

# Marshall Memo 1054

A Weekly Round-up of Important Ideas and Research in K-12 Education  
September 23, 2024

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## Quotes of the Week

“When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.”

James Earl Jones (see item #1 for additional quotes)

“The brain craves meaning before detail... If you want people to pay attention, don’t start with details. Start with the key idea and, in a hierarchical fashion, provide details that support the big picture.”

Carmine Gallo in [“Neuroscience Says This Is the Best Way to Start a Persuasive Presentation”](#) in *Inc.* August 21, 2024

“Children are like tuning forks, a reflection of what is happening in our lives. There is a reason that a child is lying on the desk, maybe he has not slept all night, because he is waiting for news from someone close.”

Maria Lysenko, a principal in Ukraine, quoted in [“Scarred Young Minds in Ukraine Paint a Vision of War”](#) by Oleksandr Chubko and Carlotta Gall in *The New York Times*, September 4, 2024

“District leaders who adopt online learning programs with the aim of reducing equity gaps in math should be aware that they may be widening them.”

Laurence Holt (see item #4)

“The selectivity of admission to college is not a major factor in the lives of the overwhelming majority of young Americans. The widespread administration of the SAT and ACT to millions of people in order to identify a relative handful to admissions officers at highly selective

colleges, as if it were the glass slipper used to find Cinderella after the ball, creates the impression that it is more consequential to most test takers than it actually is.”

Nicholas Lemann (see item #3)

“Teaching is intense, vulnerable work. Every single day, teachers are put in situations where their confidence is tested, where they make mistakes, where the people they serve – or their peers, or their mentors – can say and do things that wound them to the core. Every teacher shows up with their own histories and insecurities and flaws. It can be lonely. It can be overwhelming. On some days, it feels impossible. We can look at student data and try new instructional strategies all day long, but until we learn to navigate all of these complex feelings, the work of improving our teaching will always be limited at best. And anyone who wants to help teachers get better needs to know that.”

Jennifer Gonzalez in [“Meeting the Core Human Needs of the Teacher”](#) in *Cult of Pedagogy*, September 2, 2024

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## 1. The Wisdom of James Earl Jones

The fabled actor James Earl Jones died September 9<sup>th</sup> at 93 (*New York Times* [obituary](#)). As a child, he struggled with stuttering and was mostly mute through his years in school. Here are some notable quotes:

- One of the hardest things in life is having words in your heart that you can't utter.
- Speech is a very important aspect of being human. A whisper doesn't cut it.
- Stuttering is painful. In Sunday school, I'd try to read my lessons, and the children behind me were falling on the floor with laughter.
- I think stutterers are funny. And I know it's rude and politically incorrect to laugh at stutterers. But I think it's because I know why they're funny. They make people nervous. People think, when on earth are they going to get the word out, so they start laughing out of their own nervousness.
- When you are mute, you become a good listener – it's all one-way. You appreciate the written word. You appreciate the sound.
- Once you begin to explain or excuse all events on racial grounds, you begin to indulge in the perilous mythology of race.
- If you live in an oppressive society, you've got to be resilient. You can't let each little thing crush you. You have to take every encounter and make yourself larger, rather than allow yourself to be diminished by it.
- I think the extent to which I have any balance at all, any mental balance, is because of being a farm kid and being raised in those isolated rural areas.
- Your own need to be shines out of any dream or creation you imagine.

- So I was determined to use my last two years in college doing something I thought I would enjoy, which was acting. And it was probably because there were girls over in the drama school too, you know?
- I consider myself a novice film actor.
- Denzel Washington, Sidney Poitier, Robert Redford, Tom Cruise: those guys have well-planned careers. I'm just on a journey. Wherever I run across a job, I say, "Okay, I'll do that."
- When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.

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## **2. Dyslexia: Broadening Our Diagnostic Lens**

In this article in *Communiqué*, dyslexia expert and Woodcock-Johnson IV test coauthor Nancy Mather (University of Arizona) says that in many schools, there's too much focus on phonological awareness as the indicator for dyslexia. It's true that difficulty acquiring and applying speech sounds is a telltale sign, but focusing only on this area can result in missing half of possible cases. Mather names three other areas that can impede children's reading and spelling development – and guide teachers in implementing effective interventions in kindergarten and first grade:

- *Rapid automatized naming (RAN)* – Difficulty quickly naming letters and numbers has been identified as a significant risk factor for dyslexia in all languages. "Although objects and colors are often used to assess younger children," says Mather, "alphanumeric RAN tasks are stronger predictors of future reading achievement than nonalphanumeric tasks. Additionally, RAN is a better predictor of real-word reading than nonsense-word reading and of reading fluency than reading comprehension." When students in kindergarten and first grade are slow naming letters and numbers, it's a sign of problems with the "visual-verbal highway" – the speed between the eyes seeing a symbol and the mouth producing its name. Students diagnosed with RAN typically need practice with reading fluency and extended time for tests.

- *Working memory* – Difficulty holding and processing information in short-term memory can predict difficulties in many areas of achievement, including reading, writing, and math, and can be a sign of dyslexia. Working memory is often assessed by asking students to repeat a string of digits or say several words in reverse order.

- *Overlapping conditions* – About 40 percent of students with dyslexia also have ADHD, developmental language disorders (DLD), and dyscalculia, and those disorders can have further impact on reading and writing development. It's important when evaluating a student to identify a range of difficulties (including, of course, challenges with phonological awareness).

"Reading difficulties are truly caused by a constellation of factors," Mather concludes, "and the earlier we can provide interventions, the better."

“It’s Time for a Multiple Deficit View of Dyslexia” by Nancy Mather in *Communiqué*, October 2024 (Vol. 53, #2, pp. 22-24); Mather can be reached at [nmather@arizona.edu](mailto:nmather@arizona.edu).

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### **3. Rethinking College Admissions Tests**

In this *Chronicle of Higher Education* article, Nicholas Lemann (Columbia University) says the question of who gets into highly selective colleges “gets far more attention than it deserves.”

- Only about one percent of US undergraduates attend the 25 colleges that accept fewer than 10 percent of their applicants.
- Only three percent attend the 50 or so colleges that accept fewer than 25 percent of their applicants.

“The selectivity of admission to college is not a major factor in the lives of the overwhelming majority of young Americans,” says Lemann. “The widespread administration of the SAT and ACT to millions of people in order to identify a relative handful to admissions officers at highly selective colleges, as if it were the glass slipper used to find Cinderella after the ball, creates the impression that it is more consequential to most test takers than it actually is.”

The real problem in higher education, he contends, is “its failure to produce a more widely successful experience for most students.”

- Only about 40 percent of entering students get a bachelor’s degree in four years, about 60 percent in six years.
- In community colleges, about 30 percent get an associate’s degree in three years.
- Completion rates are lower for African-American, Latin, lower-income, and male students.

This is a serious problem because earning a degree really pays off. An associate’s degree adds 25 percent in lifetime earnings to a high-school diploma, a four-year degree adds 75 percent, and graduate degrees add even more (with variation by field of study). “The current low-degree-completion rate,” says Lemann, “is a glaring gap in the American opportunity structure, and bringing it higher ought to be an urgent national priority.”

What is to be done? Lemann believes the key is using a different kind of test – shifting from aptitude tests like the SAT, which are geared to selection, to diagnostic tests geared to supporting improved learning and opportunity. “A standardized test can be designed for diagnosis or for prediction,” says Lemann. “The SAT is a predictive test, meant to forecast academic performance in college. A diagnostic test is meant to gauge a student’s level of prior learning – for example, to help determine what level of course in a subject the student should take in college – and to identify areas where the student may need special help.”

Both the SAT and ACT, he says, have three characteristics that don’t serve the vast majority of students well: (a) they are predictive; (b) they measure general aptitude rather than mastery of content; and (c) they are norm-referenced tests, designed to spread students out on a

bell-shaped curve. Originally launched to help selective colleges identify the small number of students who should do well in a rigorous academic environment, they are now given to millions of students who are not in the market for selective colleges. The result: they are distorting the high-school experience of all students – and reinforcing existing social and economic inequality.

“If today,” Lemann concludes, “we define the problem that testing is meant to solve not as improving selection for a few elite universities but as improving the too-low graduation rates and other aspects of the student-learning experience at a large number of relatively unselective universities, we would be drawn to diagnostic rather than predictive tests, to achievement rather than aptitude tests, and to criterion-referenced rather than norm-referenced tests. And these, in order to serve the purpose they are meant to serve, would have to go along with larger structural changes: a much greater emphasis on teaching and advising in higher education, and a strengthening of the curriculum in high school.”

[“Don’t Scrap Standardized Tests. Make Them Fair”](#) by Nicholas Lemann in *The Chronicle of Higher Education*, September 20, 2024 (Vol. 71, #2, pp. 33-37); Lemann can be reached at [nl2124@columbia.edu](mailto:nl2124@columbia.edu).

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#### **4. Which Students Benefit from Online Math Programs?**

In this article in *Education Next*, Laurence Holt (XQ Institute) reports on recent studies of popular online math practice programs – i-Ready, Zearn, DreamBox, Khan Academy, IXL, and others. The studies found effect sizes ranging from 0.15 to 0.26 standard deviations – the equivalent of several months of additional instruction – for students who used the programs as recommended. The head-scratcher, says Holt, is why the widespread use of these clever and quite effective programs hasn’t resulted in better overall achievement among U.S. students.

The answer, he believes, is that only a few students are using the programs “as recommended” – 4.7 percent in one study, similarly low rates in others. “Imagine a doctor prescribing a sophisticated new drug to 100 patients and finding 95 of them didn’t take it as prescribed,” says Holt. “That is the situation with many online math interventions in K-12 education today.”

What’s more, some studies report that the students actually using online math programs are most often higher-performing white and Asian-American students and those from higher-income families. “At the very least,” says Holt, “district leaders who adopt online learning programs with the aim of reducing equity gaps in math should be aware that they may be widening them... It would be fair for taxpayers to ask if their dollars are being wasted.”

Why this pattern? Holt considers three possible explanations: (a) Some teachers implement a program more assiduously than others, seeing how it links with the curriculum they are teaching, and their more-motivated students take better advantage; (b) students with positive attitudes and a growth mindset toward math are more likely to use the programs; and (c) the programs may have been unintentionally designed to be a better match for high-

achieving students, using challenging vocabulary and not providing adequate explanations, hints, and scaffolding.

Holt believes a combination of these is probably the reason for the skewed pattern of adoption. His conclusion: districts should take steps to ensure that students who need them the most “get the recommended dosage.”

[“The 5 Percent Problem”](#) by Laurence Holt in *Education Next*, Fall 2024 (Vol 24, #4, pp. 26-30)

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## 5. Problems with Daily One-Minute Reading Homework

In this online article, Timothy Shanahan (University of Illinois/Chicago) fields a question from a parent who is concerned about her primary-grade son’s homework. Every week the boy gets a new passage and is required to read it aloud while his parents mark how many words he reads in a minute. “I notice he reads as quickly as possible,” says the parent, “and hates the task.”

Shanahan says that research supports parent involvement in their children’s literacy development, family members listening to a child reading, and students using oral reading practice to build fluency. “However,” he says, “what you describe is less like worthwhile fluency work and more like practice for the classroom fluency tests” (the tip-off is one-minute timing, which is the same as classroom assessments). Emphasizing speed over comprehension leads the boy to focus on performing rather than understanding, which won’t make him a better reader.

In addition, says Shanahan, reading the same passage more than two or three times is “just wasteful.” And the fact that the boy hates these homework assignments is a clear sign that the teacher is on the wrong track. Better to have students read meaningful passages to their parents – with less repetition and no timer.

“I suggest that you talk to your son’s teacher,” Shanahan continues. “I’d encourage you to find out where the texts come from.” If they are the actual test passages, that means the teacher is trying to “juice” students’ test results, which not only invalidates the data but deprives students of appropriate instruction.

[“When Sisyphus Was in First Grade or One-Minute Reading Homework”](#) by Timothy Shanahan in *Shanahan on Literacy*, September 14, 2024; Shanahan can be reached at [shanahan@uic.edu](mailto:shanahan@uic.edu).

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## 6. Theater Games That Bring the Curriculum Alive

In this *Cult of Pedagogy* article, Jocelyn Greene (Child’s Play NY) says theater games can promote several positive qualities in classrooms:

- Connections – students having a sense of belonging and feeling seen by peers;

- Executive function skills – turn-taking, impulse control, and listening;
- Kinesthetic learning – students using their bodies to tell stories and think on their feet;
- Social-emotional learning – perspective-taking by stepping into another person’s shoes;
- Artistry – using theater not as an elective or club but as a central part of the curriculum.

“It has been an absolute thrill to witness the impact that theater games have had in classroom after classroom,” says Greene. “Teachers tell me that their students are more energized, that the opportunity to play creates immediate buy-in, and the topics get easily reinforced without a heavy lift from them.”

She suggests four theater games, and believes they can be most beneficial for shy students. “I’ve seen students with selective mutism or other language-based learning differences play important roles in a culminating show,” says Greene, “stunning their teacher, family, and peers in the process. The act of being another character is often very freeing and can release inhibitions.”

- *Game 1: Slideshow* – A group of students stands with their backs to the class. The narrator faces front, announces the title, describes what’s in the first picture, and then says “Swipe,” which is the cue for the other students to turn and act out the idea. This is repeated for 3-5 “slides” as the story goes from beginning to middle to conclusion. Slideshow is a way for students to recall and re-interpret content in literature, social studies, and science and build persuasive and personal writing skills. Some possible topics (click the article link for details):

- A third-grade class acting out a chapter from Roald Dahl’s *Matilda*;
- A ninth-grade social studies class studying the Revolutionary War acts out a “stump speech” making the case for freedom from Great Britain – a tea merchant unable to sell his product, King George III surrounded by sycophants, the Daughters of the Revolution meeting to discuss freedom from tyranny;
- A fifth-grade science class acting out a sea turtle’s life cycle.

- *Game 2: Landmarks* – Students dramatize geographical locations, story settings, or magical worlds. The class picks 5-10 locations relevant to the curriculum unit and comes up with distinctive gestures for each one – for example, forming a bridge with two people, standing on a chair, or forming a circle – and acts them out in sequence. Roles might include the “barker” (who calls out the landmarks), the “DJ” (who presses play and pause for a musical accompaniment), the “dancers” (volunteers who move through the poses), and the audience (who participate at their seats). Some possible topics:

- A fourth-grade class acting out eight locations around New York State: Lake Erie has students in a circle making spooky faces, Catskill Mountains, a cat on all fours.
- A tenth-grade class on ancient civilizations acting out the pyramids, the Great Wall of China, etc.
- Eighth graders evoking different types of cells and their functions;
- Seventh graders dramatizing locations in *A Midsummer Night’s Dream*.

- *Game 3: Don’t Look Behind You* – One student stands at the front of the class and says, “Don’t look behind you, but there’s a \_\_\_\_\_.” Students all slowly turn around and “see” the

imagined thing and react to or become it. The teacher gives a signal and students face front again and another student faces the class and repeats the process. Possible scenarios:

- Sixth-graders studying geological time imagine prehistoric animals and their era;
- Second graders working on world literature – “Don’t look now – Anansi is playing a trick and looks like this.”
- Third graders working on a bird study imagine a kiwi from New Guinea that’s going to screech in your ear.
- Ninth graders reading *The Odyssey* imagine a Cyclops and other scenes.

• *Game 4: Magic Elevator* – This is a portal through which students can leave the classroom and journey to a world beyond – an ancient civilization, a dystopian mathematical land, the forest of Arden. The teacher tapes a square on the floor in a corner of the classroom and, through pantomime, shows where the door, buttons, and walls of the “elevator” are located, and provides a mantra – for example, “If you believe it, we’ll believe it.” A few students stand in the “elevator” and their journey begins, with narration on what they’re seeing and feeling. Some ideas:

- Science – Second graders doing an ocean study use the elevator to go to each depth, get out, and describe the creatures and conditions they see.
- ELA – Tenth graders reading *Macbeth* take the elevator to different settings in the play – the castle at Dunsinane, the heath where the witches hang out, the moving grove of Birnam Wood – and brainstorm the plot points when the elevator door opens, or act out a task (like stealing the witches’ potion).
- Math – The elevator goes to the 21<sup>st</sup> floor but travels by skip-counts of 3, or it’s headed to the 32<sup>nd</sup> floor but has only even-numbered floors – or prime-number floors.

[“Four Theater Games That Make Learning a Blast”](#) by Jocelyn Greene in *Cult of Pedagogy*, September 15, 2024

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## 7. A School “Restoration Room” – A Safe and Healing Space

In this *Kappan* article, Maia Cucchiara and Mary Beth Hays (Temple University) describe the process of setting up a “restoration room” – a space within a school where students undergoing emotional challenges can regroup and get support. Much more than a timeout space and definitely not a discipline room, Cucchiara and Hays believe a restoration room needs to be part of a schoolwide focus on trauma sensitivity and have the full support of school leaders. It should be open throughout the school day and staffed by a trained specialist skilled in de-escalation, student self-regulation, and dealing with trauma. There should be a shared understanding about how the room should be used (by children and adults), including a sign-in protocol and responsibility for keeping the room shipshape.

Cucchiara and Hays suggest converting a classroom or similar space and equipping it along these lines:



- Windows and natural light
- Open space for moving around
- Vibrant, complementary colors
- Fabrics, rugs, and other material of varied textures
- Moveable tables that facilitate independent work and collaboration
- Multiple options for flexible, comfortable seating – rocking chairs, cushioned recliners, adjustable and rocking stools, soft cushions, “cuddle balls,” and bean bags
- Some seating pulled up to tables and some low to the carpet
- Dimmable lighting
- Multiple options for fidgets, including expandable balls that facilitate slow breathing
- Options for physical relaxation such as bubble-blowing supplies and bean bag tosses
- Art supplies and coloring books
- Puzzles and academic books, but not workbooks or puzzles that are too challenging
- Picture books on social-emotional learning topics
- Posters with information about brain states, practices for self-soothing, and affirmations

[“Creating a Space for Regulation and Reflection”](#) by Maia Cucchiara and Mary Beth Hays in *Kappan*, September 2024 (Vol 106, #1, pp. 44-48); the authors can be reached at [maiac@temple.edu](mailto:maiac@temple.edu) and [maryb.hays@temple.edu](mailto:maryb.hays@temple.edu).

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## 8. Scaffolding Good Student Discussions About Math

In this article in *Language Arts*, Clare Donovan Scane (CDS Literacies) describes strategies for getting fifth graders talking about mathematics in substantive ways. “These discussions,” she says, “worked toward humanizing learning by building friendships, collaboration, and sense-making practices.” Here are some prompts displayed on a classroom wall under the heading **Let’s Talk Math**:

### To Explain:

- The strategy I used was...
- I noticed that...

### To Agree:

- I agree with \_\_\_\_ because...
- My strategy is like yours because...
- That solution makes sense because...

### To Disagree:

- I disagree with \_\_\_\_ because...
- The solution doesn’t make sense because...

### To Clarify:

- Can you explain how/why...
- I have a question about...

### To Extend:

- I would like to add onto...
- Another strategy we could use is...

“Over time,” says Scane, “students started to critique the stems and substitute certain phrases for others more representative of how they wanted to discuss the content. Ultimately, some groups opted to retire the tool as their discussions sustained themselves without the scaffold.”

[“Strategies for Humanizing Literacy Learning Through Authentic Discussion”](#) by Clare Donovan Scane in *Language Arts*, July 2024 (Vol. 101, #6, pp. 418-422)

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## **9. A New Book on Race and Identity**

In this *Harvard Educational Review* appreciation of Michele Norris’s new book, *Our Hidden Conversations: What Americans Really Think About Race and Identity*, editor Phoebe Grant-Robinson describes the author’s methodology. Dubbed The Race Card Project, Norris asked people to send in postcards or respond online to this prompt: *Race. Your thoughts. 6 words, please send.* Since 2010, more than 500,000 people in the U.S. and 96 other countries have responded. Here’s a sampling:

- Mixed baby coming soon in-laws afraid.
- Gay, but at least I’m white.
- Turban, Assumptions, Fear, Perpetually Foreign, Resistance.
- I ate pasta, family ate rice.
- Three Cultures. Two Races. No Home.

Norris (formerly a host of NPR’s *All Things Considered*) “skillfully weaves the stories of thousands of people who used her six-word prompt,” says Grant-Robinson, “Americans had been long awaiting a safe entry point into the conversation, one sure to evoke sentiments of a pain-ridden past... With *Our Hidden Conversations*, Norris contributes a rich and dynamic work that compels each researcher, policymaker, or practitioner to grab hold of the arc of the moral universe, ensuring that it bends toward justice for all humanity.”

[“Book Notes”](#): A Review of *Our Hidden Conversations: What Americans Really Think About Race and Identity* by Michele Norris (Simon & Schuster, 2024) by Phoebe Grant-Robinson, in *Harvard Educational Review*, Fall 2024 (Vol. 94, #3, pp. 452-455)

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## **10. Children’s Books About Grandparents and Elders**

In this article in *Language Arts*, New York City first-grade teacher Úrsula Túa Santiago recommends books that feature older family members (click the link below for cover images, brief summaries, and additional suggestions):

- *My Grandfather’s Song* by Phùng Nguyễn Quang and Huynh Kim Liên

- *Lolo’s Sari-Sari Store* by Sophia Lee, illustrated by Christine Almeda
- *Nana Akua Goes to School* by Tricia Elam Walker, illustrated by April Harrison
- *Nana, Nenek and Nina* by Liza Ferneyhough
- *Soul Food Sunday* by Winsome Bingham, illustrated by C.G. Esperanza
- *Our Favorite Day* by Joowon Oh
- *Marina and Her Familia* by Mónica Macillas, illustrated by Erika Meza

[“A Love So Grand: Children’s Books That Honor Grandparents and Elders”](#) by Úrsula Túa Santiago in *Language Arts*, July 2024 (Vol. 101, #6, pp. 429-431); Santiago can be reached at [tua.ursula@gmail.com](mailto:tua.ursula@gmail.com).

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## 11. Short Item:

*The Annual Phi Delta Kappa Poll* – The [56<sup>th</sup> PDK Poll of the Public’s Attitudes Toward the Public Schools](#) reports responses on priorities for the next president, teaching as a career, artificial intelligence, engagement with local schools, assessment of schools locally and nationally, compensation and working conditions, and more.

Poll results (link above), also [“Public Opinion and the Teaching Profession”](#) by Kathleen Vail, in *Kappan*, September 2024 (Vol 106, #1, pp. 24-30 and 20-23)

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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.

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- 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 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  
Kappan (Phi Delta Kappan)  
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  
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