Marshall Memo 689

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 5, 2017

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Quotes of the Week

"Keep the rigor. Ditch the mortis."

An ad for *No More Telling as Teaching* by Chris Tovani and Elizabeth Birr Moje

"We must ensure first, foremost, and forever that striving readers have abundant daily access to compelling books, appealing choice of reading material, and copious time to read in school and at home for reading success."

Annie Ward (see item #4)

"Mrs. Louden, you're a genius. I've never read what a teacher writes on my essay before, but now I have to."

A high-school student's reaction to a new system for grading essays (see item #1)

"All one has to do is keep track for a day or two of how many times a character, story, or author is referred to from a classic text in a news story, in another published work, or in passing conversation. Without a knowledge of these references, students run the risk of not being able to fully participate in these conversations."

Hoyt Phillips (quoted in item #3)

"A reward definitely makes it more likely you'll do something. My concern is what happens when the reward ends."

Daniel Willingham in "*The Reading Mind*: A Chat with the Author" by Liana Loewus in *Education Week*, May 31, 2017 (Vol. 36, #33, p. 7), http://bit.ly/2rbFfX1

"Math illiteracy affects 8 out of every 5 people."

Poster spotted last week in a New Hampshire middle-school classroom

1. How to Get Students to Actually Read a Teacher's Essay Comments

In this *Cult of Pedagogy* article, high-school teacher Kristy Louden says it was incredibly disheartening when students looked at the grade on papers she'd carefully annotated and either tossed their paper away or consigned it to the depths of a backpack. "Wow, glad I put so much time into that assignment," was Louden's *sotto voce* reaction. "Not only did I feel like I had wasted my time; I felt like they just didn't care. And then the snowball of thoughts would start: How will they survive if they don't care about feedback? What's going to happen in college? Or when they get jobs?" She confesses that this often led her to put off reading students' papers for days at a time.

After nine years of suffering through this unproductive dynamic, Louden stumbled upon a process that has worked remarkably well for her:

• *Step 1: Return students' essays with feedback but no grades*. When she reads essays, Louden writes detailed comments (either on paper or within Google Classroom submissions), but she records the grades separately on a hard copy of the rubric and holds onto it. "The simple act of delaying the grade means that students had to think about their writing," says Louden, "… and digest my comments, which allowed them to better recognize what they did well or not so well." One student said, "Mrs. Louden, you're a genius. I've never read what a teacher writes on my essay before, but now I have to."

• *Step 2: Have students evaluate their own essays*. Students are directed to (a) read over their whole essay; (b) write three observations on what they did well and not so well; (c) read the teacher's comments and write two follow-up questions – how to improve the essay, what to do differently, etc.; (d) use the rubric to grade the essay; and (e) be prepared to discuss all this with the teacher. Louden gives students time for these steps and walks around monitoring their work, which is usually silent and intense.

• *Step 3: Conference briefly with each student*. The class should have independent reading or work so the teacher can have a 2-3-minute conversation with each student. Louden starts off by asking, "What do you want to talk about?" and students say things like, "I can't believe I did ----" or "I'm sorry I turned it in like this" or "You specifically told us *not* to do this." She finds it helpful to have these conferences at a large whiteboard-painted table so students can spread out their work and laptops and she can jot comments and planning ideas on the table. "The level of reflection is deeper than any I've ever encountered," says Louden. "I assure them that it is fine and I don't expect perfection, but on the inside I'm so excited that they're seeing the things I see."

• *Step 4: Compare the student's and the teacher's grades*. Louden finishes each conference by asking students how they scored themselves on the rubric and puts their

assessment side by side with hers. Often, students are harder on themselves than she was, and they're much more receptive to the grading process than they were with the previous system.

• *Step 5: Have students revise*. Louden gives students time to work on 1-3 further drafts, checking in with them on what they've done and any questions they have.

Louden says this is the most significant change she's made in her teaching in years and she's very pleased with the results: "Students have become more reflective (and sympathetic of how long it takes me to grade – haha!), their writing has improved, and I return papers much more quickly – and happily – than ever before."

"Delaying the Grade: How to Get Students to Read Feedback" by Kristy Louden in *The Cult of Pedagogy*, June 4, 2017, https://www.cultofpedagogy.com/delayed-grade/

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2. Seven Principles for Teaching Writing Well

In this *English Journal* article, Illinois high-school teacher Nicole Boudreau Smith asks why decades of attempts to improve the way writing is taught have sparked so little change. Are schools inherently resistant to innovation? Do teachers shy away from theory? Are schools of education to blame? Or have the advocates of change been so strident in their criticisms of competing approaches that teachers turn away and continue with business as usual? "[R]igid partisanship is extremely problematic, even counterproductive," says Smith. "People change when they interact with thinkers other than themselves, but teachers won't change at all if the rhetoric of tribalism isolates them rather than unites."

Scanning research over the last 60 years, Smith developed a list of seven pointers for teaching writing – precepts that, she says, have "begun to transform my classroom space."

• *Teachers should emphasize process over product*. Students benefit most "when experiencing the entirety of the writing process, from planning and creating to revising and editing," says Smith. She believes that lecturing to students about writing is not a good use of classroom time; rather, the time spent actually writing and getting feedback at each stage must be maximized.

• *Writers need strategies, not formulas*. Rigid models like the five-paragraph essay are much less helpful than strategies and heuristics, which give students flexible, transferable tools for taking charge of their writing, solving problems, and overcoming challenges.

• *Writers need scaffolded teaching, not generic instruction*. It's important for teachers to get to know their students and orchestrate activities and lessons that appeal to their passions and concerns and match their developmental level. It's also helpful to vary pedagogy appropriately – for example, a unit on argumentative writing is handled quite differently from one on memoirs.

• *Writers benefit from authorization, not suppression*. Teachers need to give students a series of tasks that help facilitate skill development, then step back and let students take the lead. For example, Smith and a colleague got students working on a simulated intervention with a group of (fictionalized) third graders who were being treated as outsiders; then students

conducted the simulation over two class periods and wrote essays on what they'd learned about the causes and consequences of marginalization.

• *Writers need social interaction, not passive compliance*. The worst-case scenario is teacher-dominated instruction with students acting as "silent, grim-faced stenographers," says Smith. It's especially tempting for teachers to become the "sage on the stage" when working with challenging texts. Teachers need to be intentional about orchestrating lessons where students are challenged to figure things out for themselves and the classroom is "buzzing with social engagement; as students discuss ideas, they push each other to higher levels of cognition… as students talk through their writing with others, they come to realizations they couldn't achieve on their own." For example, reading Shakespeare's *The Tempest*, Smith got students thinking about several essential questions:

- Does the play suggest that absolute power corrupts absolutely, or that power brings about more good than evil?
- Do the characters love for selfish, or selfless, reasons?
- Is it possible in this play to distinguish the heroes from the monsters?

"These debates occupied one week of class time," says Smith, "but the opportunity for students to engage in substantive talk like this proved immeasurable in terms of its impact on their growth as writers."

• *Students need to write for an audience other than their teacher*. When Smith's students finish a major essay, she has them spend an entire period clustered in small groups reading their work aloud to one another and responding with questions, challenges, praise, and suggested revisions. "While I could have 'saved' a day of instruction by collecting and reviewing the papers myself," says Smith, "the power of hearing their peers' comments – many of these comments more demanding and insightful than the comments I would eventually make myself – created an exigency that students were far more eager to respond to than the earnestly scribbled marginalia of their instructor."

• *Writers need reflection, not coverage*. Smith has to resist the pressure to move on and cover the curriculum without properly processing each unit. "Reflection helps students monitor their own thinking, become conscious of their processes, and apply these processes to other situations," she says. Students need to think about what they did, how they did it, and why it worked (or didn't). "We hope that all students leave our classrooms with an enhanced level of wisdom about their choices as writers," Smith concludes, "and that this wisdom translates, ultimately, into greater proficiency…"

"A Principled Revolution in the Teaching of Writing" by Nicole Boudreau Smith in *English Journal*, May 2017 (Vol. 106, #5, p. 70-75), http://bit.ly/2qU0Epc; Smith can be reached at nicole.boudreau.smith@gmail.com.

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3. Should We Continue Teaching the Literary Canon?

In this article in *Literacy Today*, consultant Emily Chiariello weighs the pros and cons of teaching literary "classics" in secondary schools, often including *The Great Gatsby, Hamlet,*

Huckleberry Finn, Julius Caesar, Lord of the Flies, Macbeth, Of Mice and Men, Romeo and Juliet, The Scarlet Letter, and *To Kill a Mockingbird*. What are the arguments for continuing to teach these and other "great books"?

- They have beautiful prose, timeless themes, and simpatico characters.
- Students can learn about a time other than their own and gain a deeper understanding of the current era.
- The syntax and idiomatic expressions may be unfamiliar, but teachers can use archaic usage to help students understand how language changes over time.
- If students aren't familiar with the classics, they won't understand allusions in everyday discourse. "All one has to do is keep track for a day or two of how many times a character, story, or author is referred to from a classic text in a news story, in another published work, or in passing conversation," says Hoyt Phillips at Teaching Tolerance. "Without a knowledge of these references, students run the risk of not being able to fully participate in these conversations."
- This is especially important for marginalized students, who need "cultural literacy" to navigate successfully in the U.S.
- Finally, there's inertia: teachers have well-developed lesson plans on the classics that they've been comfortable using for years.

What are the arguments against the canon?

- There are plenty of contemporary works of literature that are just as worthy and much more relevant to today's students – for example, *The Kite Runner, Life of Pi, Unwind, The Hunger Games*. "Students need and demand relevance," says Phillips. "Teaching classic texts at the expense of more current texts can further alienate students, thus causing them to disengage."
- Are the themes in the classics really universal, or do they stem from a narrow slice of history and culture? The literary canon is Eurocentric, male-dominated, and heteronormative, "grounded in systems of oppression that have established educational goals and environments with very narrow identity groups in mind," says diversity consultant Sara Wicht.
- Is the instructional time spent struggling to understand classics' archaic language worth it? Does this lead to teachers reading *for* students?
- Isn't this time especially unproductive for English language learners, who need every minute to become proficient in contemporary English?
- The messages embedded in the classics are all around us – in the media, churches, the legal system, and other institutions – so isn't reading them in classic literature redundant?
- Some of today's literature may be classics in 100 years. Students should be thinking about the criteria for being in the canon and getting a jump on tomorrow's selections.

Chiariello believes there's a middle ground: "In terms of cultural literacy," she says, "it can both be true that the classics are lacking in diversity *and* that a basic understanding of such texts is required in a balanced education." Atlanta teacher Darnell Fine agrees: "Much of

students' survival, in particular students of color from low-income backgrounds, depends on their ability to navigate worlds that push them to the margins. By not teaching them about the culture of power, it makes it harder for students to gain power and control over their own lives."

The best compromise may be the "windows and mirrors" approach to selecting works of literature: some books should reflect students' culture and experiences while others provide windows into unknown worlds that broaden their cultural and literary horizons. "Multicultural reading lists aren't about displacing classic works of literature from the canon," says Fine, "but making room for marginalized voices and authors that have been routinely excluded from the core curriculum." Here are Chiariello's suggestions for rethinking literary selections:

• *Prune the classics list*. Keep the works that do the best job of fulfilling learning objectives and discard those that don't. For example, for a curriculum unit on the dystopian genre, are the traditional texts like *Fahrenheit 451, Brave New World,* and *1984* really the best, or might *Diverse Energies*, an anthology of dystopian short stories, be more effective?

• *Use excerpts*. Close reading of well-chosen passages from texts (for example, on loyalty or foreshadowing) can accomplish as much as reading the whole text, leaving room for more variety in the curriculum. The anti-bias curriculum Perspectives for a Diverse America http://perspectives.tolerance.org has more than 300 texts from a variety of sources.

• *Teach students to be literary and media critics*. As they read and view, students should ask, *Whose voice is privileged and whose is missing? What stereotypes are reinforced?*

• *Compare texts*. Students might study similarities and differences between *Pride and Prejudice* and *Bridget Jones's Diary*, *The Odyssey* and *Summer of the Mariposas*, *The Scarlet Letter* and *Speak*, and *Romeo and Juliet* and *Romiette and Julio*.

• *Read with a different lens*. For example, students might read *To Kill a Mockingbird* with an eye to how the African-American characters respond to the unfolding events.

• *Integrate other media*. Teachers might use film, music, visual art, podcasts, and social media to introduce, supplement, and reinforce literary themes. The Book Riot website has lots of ideas: http://bookriot.com

• *Connect literature with current events*. For example, *The Outsiders* has links to gang violence, *Macbeth* to the recent unrest in Ferguson, Missouri. The Learning Network at *The New York Times* suggests dozens of text-to-text connections between the news and works of literature: https://learning.blogs.nytimes.com/about-the-learning-network/?_r=0

"A Classic Debate" by Emily Chiariello in *Literacy Today*, May/June 2017 (Vol. 34, #6, p. 26-29), no e-link; Chiariello can be reached at emily.chiariello@gmail.com.

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4. Getting Struggling Students to Read a Lot

In this article in *Literacy Today*, Mamaroneck, New York administrator Annie Ward says that with below-par readers, "we often diagnose deficits and prescribe highly specialized treatments without attending to the basic, proven remedy: a good book and time to read it." Of course some students need more-intensive interventions, but "We must ensure first, foremost,

and forever that striving readers have abundant daily access to compelling books, appealing choice of reading material, and copious time to read in school and at home for reading success." Some specific steps:

• *Access* – Even in seemingly well-supplied schools, some students are in *de facto* "book deserts." Teachers, librarians, and school leaders need to audit classroom libraries to make sure they cater to a wide range of interests and reading levels. It's also important that all students have daily access to a well-stocked school library and take home books for long weekends and summer vacations with few strings attached. "If students have trouble finding titles, free up the librarian to 'book whisper,'" says Ward. "Above all, make sure borrowing privileges are not revoked if they don't return books. This harsh policy eliminates access and disproportionately harms students in poverty."

• *Choice* – "It's a law of human nature that we lean into what we have selected for ourselves," says Ward. "Not only does text choice increase motivation, but it also builds agency and efficacy." Teachers should notice the choices students are making and use them to locate other texts and beef up library and classroom collections. Choice is especially important for struggling readers who need ready access to a wide variety of fiction, nonfiction, graphic novels, and series books at their levels. Intervention teachers should have short, engaging texts at their fingertips for practice and enjoyment.

• *Time* – "Schedule and hold sacred a substantial block of time for independent reading each day," says Ward. This might be 30 minutes first thing in the morning, a schoolwide DEAR time later in the day, or a long block for reading and conferring following each mini-lesson. To maximize the chance of students reading a lot at home, schools should consider reducing or eliminating worksheets and other homework and making independent reading the main event.

"Three Components to Reading Success" by Annie Ward in *Literacy Today*, May/June 2017 (Vol. 34, #6, p. 10-11), no e-link; Ward can be reached at award@mamkschools.org.

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5. Why Do Students Cheat and Not Feel Guilty?

In this article in *Theory Into Practice*, Jason Stephens (University of Auckland) notes that cheating (gaining an unfair advantage through deception or dishonesty) is common among humans, animals, and even plants – for Darwinian reasons. "Being natural, however, does not make cheating ethical," says Stephens. "[C]heating behavior – even as it presents an opportunity for competitive advantage – represents a transgression of humanity's innate *moral sense*… Even when doing so might be beneficial to one's individual interests, people feel it to be wrong; a violation of the social contract that obliges them to consider the welfare of others, and to be fair and caring in interactions with them."

Which is why it's so puzzling that at some point most students cheat in school (in large and small ways) and tell themselves that they're still good and decent people despite having done something they know is wrong – a classic case of cognitive dissonance. Stephens suggests two theories of how this is possible.

• *Moral disengagement* – Students who cheat may attribute their academic dishonesty to others or to a particular situation (the teacher, other students, the pressure they're under) and/or distance themselves from the moral messages they've heard – both ways of denying personal responsibility for their actions. "Most students do not choose on their own accord to learn about academic integrity or to think deeply about their responsibilities related to it," says Stephens. When schools leave things vague or only occasionally remind students of the honor code, they make it possible for students to distance themselves from their consciences.

• *Social norms* – "Cheating does not occur randomly," says Stephens. Studies have found that a student who thinks others are cheating and/or believes classmates are okay with it is much more likely to indulge – "If everyone else is doing it, and they don't care if I do, then maybe it isn't so bad and I shouldn't feel so bad about myself." Part of what's going on here is *pluralistic ignorance* – rationalizing by exaggerating classmates' behavior and beliefs.

Stephens uses these two theories to suggest several ways schools and universities can influence students' behavior:

- *Promote judgments of responsibility*. Having students read and sign an honor code or attend a seminar on plagiarism immediately before an exam greatly reduces cheating. Direct, well-timed cues make "clear and salient that which one might wish to remain uncertain or obscure," says Stephens. It also promotes an internal locus of control among students tempted to attribute their dishonesty to uncontrollable external forces.
- *Use hypotheticals*. Some schools give students moral dilemmas and ask them to decide what to do, articulate the values involved, and check to be sure their course of action is free of rationalizations or ways of disengaging from responsibility.
- *Make moral standards public*. Widely emphasized core values and/or an explicit honor code can make a big difference. Clearly and frequently articulating norms reminds students of the school's rules and the need for everyone to take personal responsibility.
- *Involve students in the process*. Some schools set up academic integrity committees with representatives from each grade level to address social norms and play a part in dealing with infractions.

"How to Cheat and Not Feel Guilty: Cognitive Dissonance and Its Amelioration in the Domain of Academic Dishonesty" by Jason Stephens in *Theory Into Practice*, Spring 2017 (Vol. 56, #2, p. 111-120), http://www.tandfonline.com/doi/abs/10.1080/00405841.2017.1283571; Stephens can be reached at jm.stephens@auckland.ac.nz.

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6. Challenges with Reporting on Students' Non-Cognitive Performance

In this *Education Week* article, Evie Blad reports on some schools that are including feedback on character traits in report cards. Among the non-cognitive skills being tracked:

- Grit – Passion and perseverance in pursuit of long-term goals;
- Zest – Enthusiasm and energy;
- Responsibility – Being accountable for one's own actions;
- Managing emotions – Recognizing and responding appropriately to urges;

- Social awareness – Empathizing and considering different perspectives;
- Optimistic thinking – Self-confidence, positivity, and looking forward to the future;
- Metacognition – Awareness of one's own learning processes; learning from mistakes.

The idea behind reporting on these and other skills is to enlist parents in supplementing the school's feedback and thereby improving the non-cognitive areas.

However, says Rutgers University psychologist Maurice Elias, "If the goal is to get parents engaged, then we can't make this as complicated as the common-core math curriculum. We have to focus on a few things that we want the parents to be focused on." Angela Duckworth, who popularized the term grit, agrees: "You have to have some way of communicating to kids and their families, more articulately, more specifically, less abstractly, what you mean by character. Here are actual things that you can see and are real to you." And to be effective, these reports need to be accompanied by a clear articulation of the desirable skills at each grade level, professional development, and skillful teaching.

One challenge, as Duckworth has noted in her recent writing (see Memo #631), is schools giving consistent and unbiased feedback to students on social-emotional skills. Teachers might analyze student data across gender and racial/ethnic lines and collaborate on scoring to identify and discuss differences in perspective. Another challenge is that students and parents might compare character "grades" with those of other students, or see these grades as describing immutable traits rather than as feedback for improvement.

"If kids could get formative feedback, information they could learn and grow from, that is potentially a legitimate use," says Duckworth. "But the reason I say 'potentially' is that that hasn't been tested."

"For Schools, Rating Students' Character Is a Tricky Prospect" by Evie Blad in *Education Week*, May 31, 2017 (Vol. 36, #33, p. 1, 12), http://bit.ly/2qGaupH

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7. Mastery Versus Performance Orientation in Israeli Classrooms

In this *Elementary School Journal* article, Dana Vedder-Weiss (Ben-Gurion University of the Negev) reports on a study of grade 5-8 science classrooms in Israel. Some teachers emphasized mastery (motivating their students to improve competence by developing knowledge, understanding, and skills) while others emphasized performance (motivating students to demonstrate competence, make a positive impression, avoid making a negative impression, and out-perform classmates). "Mastery goal orientation," says Vedder-Weiss, "has been associated with a broad array of desirable cognitive, behavioral, and affective learning characteristics, such as self-regulated learning… effort and persistence… interest… and self-efficacy."

Interviews with 19 students with mastery- or performance-oriented teachers revealed the way that goal orientation played out on a daily basis. Vedder-Weiss used the TARGETS assessment to draw students out on the details:

- Task – How does the teacher organize learning activities structurally (content, procedures, products, materials) and psychologically (enthusiasm, higher-order thinking, press, scaffolding)?
- Authority – How much autonomy, choice, and responsibility does the teacher give students in their learning?
- Recognition – What are the standards, criteria, and methods used to praise or criticize students? Is recognition given publicly or privately? Are students praised or criticized according to effort, ability, or luck? And what form does recognition take (verbal, stickers, candy)?
- Grouping – What is the design, purpose, and extent of student grouping?
- Evaluation – How and by what criteria does the teacher judge students? Is evaluation public or private?
- Time – How rigid is the scheduling of activities? What messages are sent about how important time is?
- Social – How supportive, warm, and caring is teacher-student interaction? Does the teacher encourage interaction among students?

Vedder-Weiss found the TARGETS criteria helpful in understanding how mastery and performance goal orientation work and calls for more research on the result of these different orientations on student learning and achievement.

"Teaching Higher and Lower in Mastery Goal Structure: The Perspective of Students" by Dana Vedder-Weiss in *The Elementary School Journal, June* 2017 (Vol. 117, #4, p. 566-592), http://www.journals.uchicago.edu/doi/abs/10.1086/691584

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8. Effective Leadership Implementing Common Core Standards

In this *Elementary School Journal* article, Elizabeth Leisy Stosich (Stanford University) notes that when new standards (like the Common Core) are introduced, teachers tend to "view standards as similar to their current practice… respond only to aspects congruent with existing practice and beliefs… or adopt standards superficially." The key to going beyond this kind of partial implementation is how the principal frames the new initiative. Stosich studied how three experienced principals in high-poverty schools framed the introduction of Common Core standards. Two of the principals presented the new standards to teachers as primarily an *execution* challenge: teachers needed to tweak their existing curriculum and pedagogy to implement the Common Core.

The third principal presented the new standards as a *learning* challenge, requiring "both the execution of specific pedagogical approaches and collaborative learning about how to execute these approaches in ways that would support students' learning," says Stosich. This "authorized teachers to identify problems of student learning, to experiment with new approaches and materials, and to revise their instruction to better support students in meeting standards. In doing so, they were able to draw on the collective capacity of the teachers in the organization to solve challenges presented by the Common Core State Standards."

Even so, says Stosich, only one teacher team in this school did a really effective job implementing the new curriculum. She calls for more research on how principals can extend the learning orientation to all teachers.

"Leading in a Time of Ambitious Reform" by Elizabeth Leisy Stosich in *The Elementary School Journal,* June 2017 (Vol. 117, #4, p. 539-565), http://bit.ly/2qQVrdJ; Stosich can be reached at stosich@stanford.edu.

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9. Part-Day Absenteeism Among Secondary-School Students

In this *Education Gadfly* article, David Griffith reports on a study of over 50,000 California secondary-school students to see how many skipped out on part of a school day. The researchers found at least as many part-day as full-day absences. By combining the two categories, the percent of students with chronic absenteeism went from 9 to 24, with African-American and special-needs students having the highest rates of chronic absenteeism. Average student absences in grades 6-12 were 4.2% of full days and 12.2% of parts of days, and almost all part-day absences were unexcused. Part-day absences happened most often first and last periods, with only slight differences among subjects during any part of the school day.

"The Prevalence of Part-Day Absenteeism" by David Griffith in *The Education Gadfly*, May 31, 2017 (Vol. 17, #22), https://edexcellence.net/articles/the-prevalence-of-part-day-absenteeism

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10. Short Item:

Children's book recommendations – The International Literacy Association just concluded its annual process of asking students and teachers around the U.S. to select their favorite books. Here are the selections, from kindergarten through young adult:
https://www.literacyworldwide.org/docs/default-source/reading-lists/choices-2017-reading-lists.pdf?sfvrsn=4

"Valuing Their Choices" by Clare Maloney in *Literacy Today*, May/June 2017 (Vol. 34, #6, p. 12-14)

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If you have feedback or suggestions,
please e-mail kim.marshall48@gmail.com

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 48 years' experience as a teacher, principal, central office administrator, consultant, and writer, 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).

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Communiqué
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
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English Journal
Essential Teacher
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Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine