects, but not project-based learning. Moreover, the choice to prioritize data trainings for long blocks of weekly professional development was arguably a missed opportunity to develop and deploy teacher leadership in applying design principles for projects that promote student acquisition of important content standards, concepts, and in-depth understandings.”

[“Innovation in a Context of Accountability: A Study of Educators’ Experiences in a Massachusetts Innovation School”](#) by Megin Charner-Laird and Stacy Agee Szczesiul in *The Educational Forum*, January-February 2025 (Vol. 89, #1, pp. 130-148); the authors can be reached at [mcharnerlaird@salemstate.edu](mailto:mcharnerlaird@salemstate.edu) and [stacy\\_szczesiul@uml.edu](mailto:stacy_szczesiul@uml.edu).

[Back to page one](#)

### **3. Six Factors That Discouraged Budding Teacher Leaders**

In this article in *The Educational Forum*, Norma Ghamrawi, Abdullah Abu-Tineh, Tarek Shal, Yousef Al-Shaboul, and Abdellatif Sellami (Qatar University) report on their study of why eleven aspiring teacher leaders voluntarily stepped down from informal leadership roles in their schools. When something like this happens, say the researchers, it’s troubling. “Teacher leadership has emerged as a recognized approach to bolster teacher resilience and combat attrition... Teacher leaders serve as catalysts for positive change and innovation. They inspire their colleagues by sharing expertise, providing mentorship, and collaborating on instructional strategies.”

What led these experienced educators to bow out of their maxi-teacher roles, which included developing curriculum, coaching and mentoring colleagues, leading professional development, and serving on school improvement teams? Detailed interviews revealed the following negative dynamics with teachers’ subject-area bosses:

- Micromanagement – A prevalent theme was that subject-area leaders issued strict, detailed directives on lesson planning and delivery, restricting teachers’ creativity and autonomy in their classrooms and showing little faith in their competence. “We feel like we are just following orders,” said one teacher, “and it is disheartening because we know our students better than anyone.”

- Favoritism – Teachers complained that some colleagues got preferential treatment, undue recognition, and special opportunities based on personal relationships with leaders rather

than merit. “Treating teachers inequitably,” said one, “fosters an atmosphere of mistrust and, in some cases, even animosity among teachers within the department.”

- Lack of integrity – Bosses took credit for work they didn’t carry out themselves, were accused of deceiving and manipulating teachers, and didn’t provide clear and honest justifications for their actions. “I once witnessed a situation,” said a teacher, “where a subject leader misrepresented the data on our students’ performance to make it seem like their initiatives were driving improvements. In reality, the data were manipulated, and their intentions were more about personal recognition and advancement than the best interests of our school.”

- Insufficient recognition – Above-and-beyond efforts by teachers were not acknowledged. “We are discouraged to collaborate with other teachers and exchange expertise,” said a teacher, “because our subject leader does not value our innovations and contribution. This makes you stop from doing it.”

- Disregard for teacher expertise – Teachers felt their experience and advanced degrees were not put to work. “Our wealth of classroom experience goes untapped in important decisions,” said one. “When it comes to shaping policies and practices, our voices are often left out.”

- Subpar communication – Subject-area leaders got low marks for sharing updates, policies, and decisions. “We frequently receive conflicting messages,” said a teacher, “and it is frustrating not knowing what is going on. It leaves us in a state of constant adaptation, trying to decipher the real expectations and implications of various directives.”

[“Illuminating the Obscure: Teacher Leaders Confronting the Adverse Impact of Their Subject Leaders/Coordinators”](#) by Norma Ghamrawi, Abdullah Abu-Tineh, Tarek Shal, Yousef Al-Shaboul, and Abdellatif Sellami in *The Educational Forum*, January-February 2025 (Vol. 89, #1, pp. 113-129); Ghamrawi can be reached at [norma.g@qu.edu.qa](mailto:norma.g@qu.edu.qa).

[Back to page one](#)

#### **4. Integrating Grammar and Creativity in Grade 3-12 Writing Instruction**

In this *Edutopia* article, Catherine Cottingham (Austin Micro School) says grammar is often seen as a “dry, obligatory companion” as students learn how to write. But she believes that “grammar, far from stifling creativity, enables writers to express their ideas with clarity. It serves as the foundation for how we argue, persuade, and connect by providing the tools to organize our thoughts, clarify meaning, and engage others. When grammar and punctuation lessons are embedded directly into writing assignments, they become a natural part of the writing process and students learn how to harness the true power of language.”

Below are some ideas Cottingham has used in her classes at the upper elementary and secondary level. “Peer review sessions are an essential part of this process,” she says. “When students share their stories and offer feedback, one person’s imaginative plot or vivid descriptions often inspire others to take risks and explore new techniques in their own writing.”

- Sensory writing and adjectives and adverbs – Students describe how an object looks, sounds, feels, and smells, and classmates try to guess what it is. This teaches parts of speech and encourages vivid writing.

- Action sequences and transitive verbs – Students compose an action or chase sequence using dynamic “power” verbs that convey movement, noting the contrast with passive, intransitive verbs.

- Whodunit stories and interrogatives – Writing mystery stories with well-placed questioning sentences sharpens students’ question-formation skills and effective use of *wh...* words.

- Missing-word stories – Students create stories with blanks for missing words. Classmates then fill in the blanks to form an entertaining narrative, focusing on the role of different parts of speech in sentences. At the advanced level, this might include abstract nouns, superlative adjectives, and variations in verb tenses.

- Adventure writing and prepositional phrases – Students hide an object in the classroom and guide classmates on a treasure hunt using prepositional phrases (for example, *by the bookshelf* or *under a desk*). Then they apply those skills to writing an adventure story that reinforces the use of descriptive phrases.

- Character development, voice, and pronouns – Students create detailed character profiles, highlighting unique traits and idiosyncrasies, then compose scenes to explore voice and mood using consistent pronoun conjugation and tense shifts.

- Exploring grammar in different genres – For example, use of the past and past perfect tenses in historical fiction; effective use of nouns and verbs in futuristic science fiction characters and landscapes; use of an objective tone and well-chosen quotes in journalistic accounts; and in travel writing, use of subordinate clauses and rich, descriptive adjectives to immerse readers in landscapes, locations, and experiences.

- Intentionally breaking grammar rules – Students experiment with sentence fragments and manipulating punctuation for dramatic effect.

- Other possibilities – Exploring verb tense shifts in flashbacks, experimenting with very short sentences, writing scenes in active and passive voice, using conditional clauses (*If... then...*) to create plot twists, crafting narratives from the perspectives of several characters, and writing stories backwards, starting with the ending.

“When students see grammar as an ally rather than an adversary, they gain the tools to create stories that are both compelling and precise,” Cottingham concludes. “Students discover how language becomes a playground where creativity and precision intersect... When we teach grammar concepts and immediately apply them in dynamic writing activities, students connect grammar to meaningful work, expand their vocabulary, and experiment with varied sentence structures. The result is writing that is more engaging and vibrant, as well as grammar concepts that stick.”

[“Integrating Grammar and Creative Writing Lessons”](#) by Catherine Cottingham in *Edutopia*, December 19, 2024

[Back to page one](#)

## 5. Holocaust Awareness Education: Does It Work?

In this *Kappan* article, William Smith (University of Arizona/Tucson) asks whether mandates to teach about the Holocaust (implemented in a little over half of U.S. states, affecting well over three-quarters of students) are effective. Do students become more tolerant, more empathetic, more willing to intervene when they see injustice, and more committed to preventing future genocides? These questions are especially important since the rise of antisemitism in the wake of the October 7, 2023 Hamas attack on Israel and Israel's retaliation in Gaza and elsewhere.

Smith says there are no long-term randomized control trial studies of the efficacy of Holocaust education, but the available data are troubling. Surveys of U.S. adults and teens conducted in 2020 found gaps in knowledge, including major underestimates of how many Jews were killed by the Nazis, and many respondents not being able to name a single concentration camp and not knowing that Hitler was democratically elected. Another national survey in 2020 gave each U.S. state a score on Holocaust knowledge and found that some states with low scores had curriculum mandates (including early adopters New York and Florida), while some states with the highest scores had no curriculum mandates (including Montana and Kansas).

