Marshall Memo 480

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 8, 2013

In This Issue:

Quotes of the Week

"[T]here's no such thing as a universally effective teaching strategy; the effectiveness of any given strategy can only be determined by evidence of its effect on student learning."

Rick DuFour and Mike Mattos (see item #3)

"Research has consistently established that merit pay does not improve student outcomes or change teacher behavior in a positive way, that it may actually contribute to declines in student learning, and that it's typically abandoned within a few years of implementation."

Rick DuFour and Mike Mattos (*ibid*.)

"If principals want to improve student achievement in their school, rather than focus on the individual inspection of *teaching*, they must focus on the collective analysis of evidence of student *learning*."

Rick DuFour and Mike Mattos (*ibid*.)

"[Y]ou don't fix cheating by refusing to keep score."

The Education Gadfly on the contention, following the indictment of 35 Atlanta educators, that high-stakes testing makes cheating inevitable ("Fraudulence Gets Checked – but Not Without Excuses", Apr. 4, 2013, Vol. 13, #13), http://www.edexcellence.net/commentary/education-gadfly-weekly/

"They're in a semi-permanent state of jet lag."

Judith Owens, quoted in "Experts: Later School Start Helps Sleep-Deprived Teens" by Gina Cairney in *Education Week,* Mar. 27, 2013 (Vol. 32, #26, p. 13) www.edweek.org

1. David Brooks on the Purpose of Universities

In this *New York Times* column, David Brooks says the best thing about the rise of online education is that it challenges universities to justify themselves. Are they "mostly sorting devices to separate smart and hard-working high-school students from their less-able fellows so that employers can more easily identify them?" he asks. "Are universities factories for the dissemination of job skills? Are universities mostly boot camps for adulthood, where young people learn how to drink moderately, fornicate meaningfully, and hand things in on time?"

Turning serious, Brooks says universities help students acquire two types of knowledge:

• *Technical knowledge* – This is what you need to undertake a task – for example, the statistics to understand market research or the biology to understand what nurses do. "Technical knowledge is like the recipes in a cookbook," says Brooks. "It is reducible to rules and directions. It's the sort of knowledge that can be captured in lectures and bullet points and memorized by rote." Online and hybrid courses can do as well as in-person professors at conveying this kind of knowledge, he says, and in the future, online offerings will surpass humans – "more imaginatively curated, more interactive, and with better assessments." The growing availability of online courses means that in the near future, students won't pay tuition for courses that convey mere technical knowledge. "That business model simply does not work," says Brooks.

• *Practical knowledge* – This is "the wisdom a great chef possesses that cannot be found in recipe books," he argues. "Practical knowledge is not the sort of knowledge that can be taught or memorized; it can only be imparted and absorbed. It is not reducible to rules; it only exists in practice." Brooks draws examples from Sheryl Sandberg's new book, *Lean In*: "the ability to be assertive in a meeting; to disagree pleasantly; to know when to interrupt and when not to; to understand the flow of discussion and how to change people's minds; to attract mentors; to understand situations; to discern what can change and what can't."

These skills are surprisingly rare among adults, he says. They can, in fact, be learned from a university's professors, seminars, and activities. And perhaps technology can enhance these low-tech formats, using videos and data analysis to take them to an even higher level.

"The Practical University" by David Brooks in *The New York Times*, Apr. 5, 2013 (p. A23), http://www.nytimes.com/2013/04/05/opinion/Brooks-The-Practical-University.html

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2. Can Software Grade Students' Essays?

In this front-page, above-the-fold story in *The New York Times*, John Markoff reports on a new software program that can, say its developers at EdX, use artificial intelligence to grade student essays and short written answers almost instantaneously – and then allow students to rewrite their essays and resubmit them in hopes of a better grade. Before instant grading can take place, the teacher or professor must grade 100 essays to "teach" the software, which can then grade any number of subsequent papers and give general feedback – for example, if the answer was on topic or not.

EdX is a nonprofit online course provider founded by Harvard and MIT, and it plans to make the grading software available free on the Internet for any educational institution. "There is huge value in learning with instant feedback," says Anant Agarwal, the president of EdX. "Students are telling us they learn much better with instant feedback." He says the software is getting close to what a human grader can do: "We found that the quality of the grading is similar to the variation you find from instructor to instructor."

Skepticism abounds. "My first and greatest objection to the research is that they did not have any valid statistical test comparing the software directly to human graders," says MIT researcher Les Perelman. In the past, he has submitted nonsense essays and tricked software grading programs into giving high marks. He is part of a group called Professionals Against Machine Scoring of Student Essays in High-Stakes Assessment, which has collected nearly 2,000 signatures. The group's brochure reads in part, "Computers cannot 'read.' They cannot measure the essentials of effective written communication: accuracy, reasoning, adequacy of evidence, good sense, ethical stance, convincing argument, meaningful organization, clarity, and veracity, among others."

Supporters of essay-grading software admit that it's not perfect but still make the case. Referring to the skeptics, Mark Shermis (University of Akron in Ohio) says, "Often they come from very prestigious institutions where, in fact, they do a much better job of providing feedback than a machine ever could. There seems to be a lack of appreciation of what is actually going on in the real world."

"Software Seen Giving Grades on Essay Tests" by John Markoff in *The New York Times*, Apr. 5, 2013 (p. 1, A11), http://nyti.ms/10FgUkF

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3. Professional Learning Communities As a Core Improvement Strategy

(Originally titled "How Do Principals Really Improve Schools?")

"The key to improved student learning is to ensure more good teaching in more classrooms more of the time," say consultant/authors Rick DuFour and Mike Mattos in this thoughtful *Educational Leadership* article. "The most powerful strategy for improving both teaching and learning, however, is not by micromanaging instruction…" Here is their critique of conventional teacher evaluation:

- Classroom evaluation visits assume that teachers know how to improve student learning but need a motivational boost. Nonsense, say DuFour and Mattos.
- Conventional evaluation also assumes that principals have the expertise to comment on and improve teachers' practice. Also not true, say the authors; often principals are observing subjects in which they are not well-versed, and besides, "there's no such thing as a universally effective teaching strategy; the effectiveness of any given strategy can only be determined by evidence of its effect on student learning."
- Time for meaningful classroom visits is an issue, especially when principals are burdened with unrealistic requirements and overly detailed rubrics (Tennessee now mandates 4-6 full-lesson classroom visits a year and a 116-item evaluation instrument).
- Bean-counting during classroom visits is another problem, say DuFour and Mattos: "The checklist approach to providing feedback to teachers doesn't enhance their pedagogical expertise."
- Financial incentives for good evaluations won't work, they say: "Research has consistently established that merit pay does not improve student outcomes or change teacher behavior in a positive way, that it may actually contribute to declines in student learning, and that it's typically abandoned within a few years of implementation."
- Threatening teachers with sanctions if classroom observations aren't good is also ineffective, they say. The work of W. Edwards Deming and Daniel Pink emphasizes the importance of "driving out fear" and fostering collaboration and continuous improvement.
- The bottom line: "Teacher evaluation does not recognize good teaching, leaves poor teaching unaddressed, and does not inform decision-making in any meaningful way," say DuFour and Mattos. Three out of four teachers report that evaluation "has virtually no impact on their classroom practice."

"As former principals with almost six decades of experience working with teachers," they say, "we found that the members of our faculty, almost without exception, started each day with honorable intentions, worked tirelessly on behalf of their students, and used the best strategies they possessed to promote student success."

Not that classroom observations and feedback to teachers are without benefits. Principals can provide an extra pair of eyes to help teachers see unintended glitches in instruction and classroom management. Principals can express appreciation for effective practices and share them with others. And every time they visit a classroom, principals add to their own knowledge of good teaching. But teacher observation should not be the core strategy for improving student learning, say DuFour and Mattos: "If principals want to improve student achievement in their schools, rather than focus on the individual inspection of *teaching*, they must focus on the collective analysis of evidence of student *learning*."

What does that look like? Teacher teams taking collective responsibility for student learning (the PLC process) and collaborating on these key steps:

• Deciding on the knowledge, skills, and dispositions that all students need to acquire in a curriculum unit, and how long it will last;

• Deciding which assessments will be used to check on students' knowledge and skills as the unit is taught and a common assessment when the unit concludes, all aligned with state/Common Core standards and released assessment items.

