Marshall Memo 114

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 5, 2005

In This Issue:

Quotes of the Week

"He's gone from 'Captain Underpants' to 'Harry Potter.'"

Sarah Jacobs, a New York City parent, on her son's progress in an inclusion class (see item #7)

"In a million little ways, students are watching to see whether we regard them as citizens or as subjects. In a million little ways, they will invest in their school, if they see us as their partners."

Kathleen Cushman, *Phi Delta Kappan*, Dec. 2005 (p. 323)

"[S]ending accomplished teachers in isolation into hard-to-staff schools with no connections and no authority, even with combat pay, would be just as effective in raising student achievement as having the accomplished teachers dance naked in local churches."

Alexis, a board-certified teacher (see item #4)

"I really owe the faculty and staff an apology. I had no idea the stress involved in working under these conditions. I actually thought I had the answers needed to turn this school around. The afternoon of the first day, I began to understand how little I knew."

Betsy Rogers, a board-certified teacher after entering a tough Alabama school (*ibid.*)

"I'm so torn up. I'm thinking about law school."

A teacher in a Success for All school (see item #6)

"It's my profession to be an educator and figure out every way in which I can use the schools to undermine class and racial prejudice in America. But it is also true that it's my job as an educator to remind everybody that it's not my job alone – and that there are a lot of things we need to tackle in America if we are to be honest about leaving no child behind."

Deborah Meier, in Gene Carter's ASCD column, *Education Week*, Nov. 30, 2005

1. Enlisting Students as Data-Based Decision Makers

In this article in the December *Kappan*, assessment expert Rick Stiggins traces the radical shift in our attitude toward student assessments in recent years. In the "old" paradigm, teachers used tests to motivate, judge, and sort students. "From the very earliest grades," he writes, "some students learned a great deal very quickly and consistently scored high on assessments. The emotional effect of this was to help them to see themselves as capable learners, and so these students became increasingly confident in school. That confidence gave them the inner emotional strength to take the risk of striving for more success because they believed that success was within their reach. Driven forward by this optimism, these students continued to try hard, and that effort continued to result in success for them. They became the academic and emotional winners."

But what about students who didn't do well on assessments? They questioned their ability as learners from the very early grades, says Stiggins. "They began to lose confidence, which, in turn, deprived them of the emotional reserves needed to continue to take risks. Public failure was embarrassing, and it seemed better not to try and thus save face… These students embarked on what they believed to be an irreversible slide toward inevitable failure and lost hope."

In this bygone era, remembers Stiggins, producing winners and losers was not a problem; after all, the basic purpose of schools was to sort and rank – "if some students gave up and stopped trying (even dropped out of school), that was regarded as the student's problem, not the teacher's or the school's. The school's responsibility was to provide the opportunity to learn. If students didn't take advantage of the opportunity, that was fine within the system."

"The 'data-based decision makers' in this process," says Stiggins, "are not teachers, not school leaders, and not policy makers. Rather, they are students themselves… The critical emotions underpinning the decision-making process include anxiety, fear of failure, uncertainty, and unwillingness to take risks – all triggered by students' perceptions of their own capabilities as reflected in assessment results… And the evidence suggests that the downside victims are more frequently members of particular socioeconomic and ethnic minorities."

Nowadays, says Stiggins, we have a radically new paradigm: "Society has seen fit to redefine the role of its schools. No longer are they to be places that merely sort and rank students according to their achievement. Now, they are to be places where all students become

competent, where all students meet pre-specified standards and so are not left behind… The driving dynamic force for students cannot merely be competition for an artificial scarcity of success… The driving forces must be confidence, optimism, and persistence – for all, not just for some. All students must come to believe that they can succeed at learning if they try. They must have continuous access to evidence of what they believe to be credible academic success, however small."

This attitude shift, writes Stiggins, has led educators to greatly increase their use of during-the-year assessments. He applauds the use of common assessments, benchmark tests, unit exams, and quarterly or monthly standardized tests to give teachers and students feedback so they can improve performance before it's too late. He also applauds improvements in managing achievement data using computers and databases.

But Stiggins believes that most current approaches to formative assessment have a flaw: they don't involve students. He's a big advocate of what he calls *assessment FOR learning*, which he says has the best track record for improving student achievement. This more fine-grained approach to assessment "focuses on day-to-day learning as students climb the curricular scaffolding leading up to state standards."

Stiggins believes that assessment FOR learning more successfully taps into students' emotional response to assessment results. "That response can be optimistic or pessimistic," says Stiggins. "An optimistic response leaves learners ready to keep trying and knowing what to do next; students maintain their desire to achieve and press on." The key to eliciting an optimistic rather than a pessimistic response, writes Stiggins, is that "during the learning, students are inside the assessment process, watching themselves grow, feeling in control of their success, and believing that continued success is within reach if they keep trying."

To trigger an optimistic response, he says, assessment FOR learning must be done right, which includes the following key elements:

• Students know exactly what they are supposed to learn up front.

• Students can see examples of strong and weak work, which show where we want them to end up.

• Students understand the scaffolding they will be climbing as they learn.

• Students get continuous feedback from teachers on how they are doing.

• Students can monitor where they are in relation to where they want to be.

• Students set goals for what to learn next and manage their own progress.

• Throughout the process, students communicate evidence of learning to one another, their teachers, and their families.

For this process to work, principals and teachers need to put certain critical elements in place:

- Clear achievement targets;
- State standards deconstructed into clear curriculum maps within and across grades;
- Classroom-level achievement targets written in student- and family-friendly language;
- Accurate assessments that dependably reflect student learning;
- Data from these assessments that are understandable to everyone, including students;

- Teachers effectively managing students in assessment, record-keeping, and communication.

"From Formative Assessment to Assessment FOR Learning: A Path to Success in Standards-Based Schools" by Rick Stiggins in *Phi Delta Kappan*, December 2005 (Vol. 87, #4, p. 324-328), no e-link available

2. Important Distinctions Between Benchmark and Formative Assessments

Benchmark assessments are all the rage, says this article in the current *Education Week*, and are rapidly becoming a major profit center for testing companies. By one estimate, commercial during-the-year tests will generate $323 million in annual revenues by 2006. Some companies sell off-the-shelf tests, while other customize interim assessments for districts or provide item banks that allow districts or schools to construct their own interim assessments.

"The reason there is a boom in benchmark assessments," says Doug Reeves, an assessment expert, "is that most states and school systems are providing nothing more than autopsy reports right now. They tell you why the patient died at the end of the year, and then marvel that the patient didn't get any better. Good formative assessments… provide feedback throughout the year, and that is far more fair to principals and teachers, provided they are used wisely." Part of that, says Reeves, is not trying to cover everything, but focusing on the "power standards" that lie at the heart of the state's curriculum.

Lorrie Shepard, dean of the school of education at the University of Colorado at Boulder, is critical of using 15- or 20-item multiple-choice benchmark tests that mirror the format of state exams. "The data-driven-instruction fad means earlier and earlier versions of external tests being administered at quarterly or monthly intervals," said Shepard. "The result is a long list of discrete skill deficiencies requiring inexperienced teachers to give 1,000 mini-lessons." Shepard is against using benchmark tests as narrow test prep. Instead, she believes that during-the-year assessments should contain a rich sampling of the curriculum students are supposed to be learning, be connected to high-quality teaching units, and give teachers clear and specific feedback so they can help students improve their performance.

The article distinguishes between several types of formative assessments that are being marketed by companies or created by teachers:

• *Whole-curriculum benchmark tests* – These measure students' progress on the year-end curriculum at several points during the year to give early warning of potential problems.

• *Unit benchmark tests* – These measure a discrete part of the curriculum (for example, fractions in November, decimals in January, geometry in March, and problem-solving in May) to see if students have learned what they've just been taught and to act as pacing guides for teachers.

• *On-going formative assessments* – These are minute-by-minute, day-by-day checks for understanding, including teachers' questions and review of students' in-class work and homework.

Purists say that only the third kind are truly formative assessments and argue that these are the only ones that research has shown are effective in boosting student achievement. Dylan

Wiliam, the British assessment expert, says, "I recognize that I've lost the battle over the meaning of the term 'formative assessment.'" Wiliam fears that legitimate research on in-class formative assessments is being used to make false claims about the efficacy of benchmark assessments. "There's a lack of intellectual honesty there," he says. "We just don't know if this stuff works." He worries that spending money and time on benchmark-type assessments could divert attention from the more powerful lever for improving student achievement – what teachers do in classrooms every day. Robert Slavin of Johns Hopkins University agrees: "If you're looking, as you should be, at the full range of development that you want kids to engage in, you're going to have to look at their work products, their compositions, their math problem-solving, their science and social studies performance."

But Grant Wiggins, an assessment expert based in New Jersey, is less worried about some of the imperfections of benchmark assessments. "I would rather see a district mobilizing people to analyze results more frequently," he says. "That's all to the good."

Stuart Kahl, the head of Measured Progress, a testing company in New Hampshire, makes a final point about formative assessment: "It's only a diagnosis. If you don't do anything about it, it's like going to the doctor and getting all the lab tests, and not taking the drug."

"Benchmark Assessments Offer Regular Checkups on Student Achievement" by Lynn Olson in *Education Week*, Nov. 30, 2005 (Vol. 25, #13, p. 13, 14) no free e-link available

3. Teachers' Reactions to Interim Assessments

In this sidebar accompanying the preceding article, Lynn Olson of *Education Week* reports on the reactions of teachers in several districts to using benchmark or formative assessments. A Philadelphia high-school teacher is quoted as saying that the city's new during-the-year assessments are "incredibly restricting and unrealistic. Students found them totally meaningless and very intrusive, because it was another interruption, in addition to all the other testing." A former Dallas teacher said that the district's three-times-a-year tests drove him to move to a private school. "We would spend entire afternoons analyzing benchmark results," he complained.

But educators in Norfolk, Virginia, which won this year's Broad Prize in Urban Education for improvements in student achievement and progress closing the racial gap, pointed to formative assessments as a key factor to their success. The district requires quarterly benchmark assessments in all grades, and almost all Norfolk schools have developed common in-house assessments that give teachers monthly feedback on student learning. Teacher teams meet regularly to review interim assessment data, draw up common plans, and adjust instruction.

In Santa Monica, California, elementary schools have used teacher-designed assessments linked to its textbooks, and secondary teachers have been meeting in cross-site teams this year to develop three-times-a-year common assessments in English, math, science, and social studies. "These are for teachers to really help guide their instruction," says Maureen

Bradford, the district's director of educational services. "We feel like there probably isn't something off the shelf that's going to work for us; that teachers really need to come to one mind about what's important to teach, and when to teach it and how to assess it appropriately." While praising this grass-roots effort, one Santa Monica English department chairperson worried that the new assessments would morph into summative tests and would not be used to improve teaching and learning.

"Not All Teachers Keen on Periodic Tests" by Lynn Olson in *Education Week*, Nov. 30, 2005 (Vol. 25, #13, p. 13) no free e-link available

4. Can Hot-Shot Teachers Help Turn Around Low-Performing Schools?

In this thoughtful article in the December issue of *Kappan*, Barnett Berry of the Center for Teaching Quality in North Carolina says there is no doubt that highly-accomplished, board-certified teachers get better student learning results than other teachers. But, he notes ruefully, very few of these super-star teachers work in struggling schools. Why is that, and what would be a strategy for getting more of the nation's best teachers into schools that need them the most?

Berry has some ideas on what *won't* work. According to one teacher, "sending accomplished teachers in isolation into hard-to-staff schools with no connections and no authority, even with combat pay, would be just as effective in raising student achievement as having the accomplished teachers dance naked in local churches." And Betsy Rogers, a board-certified teacher who was parachuted into a challenging Alabama elementary school, agrees. "I really owe the faculty and staff an apology," she wrote in her Web log. "I had no idea the stress involved in working under these conditions. I actually thought I had the answers needed to turn this school around. The afternoon of the first day, I began to understand how little I knew."

So what would entice highly-accomplished teachers to work in the most challenging schools, and how can things be structured so their impact will be felt beyond their own classrooms? Berry agrees with the "85-15 rule" coined by industrial guru W. Edwards Deming: 85 percent of a worker's performance is determined by the system in which he or she works and the remaining 15 percent comes from individual talent and effort. "In other words," writes Berry, "it is the system that needs most of our attention, and this is particularly true when it comes to teachers, teaching, and learning. Most teachers, including those in our low-performing schools, can develop into accomplished teachers."

So what conditions get teachers working in a way that produces high student achievement? Professional learning communities, says Berry, which are produced by a "top-down and bottom-up commitment… to create the conditions that enable teachers and students in high-poverty schools to thrive." He sums up nine keys to getting accomplished teachers into low-performing schools and broadening their impact on school-wide achievement:

- A strong principal who appreciates accomplished teachers and cultivates teacher leadership.
- Not forcing teachers to use highly scripted curriculum materials.

• Having the right resources – i.e., classroom libraries, science equipment, and current technology.

• Kindred spirits – similarly skilled and valued colleagues who have the time to learn from and support one another.

• Salary incentives for board-certified teachers.

• Smaller "case loads" for board-certified teachers so they have time to work with their colleagues.

• Additional training in leadership so they can promote school change.

• School-wide professional development in collaboration, team building, and cultural competence.

• Opportunities for board-certified teachers to implement new models of professional development and be more involved in the preparation of the next generation of teachers.

"Recruiting and Retaining Board-Certified Teachers for Hard-to-Staff Schools" by Barnett Berry in *Phi Delta Kappan*, December 2005 (Vol. 87, #4, p. 290-297), no e-link available

5. Ideas for Dealing with Teacher Transfers and Bumping

This study from the New Teacher Project contains a number of findings about how union contract provisions in five big-city districts undermine high student achievement:

• Urban school principals are forced to hire large numbers of teachers they do not want. Forty percent of vacancies in the districts studied were filled by voluntary transfers or excessed teachers over whom school leaders had no choice or limited choice.

• Forty percent of New York City principals and 25 percent of San Diego principals admitted to pushing out low-performing teachers (encouraging them to transfer or placing them on an excess list) instead of firing them. Significant numbers of principals (for example, half of those surveyed in San Diego) also privately admitted to hiding vacant positions from district officials to prevent undesirable teachers from claiming them.

• New teacher applicants, including the best, are lost when the hiring process drags on into the summer and many of the strongest new teachers take other jobs.

• Novice teachers are treated as expendable. They are the first to be excessed or bumped by more senior teachers.

The report makes five recommendations aimed at remedying these problems:

- Ensure that the placements of voluntary transfers and excessed teachers are based on the mutual consent of the teacher and the receiving school, and eliminate forced placements. Stop forcing voluntary transfers or excessing of teachers into schools where principals do not believe they are a good fit. For those excessed teachers whom no school wants to hire, explore options such as the creation of a reserve pool for a specified time period.
- Permit the timely hiring of new teachers; require priority consideration for voluntary transfers and excessed teachers but move up the timeline for when this review happens; allow schools to consider internal and external hires equally after April 15.

- Eliminate provisions that systematically disadvantage novice teachers; remove bumping requirements and better protect the jobs of essential, high-performing novices.
- Create new evaluation and dismissal processes that provide ample protection to teachers but don't protect incompetence.
- Develop alternative teacher award mechanisms in lieu of placement restrictions.

The report provoked a fiery reaction from some union leaders, who said principals were shirking the job of documenting poor performance in the classroom, not using their teachers to mentor and support struggling teachers, and not involving teachers enough in the hiring process.