Is it reasonable, asks Wilson, to expect Holocaust education – mandated or otherwise – to have an impact? Several studies show hopeful although uneven results. A 2020 survey of students who had a curriculum unit on contemporary antisemitism and its historical roots found that students made significant gains in Holocaust history knowledge, recognition of contemporary antisemitism, and understanding of how antisemitism is related to other forms of prejudice. These findings parallel a 2020 national survey finding that visiting a Holocaust museum, knowing a Jewish person, and respondents' educational attainment were linked to better Holocaust knowledge and generally "warmer" feelings toward Jews. Other surveys reinforced these findings, adding that personal contact with Holocaust survivors was also helpful.

Another study conducted in 2021 found that students who attended a Holocaust education conference showed greater willingness to be an "upstander" – willing to intervene on behalf of others – compared with students who didn't attend, but there was no difference between the two groups on historical knowledge and other elements of civic engagement. Students who went through the *Facing History and Ourselves* curriculum about the Holocaust and other genocides made significant gains in historical thinking skills, civic efficacy, and tolerance for the rights of people with very different views.

Smith returns to the mixed findings on states with Holocaust education mandates and asks why a mandate might be counterproductive. His conjectures:

- Teacher reluctance – This might be the result of lack of awareness, preparation to teach the subject, clarity on where the topic fits into the curriculum, accountability, or funding.
- Fading results – Students might have greater awareness right after a program, but they can lose content knowledge and civic awareness over time. On the other hand, some students

experience “Holocaust fatigue” from too much emphasis from grade to grade and in popular culture, leading to a diminution of the event’s shock value, and taking the issue less seriously.

- Curriculum quality and focus – Smith comments that some teachers may be emphasizing lessons to be learned *from* the Holocaust and not paying enough attention to learning *about* the actual events – including the social and political conditions that allowed the Holocaust to occur. It’s significant, he says, that surveys find that some experiences that have the greatest impact occur outside of school – at museums and memorials, meeting Holocaust survivors, and in conversations with acquaintances and family members.

Smith’s conclusion: educators must pay “much greater attention” to Holocaust education, including the supports, training, and accountability that will help educators effectively teach young people this vital subject and its implications for their lives.

[“Do Holocaust Education Mandates Work?”](#) by William Smith in *Kappan*, December 2024/January 2025 (Vol. 106, #4, pp. 42-47); Smith can be reached at [wlsmith@arizona.edu](mailto:wlsmith@arizona.edu).

[Back to page one](#)

## 6. Lessons from Classic Children’s Books

In this *New York Times* column, Pamela Paul finds wisdom in well-known books for young people. “Even in a world populated by devious wolves,” she says, “beauty shines through occasionally if we let it.” Here’s a selection:

- *Beware of unintended consequences.* In a poem in *A Light in the Attic*, Shel Silverstein describes a shamefaced child whose arrow has pierced a cloud and brought it to the ground.

- *We choose what to let in.* In *Oh, the Places You’ll Go*, Dr. Seuss describes a girl telling a Thing that’s droning on and on, “Good-by, Thing, you sing too long.”

- *Never wait to apologize.* In a scene in *Caleb and Kate*, William Steig tells about a man who storms out in the middle of an argument with his wife, calms down and is ready to make amends, but then a witch turns him into a dog.

- *Avoid people who want to be unhappy.* In *Rotten Island*, William Steig writes about a place with horrible creatures who “loved hating and hissing at one another, taking revenge, tearing and breaking things, screaming, roaring, caterwauling, venting their hideous feelings.”

- *Watch out for groupthink.* In *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault (illustrated by Lois Ehlert), there’s a description of someone climbing a tree that’s too crowded.

- *Some people will never be satisfied.* In *If You Give a Mouse a Cookie*, Laura Numeroff describes an insatiable mouse constantly desiring and demanding more.

[“10 Life Lessons for Grown-Ups from Children’s Classics”](#) by Pamela Paul in *The New York Times*, December 22, 2024

[Back to page one](#)

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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 54 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:***

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- 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 20 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  
Cult of Pedagogy  
District Management Journal  
Ed Magazine  
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  
Kappan (Phi Delta Kappan)  
Knowledge Quest  
Language Arts  
Language Magazine  
Learning for Justice (formerly Teaching Tolerance)  
Literacy Today (formerly Reading Today)  
Mathematics Teacher: Learning & Teaching PK-12  
Middle School Journal  
Peabody Journal of Education  
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