• Planning how assessment evidence will be used to improve instructional practices, help struggling students, and enrich the learning experience of students who are successful. The key here is looking together at assessment data to see which classroom strategies worked best and which need improvement.

"This ongoing, collective analysis of learning is far more likely to improve teaching practice than a principal stopping by a classroom a few times a year to see whether the teacher is making the right moves," say DuFour and Mattos. The PLC process, well implemented, empowers teachers to make key instructional decisions and take ownership for student learning. Principals need to insist on this process and "make it clear that an individual teacher cannot disregard the team-developed curriculum, dismiss the sequencing of content, refuse to administer the team's common assessments, or opt out of the collaborative team process in any way."

What about principals whose districts or states mandate ineffective teacher-evaluation strategies? DuFour and Mattos have three suggestions:

- Have teacher teams (rather than individual teachers) set learning goals (e.g., improving the percent of students scoring proficient and above on a state test from 84 to 90 percent).
- After classroom visits, give teachers feedback on strategies their teams have developed to improve achievement (e.g., checking for understanding more frequently).
- Emphasize the items on teacher-evaluation rubrics that address collaboration.

In short, conclude DuFour and Mattos, principals should ask the right question. "The question isn't, How can I do a better job monitoring teaching? but How can we collectively do a better job of monitoring student learning?"

"How Do Principals Really Improve Schools?" by Rick DuFour and Mike Mattos in *Educational Leadership*, April 2013 (Vol. 7, #70, p. 34-40), www.ascd.org; DuFour can be reached at rdufour923@gmail.com.

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4. Focusing Short Classroom Visits on What Students Are Learning

(Originally titled "A New View of Walk-Throughs")

In this important *Educational Leadership* article, Connie Moss (Duquesne University) and Susan Brookhart (a Montana-based consultant) have a number of criticisms of the way "walk-throughs" (short, frequent classroom visits) are used by many principals:

- They foster the myth that principals know exactly what to look for, are trained to assess teaching, and can infer what teachers need to do next.
- Walk-throughs are guided by one-size-fits-all checklists of best practices, which, say Moss and Brookhart, "tie principals to a protocol that gathers one-sided evidence,

invites misconceptions about effective teaching and meaningful learning, and derails opportunities for collaborative learning."

- Walk-throughs can result in superficial or erroneous recommendations – for example, telling a teacher to increase time on task but not noticing a weak instructional task. "It is not the amount of time students spend on a task," say Moss and Brookhart; "it is the quality of the task that determines the quality of student learning."
- Walk-throughs don't emphasize that principals as well as teachers can learn from classroom visits.
- The walk-through process involves a top-down flow of information from the principal to the teacher to the student, but doesn't look at whether students are actually learning. "Such 'trickle-down decision-making' ignores the role of the most important decision maker in the school – the student," say the authors.

What's the alternative? Moss and Brookhart advocate "formative walk-throughs" in which principals look at the lesson from the students' point of view and focus on what's being learned. During classroom visits, they say, principals should ask a few students, "What are you trying to learn today and how will you know when you've learned it?" Principals are looking for whether the lesson contains these key elements, as seen by each student:

- A learning target – *What is important for me to do in today's lesson?*
- A lesson-sized chunk of content knowledge and skill – *What must I learn in order to be able to do it?*
- Assessments – *How will I be asked to show that I can do it?*
- Success criteria – *How well will I have to do it?*

"By using formative walk-throughs, principals develop conceptual understandings that give them new eyes, a new voice, and new confidence," say Moss and Brookhart. "As principals look for and learn from what students do, say, make, or write during a lesson, they develop a keener eye for what learning looks like and an ever-growing understanding of how effective teaching supports the learning process." They quote a Pennsylvania principal on his five 5-10-minute classroom visits each day: "Watching a lesson from the students' perspective, and encouraging teachers to do the same, brings enormous clarity. It helps me to dialogue with teachers about what works for students, plan for ways to increase students' learning, and gather evidence together about the effectiveness of our actions by examining what students do to demonstrate their learning in daily lessons."

"A New View of Walk-Throughs" by Connie Moss and Susan Brookhart in *Educational Leadership*, April 2013 (Vol. 7, #70, p. 42-45), www.ascd.org; the authors can be reached at moss@castl.duq.edu and susanbrookhart@bresnan.net.

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5. A Boston Middle School Shows the Way

In this *Education Week* article, Boston principal Amanda Gardner shares what she believes were the key elements in successfully turning around a struggling middle school (formerly the Gavin Middle School, now UP Academy Charter School):

• *Schoolwide policies* – She and her leadership team established clear procedures on everything from fire drills to classroom rules to how students should deal with a broken pencil during a test. "Educators need not worry about dealing with the confusion – or unclear expectations – of policies that vary from classroom to classroom," says Gardner.

• *Time for collaboration* – Grade-level content teams have at least two 50-minute planning periods a day; once a week teachers have a three-hour planning block with grade-level colleagues; and every Friday is an early-dismissal day that frees up 2½ hours for departmental or schoolwide professional development meetings. In addition, there is a stipended lead teacher for every four or five classroom teachers to conduct demonstration lessons and provide cultural leadership.

• *Accountability* – State test scores are important measures of student achievement, "but if we consistently evaluate our performance," says Gardner, "these scores should largely serve to reaffirm what we already know." Teachers are observed and coached every two weeks by their managers (three deans of curriculum and instruction), and students' progress toward interim assessment goals is tracked closely. Parents receive biweekly progress reports on their children's accomplishments and rough spots.

• *Extra time* – The school has an eight-hour school day, with an additional hour for homework support and detention.

"In my reinvigorated school," concludes Gardner, "there is no such thing as getting 'stuck' with a bad teacher… or a bad student. There is no such thing as 'slipping through the cracks.' It's virtually impossible for bad practices – in teaching or in learning – to persist without being recognized and addressed… Our model proves that dramatic change happens when you get the details right, foster constant collaboration, and track the results."

"The Many Keys to Radical Classroom Change" by Amanda Gardner in *Education Week*, Mar. 27, 2013 (Vol. 32, #26, p. 36, 32), www.edweek.org

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6. Teaching Character in KIPP Schools

In this *District Management Journal* interview with KIPP co-founder Mike Feinberg, John J-H Kim asks how KIPP schools teach character. "No one is born gritty," says Feinberg. "No one is born learning how to be a good teammate. Those things, somehow or someway, are taught or not taught; later in life, you are either able to do it or not able to do it." KIPP teachers use a seven-step process to teach specific character traits the school focuses on (grit, zest, self-control, optimism, gratitude, social intelligence, and curiosity):

- *Believe it and model it*. "You're not going to get kids to do their homework if teachers don't do their lesson plans," says Feinberg. "You're not going to get kids to play nicely together on the playground if the teachers go into the teachers' lounge and gossip about one another."
- *Name it*. Intangible and unnamed qualities need to be clearly identified.
- *Find it*. Students should be introduced to real-world or fictional examples of each character trait.

- *Feel it*. Students and adults need to feel the positive effects of focusing on and developing their own character strengths.
- *Integrate it*. Create dual-purpose experiences and lessons involving the traits.
- *Encourage it*. Students need specific, growth-mindset praise around character.
- *Track it*. Regularly record and discuss progress with character traits.

Feinberg says it's more difficult to instill character traits in adults than in children. By trial and error, he and his colleagues decided the best thing was to hire people who already shared KIPP's core beliefs. "They must firmly believe that there are no shortcuts," he says; "that all children not just can but will learn; that there is value in creating a strong team and family… As long as you start with a platform of shared core beliefs, values can be taught."

Asked if KIPP has been successful replicating its essence in 125 sites around the country, Feinberg says mostly, yes, but he's not so sure about the J-factor – joy. "Are the kids truly enjoying themselves?" he asks. "Beyond being pushed, beyond learning, are they happy and having fun? There are direct and indirect things that teachers and leaders can do or not do that cause the classroom or school to be more fun or less fun, more enjoyable or less enjoyable. I don't know how well we've done that."

"Be the Change: An Interview with Mike Feinberg" by John J-H Kim in *The District Management Journal*, Spring 2013 (Vol. 13, p. 4-11), http://bit.ly/14S8wF6

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7. How Principals Can Keep Teachers from Losing Heart

In this *Education Week* article, Laurie Barnoski, a retired high-school English teacher, says teachers feel overwhelmed these days – too many new programs on top of the challenge of connecting with each student and doing a good job teaching the subject matter. She offers six suggestions for what principals can do to encourage teachers to hang in there and keep doing their best work:

• *Survey teachers*. Giving teachers input on policies – especially the school schedule – can surface ideas and make it possible to address real concerns that might otherwise not be expressed.

• *Consider the trade-offs*. Is it really worth pulling teachers away from their students for training for a new program?

• *Differentiate professional development*. "In a school, there are beginning teachers, struggling teachers, competent teachers, and master teachers," says Barnoski. "Each group needs to have the opportunity to learn and improve its teaching skill."

• *Assess programs*. Sometimes it takes more than a year to see if an idea is working.

• *Take something off the table*. Axe programs that aren't working. "Your teachers will love you for easing their load," says Barnoski.

• *Ask if you could do what teachers are doing*. Imagine yourself as a teacher in the school, she says: "Think carefully about what and how much you are asking your teachers to do."

"School Leaders: Make Sure Your Teachers Don't Lose Heart" by Laurie Barnoski in *Education Week*, Apr. 3, 2013 (Vol. 32, #27, p. 23), www.edweek.org; Barnoski can be reached at barnsoly@comcast.net.

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8. The Importance of Spatial Ability

In this article in *American Educator*, Nora Newcombe (Temple University) says that spatial ability is definitely correlated with student success in science and math, and boys, on average, are better than girls at visualizing objects in space. The good news is that spatial ability is not fixed at birth; it can be improved through specific instructional activities. Doing this would significantly boost the number of young people of both genders who are on track to be engineers. Here are some of those strategies:

• *Include art projects in the curriculum* – For example, when young children create an *Ojo de Dios* by weaving yarn around two sticks, their arithmetic skills improve. "Art programs have an effect on older students as well," says Newcombe. "In high school, students taking visual arts gained more in geometry knowledge over the year than students in theater courses or involved in playing squash."

• *Teach students how to read diagrams*. Teachers often assume that students can read the diagrams in their science textbooks, but many students need explicit instruction on how to make sense of the arrows, zoom-outs, cutaways, captions, and legends.

• *Encourage students to sketch*. "Scientists often draw as they make observations, or as they strive to develop ideas in conversations with other scientists," says Newcombe. Students should be encouraged to do the same: "it enhances engagement, deepens understanding, requires reasoning, forces ideas to be made explicit, and supports communication in workgroups."

• *Use maps and tools from geographic information systems*. One of the most powerful examples of this was John Snow's famous map of cholera deaths and city pumps in 19th century London (see the article link below for a reproduction of the map). A number of websites offer middle- and high-school projects – for example, determining the best locations for bears in a national park, the best locations for wind farms on the East Coast of the United States, and transportation routes in the Roman Empire. Here are some sites: www.myworldgis.org/myworld, www.esri.com/Industries/k-12/education/educators, www.isat.jmu.edu/geospatialsemester, and www.stanford.io/XyK0SY.

• *Support students in understanding very large and very small spaces and times*. "Scale comprehension is difficult," says Newcombe. Science constantly challenges students – tiny atoms and vast galaxies, nanoseconds and the age of the Earth. In social studies, students have to understand the distances among cultures, and economics involves numbers that are beyond everyday comprehension. Newcombe and her colleagues worked with students to nest their lifetime within the history of the U.S., then within recorded history, then within the life of the planet, and so on, which helped students' understanding of how everything fits together.

"Seeing Relationships: Using Spatial Thinking to Teach Science, Mathematics, and Social Studies" by Nora Newcombe in *American Educator*, Spring 2013 (Vol. 37, #1, p. 26-31, 40),

http://www.aft.org/pdfs/americaneducator/spring2013/Newcombe.pdf
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9. Getting Students Involved in Authenticating Historical Fiction

In this article in *The Reading Teacher*, Erin McTigue, Elaine Thornton, and Patricia Wiese (Texas A&M University/College Station) describe advantages and concerns with using historical fiction in classrooms – among them, it can bring history alive for students, but it can also convey misinformation. The authors suggest authentication projects in which students choose a work of historical fiction and answer questions like these:

- What are the geographical and social settings? Are they accurate?
- What are the beliefs of the characters and are they authentic?
- What are the major plot events? Does the plot depict historical events accurately?
- What are the major conflicts in the book and are they authentic for the time period?
- What are the major themes? Are these themes found in other literature in this period?

The authors suggest a number of books that would be suitable for authentication projects:

- *Crispin: The Cross of Lead* by Avi (2002)
- *My Brother Sam Is Dead* by Collier and Collier (1974)
- *The Misadventures of Maude March* by Couloumbis (2005)
- *The Watsons Go to Birmingham – 1963* by Curtis (1995)
- *Bud, Not Buddy* by Curtis (1999)
- *Elijah of Buxton* by Curtis (2007)
- *The Mighty Miss Malone* by Curtis (2012)
- *Catherine, Called Birdy* by Cushman (1994)
- *Johnny Tremain* by Forbes (1943)
- *Escaping Into the Night* by Friedman (2006)
- *All the Way Home* by Giff (2001)
- *Out of the Dust* by Hesse (1997)
- *Penny from Heaven* by Holm (2006)
- *Across Five Aprils* by Hunt (1964)
- *The Trumpeter of Krakow* by Kelly (1928)
- *The Green Glass Sea* by Klages (2006)
- *Hattie Big Sky* by Larson (2006)
- *Number the Stars* by Lowry (1989)
- *Sarah, Plain and Tall* by MacLacian (1985)
- *Desperate Journey* by Murphy (2006)
- *Island of the Blue Dolphins* by O'Dell (1960)
- *A Single Shard* by Park (2001)
- *Esperanza Rising* by Ryan (2000)
- *The Wednesday Wars* by Schmidt (2007)
- *The Sign of the Beaver* by Speare (1983)
- *Roll of Thunder, Hear My Cry* by Taylor (1976)
- *Moon Over Manifest* by Vanderpool (2010)

- *Behind the Bedroom Wall* by Williams (1996)
- *One Crazy Summer* by Williams-Garcia (2010)
- *Dragon's Gate* by Yep (1993)
- *The Devil's Arithmetic* by Yolen (1988)

"Authentication Projects for Historical Fiction: Do You Believe It?" by Erin McTigue, Elaine Thornton, and Patricia Wiese in *The Reading Teacher*, March 2013 (Vo. 66, #6, p. 495-505), http://onlinelibrary.wiley.com/doi/10.1002/TRTR.1132/abstract; McTigue can be reached at emctigue@tamu.edu.

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10. A Teacher-in-Training Encourages the "Growth" Mindset

In this *Education Week* article on an effective teacher-training internship in Boston's MATCH Schools, Stephen Sawchuk describes an interaction between Ben Paly, a young student teacher, and a third-grade girl. Confronted with a challenging question on telling time, she says, "This is so hard." Without missing a beat, and without interrupting other learners, Paly says, "I've seen you do hard things before. We're growing our brains today."

"Resident Teachers Are Getting More 'Practice'" by Stephen Sawchuk in *Education Week*, Mar. 27, 2013 (Vol. 32, #26, p. 1, 20), http://ew.edweek.org/nxtbooks/epe/ew_03272013/index.php?startid=1

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11. Restorative Justice in Urban High Schools

In this *New York Times* article, Patricia Leigh Brown reports on restorative justice programs in the Oakland and Chicago schools. These programs, which are an alternative to "zero tolerance" policies, challenge troubled, traumatized students to talk through their emotions, develop empathy, and offer reparations to those they have wronged. A memorable quote from the article: "A lot of these young people don't have adults to cry to," said Be-Naiah Williams, an after-school coordinator. "So whatever emotion they feel, they go do."

"Students Find Opening Up Transforms Vicious Circle" by Patricia Leigh Brown in *The New York Times*, Apr. 4, 2013 (p. A13, A15) http://nyti.ms/ZAmzqV

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12. Short Items:

Model curriculum units – This link at the Massachusetts Department of Elementary and Secondary Education website gives free access to backwards-designed curriculum units aligned to Common Core State Standards, as well as other resources, created in collaboration with Understanding by Design guru Jay McTighe. This is a valuable (and growing) resource: http://www.doe.mass.edu/candi/commoncore/

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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 42 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

Subscriptions:

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest