Marshall Memo 507

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 21, 2013

In This Issue:

Quotes of the Week

"Never be afraid to speak out. Never be afraid to live your life. Never let your past dictate your future."

Elizabeth Smart, speaking to an audience of 1,600 teens about her kidnapping and nine months of captivity and abuse, in "Gone Girl: The Extraordinary Resilience of Elizabeth Smart" by Margaret Talbot in *The New Yorker*, Oct. 21, 2013, http://www.newyorker.com/reporting/2013/10/21/131021fa_fact_talbot

"[S]trong teachers leave schools with weak principal leadership, and weak teachers stay in those same schools."

Mariah Cone, School Leaders Network, in a letter to *Education Week*, Oct. 9, 2013, citing The New Teacher Project's 2012 study, www.edweek.org

"Besides kindergarten students and their parents, no one is more anxious on the first day of school than a new teacher."

Donald Beaudette and Elizabeth Nolan (see item #7)

"You have the rest of your life to create the future, but less time than you realize to create yourself."

Kevin Carey in "Welcome, Freshmen. You Don't Deserve To Be Here" in *The Chronicle of Higher Education*, Oct. 18, 2013 (Vol. LX, #7, p. A96), http://chronicle.com/article/Welcome-Freshmen-You-Do-Not/142285/

"Wishes are mental fast food. They are mind candy that satisfies the moment, but do nothing to nourish us for the long haul…"

Shane Lopez (see item #2)

1. Managing Negative Emotions on the Job

In this helpful *Harvard Business Review* article, Susan David (Harvard University) and Christina Congleton (Evidence Based Psychology) describe how leaders can most effectively manage negative thoughts and emotions. The conventional wisdom holds that leaders should be cheerful and confident and suppress negativity. "But that goes against basic biology," say David and Congleton. "All healthy human beings have an inner stream of thoughts and feelings that include… anxiety about priorities, jealousy of others' success, fear of rejection, distress over perceived slights… That's just our minds doing the job they were designed to do: trying to anticipate and solve problems and avoid potential pitfalls."

Problems arise when leaders do one of two things: buy into their negative thoughts or deny them. Neither of these strategies works, but some people keep using them. An example of the first: Cynthia has a high-powered job and two young children. One nagging voice in her head berates her for not being better at her work; another voice tells her to stop neglecting her family. "Cynthia wished that at least one of the voices would shut up," say the authors. "But neither would, and in response she failed to put up her hand for exciting new prospects at her office and compulsively checked messages on her phone during family dinners."

An example of the second: Jeffrey is a rising star in his office, but he's often angry at bosses who disregard his ideas, subordinates who don't follow orders, and colleagues who aren't pulling their weight. He's lost his temper a couple of times, but mostly he bottles up his anger, which makes him even more upset.

There's a better way to deal with negative emotions, say David and Congleton – a way that alleviates stress, reduces errors, boosts innovation, and improves job performance. They call it emotional agility:

• *Recognize a pattern*. Have you been hooked by unproductive thoughts and feelings? A sure sign of this is rigid and repetitive thinking, like Cynthia's broken record of self-recrimination. "You have to realize that you're stuck before you can initiate change," say David and Congleton.

• *Step back and label your thoughts and emotions*. The thought, *My coworker is wrong – he makes me so angry* becomes *I'm having the thought that my coworker is wrong, and I'm feeling anger*. "Labeling allows you to see your thoughts and feelings for what they are," say the authors: "transient sources of data that may or may not prove helpful… As Cynthia started to slow down and label her thoughts, the criticisms that had once pressed in on her like a dense fog became more like clouds passing through a blue sky."

• *Accept them*. Take ten deep breaths and open up to the feelings: pay attention, let yourself experience them, and examine the reality of the situation. "When Jeffrey acknowledged and made room for his feelings of frustration and anger rather than rejecting them, quashing them, or taking them out on others, he began to notice their energetic quality," say David and Congleton. "They were a signal that something important was at stake and that he needed to take productive action… The more Jeffrey accepted his anger and brought his curiosity to it, the more it seemed to support rather than undermine his leadership."

• *Act on your values*. Once you've stepped back and gotten unhooked from negative thoughts, you can act in ways that align with your core values. "Are you taking a step toward being the leader you most want to be and living the life you most want to live?" ask David and Congleton. "Is your response going to serve you and your organization in the long term as well as the short term?"

In a sidebar to the article, the authors provide a list of core values developed by Miller, Baca, Matthew, and Wilbourne at the University of New Mexico. David and Congleton suggest scanning the list to identify the values that resonate with you in a challenging situation: Accuracy, achievement, adventure, authority, autonomy, caring, challenge, change, comfort, compassion, contribution, cooperation, courtesy, creativity, dependability, duty, family, forgiveness, friendship, fun, generosity, genuineness, growth, health, helpfulness, honesty, humility, humor, justice, knowledge, leisure, mastery, moderation, nonconformity, openness, order, passion, popularity, power, purpose, rationality, realism, responsibility, risk, safety, self-knowledge, service, simplicity, stability, tolerance, tradition, wealth.

"Emotional Agility: How Effective Leaders Manage Their Negative Thoughts and Feelings" by Susan David and Christina Congleton in *Harvard Business Review*, November 2013 (Vol. 91, #11, p. 125-128), no e-link available

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2. Teaching Hope

In this intriguing *Kappan* article, Shane Lopez (Gallup Organization) reports that only half of American children are hopeful – that is, believe their future will be better than their present and think they have the power to shape a better future. It seems that we're not doing a very good job teaching young people how to hope.

"Hopeful thinking combines future thinking with a sense of agency or efficacy," says Lopez. Studies have shown that a person's positive expectations for the future are tightly correlated with academic and life success. After controlling for other variables (previous grades, IQ, psychological status), researchers have found that hope boosts a student's school achievement by 12 percent.

But some educators have fuzzy notions about hope, including these three common misconceptions:

• Misconception #1: Daydreaming is bad for students. When teachers see students with that dreamy gaze, they usually assume the student is off task and needs to be brought back to reality. But students' daydreaming is often about how what's going on in class relates to the

future, says Lopez: "Daydreaming gives a child a chance to take a future for a test drive. It is where imagination sparks creativity and where plans and designs for the future are developed."

• Misconception #2: All goals are created equal. Not so, says Lopez. Students' daydreams may wander all over the place, but two fundamental life goals are the most powerful: having a good job and a happy family. "These expectations, the foundation of a good life, are what draw students forward," says Lopez.

• Misconception #3: Wishing is the same as hoping. "Wishes are mental fast food," says Lopez. "They are mind candy that satisfies the moment, but do nothing to nourish us for the long haul… Wishing is future thinking that sparks no action." How can we tell the difference between a wish and a hope? "Only hope starts an individual thinking about ways to make life better and gets them moving."

Drawing on research from around the world, Lopez has found that students who are hopeful about the future have three characteristics that set them apart from students who are not:

• *They are excited about something in the future*. "That one thing can be big or small, novel or run-of-the-mill, close at hand or far in the future," says Lopez, "as long as it teaches them to look forward with positive expectations." It can be a weekly visit to the park, a family trip, a sporting event, a school dance. This is part of a hopeful mindset that gets these young people excited about the future and their future selves. "They become more animated and this display of positive emotions attracts attention and support from people who can help them along the way."

• *Hopeful students have good school attendance*. Lopez and colleagues at Gallup studied student absenteeism in a Nebraska high school and found a close correlation between excellent attendance and hope.

• *Hopeful students are engaged*. They are psychologically invested in what is happening around them and eager to get something out of classes and other activities.

Can adults develop hope in young people? Yes, says Lopez. He starts by describing an experiment done on 295 seventh graders in Detroit. Students were divided into two groups and a researcher posing as an academic recruiter from the University of Michigan presented a slide show about the campus and possible college majors. One group saw a graph showing the amount of money people at different levels of education made – high-school dropout, high-school graduate, some college, college graduate, etc. The second group saw a graph of the income of famous actors, athletes, and musicians on the 2008 Forbes Celebrity 100 list.

Afterward, the students' regular science teachers (who had not attended the presentations) handed out an extra-credit homework assignment on their classwork. The students in the group that was told about the income earned after various levels of education were *eight times* more likely than the second group to complete the assignment. "It's as if they suddenly saw education as a real path to the good future they wanted," says Lopez. "Knowing the way to a solid job that paid $50,000 a year gave these 12- and 13-year-olds more energy and guidance for current effort than all the fantasy fortunes of Jay-Z, LeBron James, and other icons they followed on TV."

Lopez goes on to describe three specific strategies to increase students' level of hope (there are more in his book, *Making Hope Happen* (Atria Books, 2013)):

• *Give students goals that really matter to them*. Nobody washes a rental car. For the same reason, students don't work hard on assignments they don't own or find meaningful. Students won't get fired up about schools' institutional goals like raising reading scores or graduation rates. But goals directly linked to having a good job and a happy family can be highly motivational.

• *Teach students to put hope into action*. According to a 2003 OECD study, U.S. students are more confident that they'll graduate from high school and college than students in any of the other countries studied. But only 60 percent of U.S. students strongly believe they can implement strategies that will get them good grades, according to the Gallup Student Poll. Lopez describes the Hope Camera Project as an example of how to fill in the missing ingredients. Fifth and sixth graders are given disposable cameras and over several months they photograph and write about something that documents hope in their lives, with the goal of presenting their best photograph and their edited essay in a gala evening event. Students in the project overcame family strife, academic struggles, and health problems to finish their work; it taught them to match their will with their ways, think flexibly, and create alternative strategies to reach their goals.

• *Show students how to make when/where plans*. Studies have shown that students who decide when and where they will work on and complete a project are three to four times more likely to follow through than students whose action plans are vague. Setting action triggers is straightforward, says Lopez. "Each time, give a student an assignment or set a goal, help them choose the day and time they'll start working on it, and the place where they'll work."

"Making Hope Happen in the Classroom" by Shane Lopez in *Phi Delta Kappan*, October 2013 (Vol. 95, #2, p. 19-22), www.kappanmagazine.org

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3. Building Students' Courage in a Massachusetts School

In this article in *Kappan*, Ron Berger identifies one of the most important character strengths that his organization, Expeditionary Learning, seeks to develop in students: *courage*. Students at Springfield Renaissance School, a 600-student grade 6-12 Expeditionary Learning school in central Massachusetts, are taught to think of courage not as a blanket characteristic but as the ability to take risks and grow in specific situations: math courage, difficult-reading-passage courage, art courage, public-speaking courage, peer-review courage, complimenting-nerdy-peers courage, athletic courage.

Underlying this approach is the "growth" mindset identified in Carol Dweck's work – the belief that we can get smarter and more skillful through focused effort. Lessons at Renaissance have these Dweckian building blocks:

- Clear learning targets that students own, work toward, and publicly reflect on;
- Character targets that ask students to demonstrate academic courage;
- Challenging work that asks students to struggle individually and collectively;

- Discussion protocols that ask students to take risks and share ideas;
- Critique protocols that ask students to offer kind, specific, helpful feedback;
- Debriefs with public affirmations of successes and problems.

In addition, there are six all-school structures designed to build academic and interpersonal courage:

• *Advisories* – All students are assigned to a small "crew" that meets daily to discuss challenges, successes, and feelings. "They hold each other accountable for academic effort, academic success, and character values," says Berger. "They work on the courage to compliment or critique classmates, even when it is socially risky to do so. They work on the courage to speak up in ways they would not in their neighborhoods and to show kindness and vulnerability instead of just toughness."

• *Outward Bound* – Freshmen join their teachers and school leaders on a one-week mountain-climbing expedition, lugging heavy backpacks. "For much of the week, the students are miserable," says Berger. "They are cold, tired, sore, and scared. Their clothes are filthy, and their hair is a mess. They have no cell phones, no music, and no soda. They are not with their usual crowd of friends. They argue and judge each other harshly. But something changes during that week. Somehow they make it to the top of the mountain, together, and get to wash up in a freezing stream and sit in the sun and laugh. Somehow they learn to help other kids who they thought were weird and different. When they return to civilization and take their first glorious shower, they are different."

• *Student-led family conferences* – Close to 100 percent of parents attend meetings several times a year in which students present their progress in academics and character and answer questions about their growth and goals.

• *Passage presentations* – To be promoted to the next grade, eighth and tenth graders present evidence of meeting academic and character targets to a panel of educators and community experts.

• *Senior talk* – All twelfth graders write and deliver a speech to the community describing their challenges at the school and their life journey so far.

• *Exhibition nights* – Students regularly present their classes' learning to the broader community.

Springfield Renaissance has impressive results. For three consecutive years, every one of the school's 75 graduating seniors was accepted in college, and almost every student who had been a freshman at the school graduated as a senior. This compares to 52 percent of the city's high-school students graduating in four years, and only 25 percent of ninth graders graduating and going to college.

"Classes in Courage" by Ron Berger in *Phi Delta Kappan*, October 2013 (Vol. 95, #2, p. 14-18), www.kappanmagazine.org; Berger can be reached at rberger@elschools.org.

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4. How the Common Core Will Transform Reading Instruction

In this important article in *American Educator*, Timothy Shanahan (University of Illinois/Chicago) says that although the Common Core State Standards clarify *what* students should know and be able to do at each grade level, not *how* it will be taught, "these standards will likely lead to the greatest changes in reading instruction seen for generations." Here are the shifts that Shanahan foresees:

• *Moving from 'just right' reading to close reading of challenging texts* – The previously accepted notion that students should be given texts at their "instructional level" led to classrooms with three reading groups and guided reading groups using leveled texts. "Despite the ubiquity of the practice," says Shanahan, "*research has found no consistent relationship of student-text match and learning*. Despite the hard work of so many teachers to make certain that students are in the 'just right' book, doing so does not appear to promote better learning. It is not that student and text levels don't matter – they are certainly part of the learning equation – but so is the amount of support or scaffolding that teachers provide." The focus on finding texts at the appropriate reading level may have eclipsed the bigger question of whether the texts were worth reading.

Common Core, on the other hand, specifies challenging text difficulty levels for each grade from 2 to 12, which will stretch many students beyond their instructional level. The problem is that some teachers don't have a toolkit for helping students read challenging texts. They will have to learn how to help students read at higher levels – without doing the work for them. "Such instruction… looks less like traditional reading lessons and more like team problem-solving," says Shanahan, "with teachers offering guidance and support, and the children reading and rereading to figure out the meaning."

• *Moving from preparing to read to actually reading* – "Reading lessons have not actually started with reading for a very long time," says Shanahan. "With the reading lesson, the daily rituals increasingly have elbowed the text aside. Instead of serving to focus students' attention on making sense of each text within its own interpretive universe, the reading lesson has too often conveyed to students that reading is a ceremonial event to which the text is of only marginal importance." Common Core pushes teachers to dive into the texts much more quickly – treating them "as complete unto themselves, without need for additional information about the author or opinions from other people or texts."

"This sparser view of reading preparation conflicts with the daily reading ritual found in most US classrooms," Shanahan continues. "Instead of guiding students to read texts closely, such lessons usually provide a veritable flood of extra information – previews, explanations, and reading purposes, along with analysis of relevant context or background information and the like… With so much of that preparation, the reading itself sometimes must be sacrificed; it is almost always attenuated."

But don't teachers need to supply missing background knowledge so students will understand what they're reading? Yes, if it's missing, says Shanahan. And teachers should also activate prior knowledge that students already possess. But often the pre-reading ritual goes into too much detail and takes away from reading the actual text. "Is this really a boon to

reading comprehension, or is such preparation simply taking the place of reading?" he asks. "Think of it this way: Are teachers really going to follow kids through college and career – or even into their accountability exams – preparing them for each text they are to read?... We need to remember that one can read a text more than once, and that the purpose of reading is to interpret the text based on the information on the page rather than from pre-reading activity initiated by the teacher… The CCSS place the text – not the teacher – at the center of the students' negotiation of text meaning."

A brief introduction should be enough, he says: *Now we'll read a play about a boy's first day at school* or *We've been reading about the Civil War; and this next chapter will tell us about the final stages of the war and how it was won* or *We're going to read about Antarctica, and the chapter will tell you a lot about it, but it doesn't make it very clear where Antarctica is. Let's find it on our map before we read about it.*

• *Moving from questions about the text to integrating knowledge and ideas* – In the traditional reading lesson, teachers quiz their students, and their questions act as a "training guide" on what students should be paying attention to when they read. "In many reading lessons," says Shanahan, "when students can retell the key ideas and details of a text and answer questions about it, teachers often declare victory and move on."

Common Core, on the other hand, emphasizes *text-dependent* questions – those that students can answer only by referring back to the text. But the danger is that text-dependent questions can be low-level: *What color was Riding Hood's hood? What was the name of the girl who visited the Three Bears?* Common Core guards against a diet of trivial questions by suggesting students read texts several times and look at them at three levels: key ideas and details; craft and structure; and integrating knowledge and ideas: *How did the author organize the information? What literary devices or data presentation devices were used, and what was their effect? Why did the author choose this word or that word? Were the meanings of key terms consistent or did they change with use across the text?* "Such second readings may require a full rereading of the whole selection," says Shanahan, "but often no more than a series of targeted second looks at specific portions of the text – portions relevant to craft and structure – is sufficient."

"With the information gleaned from the first two readings," he continues, "the reader is now ready to go even deeper into integrating knowledge and ideas: *What does this text mean? What was the author's point? What does it have to say about our lives or our world? How valid is it? How good is it? How does it connect to other texts (or to other experiences, videos, or experiments)?* By waiting until we have achieved a deep understanding of a text – or what it says and how it works – we are finally in a good position to critically evaluate the text and to compare its ideas and approach with those of other texts."

Shanahan concludes by returning to his indictment of the traditional reading lesson: "Instead of emphasizing the ideas in texts, and empowering students to understand those ideas – what they are, how they are expressed, and what they mean – we have ritually kept students in a state of ignorance and helplessness. In a milieu in which everything of importance is told, where ideas can be gained without the hard currency of analytical and critical thought, where

one's reach is never allowed to exceed one's grasp, and where all opinions are equal and there are no consequential facts upon which to make decisions, the individual's value is diminished. The most important fact about the Common Core State Standards may be that they are getting educators to rethink this ritual – and to move ideas, and thinking about ideas, back to the center of the reading curriculum."

"Letting the Text Take Center Stage" by Timothy Shanahan in *American Educator*, Fall 2013 (Vol. 37, #3, p. 4-11, 43), http://www.aft.org/pdfs/americaneducator/fall2013/Shanahan.pdf

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5. Six Myths and Two Facts About African-American Youth and Educators

In this *Education Week* article, Leslie Fenwick (Howard University) examines some all-too common perceptions about African-American students and educators:

• Myth: Black parents are not interested in their children's education and do not engage in school-affirming behaviors. Fact: According to a 2008 National Center for Educational Statistics report, 94 percent of black parents – the highest percentage of any subgroup of U.S. parents – set aside a special time and place for homework and ensure that an adult checks it over.

• Myth: Many more white than black parents attend parent-teacher conferences and PTA meetings. Fact: The same NCES report found that 78 percent of white parents and 77 percent of black parents attended parent-teacher conferences, and 90 percent of white and 87 percent of black parents attended PTA meetings.

• Myth: Black parents tolerate permissive academics and discipline in their children's schools. Fact: NCES data show that fewer black than white parents report being very satisfied with the academic standards, order, and discipline in their children's schools.

• Myth: Most urban and inner-city teachers and principals are African-American. Fact: According to 2003-04 NCES data, about 90 percent of urban teachers and 88 percent of urban principals are white, as are 71 percent of inner-city teachers and 62 percent of inner-city principals.

• Myth: White educators are more qualified than black educators. Fact: Decades of data show that African-American educators are the most credentialed and experienced subgroup in U.S. schools – they are more likely to hold a master's or doctoral degree in education; they have more years of teaching experience before becoming principals and more years as principals before becoming superintendents.

• Myth: Black youth use more alcohol, tobacco, and other drugs than white youth. Fact: According to the National Institute for Drug Abuse, use of these substances has consistently been less prevalent among black than white high-school seniors. A 2011 study in the Archives of General Psychiatry found the same was true for lower grades.

• Fact: Fewer black than white men are employed. The employment rate is lower for black men, but not by much: 60 percent of black men and almost 70 percent of white men were employed in January 2012, according the U.S. Department of Labor.

• Fact: Church attendance is higher among black Americans. The 2010 Gallup Poll found that 55 percent of African Americans reported attending church every week – the highest percentage of any U.S. racial or ethnic subgroup.

"The worst images of black culture have been manufactured and placed in broad circulation," concludes Fenwick. "As an antidote, educators must find, consciously elevate, and celebrate the best of black culture in schools and classrooms. When schools put the best of black culture in broad circulation (through serious and ubiquitous curricular content and instructional materials), black students experience identity restoration, and all students learn meaningful cultural appreciation."

"Perception vs. Reality About Black Students and Educators" by Leslie Fenwick in *Education Week*, Oct. 9, 2013 (Vol. 33, #7, p. 32, 28), www.edweek.org

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6. Using the "Wisdom of the Crowd" to Make Good Decisions

In this *Harvard Business Review* article, Alex "Sandy" Pentland (M.I.T.) warns leaders to avoid two common errors when making important decisions: working in isolation and following the herd. Successful decision-makers, he says, engage in *social exploration* – reaching out and forming connections with many different kinds of people, exposing themselves to a broad variety of thinking, paying attention to what the most successful people are doing, and looking for the sweet spot that represents the best decision. Social explorers, says Pentland, "winnow down the ideas they've gathered by bouncing them off other people to see which ones resonate. Generally, those ideas are micro-strategies – examples of actions that might be taken, circumstances conducive to the action, and possible outcomes. Then, by assembling a great set of micro-strategies, social explorers make good decisions."

In small but important ways, organizations can encourage interaction. One company tweaked the timing of coffee breaks, making it easier for more people to talk to one another, and saw productivity improvements that saved $15 million. Another company made its lunch tables longer, encouraging people to interact with those they didn't know, and saw productivity increase by 5 percent.

One possible downside of social interaction is group-think, which happens when people are all drawing on the same source or sources of information and get the echo-chamber effect. This is why talking to a variety of people is so important, managing the idea flow and zeroing in on the wisest course of action. This applies in a variety of fields, says Pentland: "Getting the right idea flow is critical in journalism (so reporters talk to enough sources to get all sides of the story), financial controls (to ensure that all sources of fraud have been considered), and ad campaigns (so companies sample a sufficiently diverse set of customer opinions)."

"Beyond the Echo Chamber" by Alex "Sandy" Pentland in *Harvard Business Review*, Nov. 2013 (Vol. 91, #11, p. 80-86), http://hbr.org/2013/11/beyond-the-echo-chamber/ar/1; see Memo 429 for a related article by Pentland, "The New Science of Building Great Teams."

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7. The Ideal Mentoring Relationship for a New Teacher

"Besides kindergarten students and their parents, no one is more anxious on the first day of school than a new teacher," say Donald Beaudette and Elizabeth Nolan in this article in *Educational Horizons*. Finding the right mentor is critically important, they believe – a colleague who has three or more years of successful classroom experience, is willing to commit to weekly meetings for up to three years, knows the resources available in the school and district, has coaching skills, and is positive, patient, and accepting. Ideally, the mentor teaches the same subject or grade level, shares instructional interests, and teaches in a nearby classroom. Here are some key functions a mentor can serve:

- Welcoming the new teacher into the profession and taking a personal interest in his or her well-being, pointing the way to classroom and career possibilities;
- Offering sympathy and support while challenging the newbie to reach for higher levels of performance;
- Sharing ideas, perspectives, standards, values, and norms;
- Helping with lesson and unit planning, materials, and district requirements;
- Pointing the way for good classroom management;
- Recognizing when the new teacher needs space.

"Asking for Help: The Key to Career Success" by Donald Beaudette and Elizabeth Nolan in *Educational Horizons*, October/November 2013 (Vol. 92, p. 12-15), www.edhorizons.org

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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.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 43 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
AMLE Magazine
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 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