"Report Blasts Teacher Hiring in City Districts" by Catherine Gewertz in *Education Week*, Nov. 30, 2005 (Vol. 25, #13, p. 9), no free e-link available, but you can get the full report and an executive summary at the links below: "Unintended Consequences: The Case for Reforming the Staffing Rules in Urban Teacher Union Contracts" by Jessica Levin, Jennifer Mulhern, and Joan Schunck of The New Teacher Project, November 2005, spotted in *The Education Gadfly*, Dec. 1, 2005.
Full report - http://www.tntp.org/newreport/TNTP%20Unintended%20Consequences.pdf
Six-page summary: http://www.tntp.org/newreport/TNTP%20Press%20Release.pdf

6. Jonathan Kozol on the Pedagogy of Poverty

This long cover article in the December *Kappan* is an excerpt from Jonathan Kozol's new book, *The Shame of the Nation: The Restoration of Apartheid Schooling in America* (Crown, 2005) [see Marshall Memo 99, #3 for a summary of a slightly different segment of Kozol's book from the September 2005 *Harper's*]. In his *Kappan* article, Kozol heaps scorn on the discipline tactics and teaching methods used by many teachers he has observed in New York City and several other urban districts. Noting that their methods are responses to the "perceived catastrophe in deeply segregated and unequal schools," Kozol describes the practices that concern him the most: "Relentless emphasis on raising test scores, rigid policies of non-promotion and non-graduation, a new empiricism and the imposition of unusually detailed lists of named and numbered 'outcomes' for each isolated parcel of instruction, an oftentimes fanatical insistence upon uniformity in teachers' management of time, an openly conceded emulation of the rigorous approaches of the military, and a frequent use of terminology that comes out of the world of industry and commerce."

Most of the schools Kozol visited were implementing Success for All, and he is sharply critical of virtually every aspect of the SFA program: the silent signals used by teachers to squelch student misbehavior; the standards (E-2D: "Produce a narrative procedure"), goals ("authentic writing," "accountable talk," "active listening"), and 4-3-2-1 rubrics posted on the walls; the error-free bulletin board displays of students' work; flawed worksheets; teachers' highly scripted lessons; the pervasive fear that the SFA "police" would catch deviations from the program; and the lack of humor, spontaneity, and joy among teachers and students. One teacher tells Kozol, "My main feeling, 98% of my reaction to this methodology, is that it's

horrific for the teachers and boring for the children… an intellectual straitjacket." Another discouraged teacher says, "I'm so torn up. I'm thinking about law school."

Kozol describes an all-school assembly in a New York City elementary school where the principal asks, "Level Fours, please raise your hands." The small number of top-scoring students are given a round of applause, and then the "Level Threes" and "Level Twos" are acknowledged. According to a teacher who witnessed this assembly, "The principal didn't ask the Level Ones to raise their hands. It was like the Level Ones weren't even there." Kozol is stunned by this public labeling and shaming of students by achievement level. "Calling children 'Level Fours' or 'Level Ones' is something rather new," he says, "and children who are labeled in this manner soon begin to use these labels to refer to one another or themselves." A girl says of one of her classmates, "Reginald is a Level One. Melissa and Shaneek are Level Threes… I'm just a Level Two."

Kozol returns to his central point – that this "pedagogy of poverty" is selling the children short. "Although the principals and teachers in these schools are constantly reminded to hold out high expectations for low-income children," he writes, "I thought the expectations here were very low. I thought the intellects of children were debased when they were asked to parrot language that they did not understand and weren't invited to explore and figure out… These are confections of apartheid, and, no matter by what arguments of urgency or practicality they have been justified, they cannot fail to further deepen the divisions of society."

"Confections of Apartheid: A Stick-and-Carrot Pedagogy for the Children of Our Inner-City Poor" by Jonathan Kozol in *Phi Delta Kappan*, December 2005 (Vol. 87, #4, p. 264-275), no e-link available

7. Blended Special-Needs Classes in New York City

In last week's *New York Times* education column, Michael Winerip reports on the success of "blended" classes combining special-needs and regular-education students. Sarah Jacobs, whose learning-disabled son, Jed, was making no progress in a $20,000-a-year private academy, enrolled him in P.S. 75 on Manhattan's Upper West Side and is thrilled by his progress in a fourth-grade inclusion room composed of eight special-needs students and 23 regular-education students. The class is taught by two full-time teachers, one general ed. and one special ed., , and is so well-organized and well-taught that Jed has had no problems and is making rapid academic progress. "I haven't had one call about his behavior," reports Jacobs, "and he's learning again. He's gone from 'Captain Underpants' to 'Harry Potter.'"

Inclusion classes with up to 40 percent special education students are considered the best approach for many of New York City's 12,500 students with disabilities. Self-contained classes often have problems. "Their bad behaviors fed off each other," says Johanny Lopez, who taught a class of a dozen emotionally-disabled second graders last year. This year she's teaching a first-grade inclusion class, and says, "I love it. It's a lot more helpful for children."

But there are several considerations in making blended classrooms work for all students, among them:

• Teachers must be highly organized and effective at classroom management. A lot of sensitive one-on-one attention is needed to keep special-needs students on track.

• Teacher teams need to put in extra planning time before and after school choreographing their roles and planning activities for a wide range of achievement levels.

• The mix of students in inclusion classes must be carefully calibrated; a class can be tipped over the edge by one child whose emotional problems are too serious. The staff at P.S. 75 is aggressive about screening out students if they don't think they will be successful in an inclusion setting.

• Inclusion classes can't become "dumping grounds" for low-tracked students.

• It helps if there is a sizable middle-class parent population that is comfortable with the idea of inclusion and provides extra volunteer support (P.S. 75 has more than 100 volunteers in the building).

• And of course the principal has to support and staff the program effectively.

"Learning-Disabled Students Blossom in Blended Classes" by Michel Winerip, *New York Times*, Nov. 30, 2005, http://www.nytimes.com/2005/11/30/education/30education.html?oref=login

8. Short Items:

a. Understanding by Design math curriculum – The Montgomery County, Maryland schools have recently revamped their K-12 math program to include enduring understandings (a.k.a. big ideas), essential questions, and indicators. You can check out their superb work at: http://www.mcps.k12.md.us/curriculum/math/

b. The results of kindergarten retention – This ASCD Research Brief contains bad news for those who think retaining low-performing kindergarten students is an effective strategy. The study's conclusion: "Retention policies have significant negative effects on retained students and little or no significant effects on their promoted peers. Estimates suggest that promoted students would show lower growth if they had been retained, whereas retained students would experience higher growth if promoted."

"The Effect of Retaining Kindergarten Students on Reading and Mathematics Achievement" by G. Hong and S. Raudenbush in ASCD Research Brief November 28, 2005, (Vol. 3, #18), spotted in *ASCD SmartBrief*, December 4, 2005.
http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.1eb2de47d88dcd98dd1b2110d3108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=issue_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=0afba443aee97010VgnVCM1000003d01a8c0RCRD&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

c. A gaping gap – The most dramatic difference between state and NAEP scores in the nation was recorded in Tennessee last year, where 87 percent of eighth graders scored proficient on their state math exam, but just 21 percent scored proficient on the corresponding NAEP test.

"Students Ace State Tests, but Earn D's from U.S." by Sam Dillon, *New York Times*, Nov. 28, 2005

d. Reports on value-added assessment – The National Association of State Boards of Education and Educational Testing Service have published booklets on value-added assessment:

• "Evaluating Value-Added: Findings and Recommendations from the NASBE Study Group on Value-Added Assessments -
http://www.nasbe.org/recent_pubs/eva.htm?Screen=PROD&Store_Code=N&Product_Code=FHARTLPI&Category_Code=SHSP

• "Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models" -
http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnextoid=851dd74ca7cb6010VgnVCM10000022f95190RCRD&vgnextchannel=4d84be3a864f4010VgnVCM10000022f95190RCRD

Spotted in *The Education Gadfly*, Dec. 1, 2005

e. Principal-counselor collaboration – This report details the ways in which principals and counselors can work together. It's available at:
http://principalspartnership.com/feature.html

Spotted in *PEN Weekly NewsBlast*, Dec. 2, 2005

Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

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 36 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 43 carefully-chosen publications (see list to the right), sifts through scores of 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 (with occasional breaks; there were 50 issues in 2004-05).

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Update (ASCD)
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Staff Development
Language Learner
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
Theory Into Practice

E-links will be provided whenever possible.