

# Marshall Memo 794

A Weekly Round-up of Important Ideas and Research in K-12 Education

July 8, 2019

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## Quotes of the Week

“Sometimes as novice learners, students are better able than the instructor to clear up confusion and identify next steps in logic or problem-solving.”

Jay Howard (see item #4)

“Regardless of how much formal power any given role has in a school community, all participants remain dependent on others to achieve desired outcomes and feel empowered in their efforts.”

Anthony Bryk and Barbara Schneider (see item #1)

“No research supports the idea that low grades prompt students to try harder. More often, low grades prompt students to withdraw from learning. To protect their self-images, many students regard the low grade as irrelevant or meaningless. Others may blame themselves for the low grade but feel helpless to improve.”

Thomas Guskey (quoted in item #3)

“While successful culture can look and feel like magic, the truth is that it’s not. Culture is a set of living relationships working toward a shared goal. It’s not something you are. It’s something you do.”

Daniel Coyle in *The Culture Code: The Secrets of Highly Effective Groups* (Random House, 2018)

“We tend to use the word *story* casually, as if stories and narratives were ephemeral decorations for some unchanging underlying reality. The deeper neurological truth is that stories do not cloak reality but create it, triggering cascades of perception and motivation. The proof is in brain scans: When we hear a fact, a few isolated areas of our brain light up, translating words and meanings. When we hear a story, however, our brain lights up like Las Vegas, tracing the chains of cause, effect, and meaning. Stories are not just stories; they are the best invention ever created for delivering mental models that drive behavior.”

Daniel Coyle (*ibid.*)

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## 1. Relational Trust in Schools

(Originally titled “Trust in Schools: A Core Resource for School Reform”)

“Good schools depend heavily on cooperative endeavors,” say Anthony Bryk (now at the Carnegie Foundation for the Advancement of Teaching) and Barbara Schneider (now at the University of Michigan) in this widely discussed 2003 *Educational Leadership* article.

“Relational trust is the connective tissue that binds individuals together to advance the education and welfare of students.” This was the major conclusion of their decade-long study of 400 Chicago elementary schools, including extensive interviews, surveys, and classroom observations.

What is relational trust? “Regardless of how much formal power any given role has in a school community,” say Bryk and Schneider, “all participants remain dependent on others to achieve desired outcomes and feel empowered in their efforts.” This is true of interactions between:

- Teachers and students;
- Teachers and colleagues;
- Teachers and parents;
- All groups with the principal.

There’s mutual dependency built into each of these interactions – for example, students depend on their teachers to run effective classrooms and parents depend on the principal to run a good school. “Such dependencies,” say the authors, “create a sense of mutual vulnerability for all individuals involved. Consequently, deliberate action taken by any party to reduce this sense of vulnerability in others – to make them feel safe and secure – builds trust across the community.”

What builds trust among the hundreds of people within a school community? The researchers found four key variables:

- Respect – This is built through productive exchanges, genuinely listening, and taking others’ perspectives into account, even when there’s disagreement. Without respect, people withdraw and conflict may emerge.
- Personal regard – This involves people being willing to extend themselves beyond the formal requirements of their roles, generating trust in others.
- Competence – “Instances of negligence or incompetence, if allowed to persist, undermine trust,” say Bryk and Schneider.
- Personal integrity – The key question is whether people will keep their word and be true to their principles in day-to-day actions.

When these four elements are positive, interpersonal trust develops and routine functions – such as organizing a kindergarten graduation – go smoothly. Trust also supports school improvement efforts, say Bryk and Schneider, “because trust reduces the sense of risk associated with change. When school professionals trust one another and sense support from parents, they feel safe to experiment with new practices... Talking honestly with colleagues about what’s working and what’s not means exposing your own ignorance and making yourself vulnerable. Without trust, genuine conversations of this sort remain unlikely.” Trust also supports the extra work and risks of changing established practices – when people are asking, “Why should I do this?”

A major finding of Bryk’s and Schneider’s study was a strong correlation between the level of social trust within a school and the academic progress students made. Students in schools with high trust did markedly better in reading and math than students in schools with low trust.

How does trust develop? Not through workshops, retreats, and sensitivity training, say Bryk and Schneider. “Rather, schools build relational trust in day-to-day social exchanges. Through their words and actions, school participants show their sense of their obligations toward others, and others discern these intentions. Trust grows through exchanges in which actions validate these expectations.” They identify several other key factors:

- The principal’s actions play a key role in building and sustaining trust. “Principals establish both respect and personal regard when they acknowledge the vulnerabilities of others, actively listen to their concerns, and eschew arbitrary actions,” say Bryk and Schneider. There’s a consistency between their words and actions – especially important in the supervision and evaluation of colleagues.

- Supporting teachers to reach out to parents is vital because parents feel vulnerable in how dependent they are on teachers to do right by their children. This is especially important when there are class and race differences between educators and families.

- Relational trust is easier to establish in smaller schools, conclude Bryk and Schneider, in school communities with less turnover of staff and students, and in schools where there is a “modicum of choice” for staff and students being there.

“Trust in Schools: A Core Resource for School Reform” by Anthony Bryk and Barbara Schneider in *Educational Leadership*, March 2003, <https://bit.ly/1GylAgz>; Schneider can be reached at [bschneid@msu.edu](mailto:bschneid@msu.edu).

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## **2. Surprising Findings on Student Attendance Awards**

In this *Organizational Behavior and Human Decision Processes* paper, Carly Robinson (Harvard Graduate School of Education), Jana Gallus (UCLA), Monica Lee (Stanford University), and Todd Rogers (Harvard Kennedy School) report on their study of awards for students with excellent attendance in 14 California school districts. (The state has emphasized the importance of attendance and encouraged schools to use awards as incentives.) The awards were symbolic (non-monetary) and non-competitive – that is, any student could win if he or

she had very good attendance. Attendance awards are very common in schools because research has linked good attendance to a number of positive outcomes and, say the authors, because of a “simple and intuitive belief” that “recognizing effort and performance will result in continued or even improved positive performance.”

So what did the study show? The researchers noticed two distinct ways schools rewarded outstanding attendance:

- *Prospective awards* – These were “if-then” rewards; students knew the criteria in advance – that they could win if they had excellent attendance. The researchers were surprised to find that these awards, on average, had no effect on older students’ attendance, and only a small positive effect on younger students.

- *Retrospective awards* – These recognized excellent attendance after the fact – “now-that” rewards. In the schools studied, the awards were given at the end of a marking period or year. The theory is that this kind of award is motivating because it expresses appreciation for doing something that is important and difficult and that the winners might not have thought they could accomplish. Again, the researchers were surprised by the result: after-the-fact awards *demotivated* students: after they won, they had worse attendance than students in the control group, missing 8 percent more days in the month following the award. The negative effect was most pronounced among academically low-performing students.

Why these discouraging and counterintuitive results? Robinson, Gallus, Lee, and Rogers suggest three explanations:

First, the researchers hypothesize that the school culture may be one in which “the social costs of being singled out outweigh the benefits of the distinction.” Being given an award “could trigger negative consequences if people desire to avoid the peer social sanctions associated with being someone who tries too hard on a dimension such as attendance...” (The peer attitude might be quite different with high achievement with sports.) This negative effect could be mitigated by sending attendance awards home rather than giving awards in front of peers.

Second, giving awards may send an unintended signal about the school’s intent and expectations – that the award recipients were outliers, that they had attended more than the school expected, say the researchers, “thus licensing them to miss more school in the future.” The research on “licensing,” they say, “suggests that when people feel that they have fulfilled their obligations to behave in socially desirable ways, they may subsequently become less likely to perform the socially desirable behavior.” This would be especially true of underperforming students for whom the award was a surprise and out of line with other feedback the school had been giving them.

Third, award winners’ thought process might be that they were outperforming their peers, which, say the authors, could “lead them to reduce their effort, particularly if the behavior is inconsequential and not a reflection of the recipients’ abilities and achievements on an important performance dimension.”

There was another finding: when the attendance awards were no longer given, there was a significant decrease in student attendance. Why? The researchers believe that “the mere

introduction of awards seems to have signaled that perfect attendance was neither the norm nor expected, thus crowding out existing motivations to exert effort and attend school.”

“The Demotivating Effect (and Unintended Message) of Awards” by Carly Robinson, Jana Gallus, Monica Lee, and Todd Rogers, February 13, 2019, *Organizational Behavior and Human Decision Processes*, 2019, <https://bit.ly/2L6PmmH>; Robinson can be reached at [carlyrobinson@g.harvard.edu](mailto:carlyrobinson@g.harvard.edu), Gallus at [jana.gallus@anderson.ucla.edu](mailto:jana.gallus@anderson.ucla.edu), Rogers at [todd\\_rogers@hks.harvard.edu](mailto:todd_rogers@hks.harvard.edu).

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### **3. A California Principal Joins the Call for Grading Reform**

In this article in *Education Week*, middle-school principal Eric Saibel says that despite exciting progress in U.S. schools in recent decades, “we still see remnants of 19th-century practices in our day-to-day work in secondary settings.” The biggest offender: grading students from A to F on a 100-point scale. A little history: this approach to assessment was first used at Mount Holyoke College in 1897, and high schools picked up the idea in subsequent years. It was logical to have a consistent grading metric as students moved from secondary schools to college. But Saibel believes it’s increasingly clear that this is “a profoundly arbitrary and subjective ranking system.”

For starters, it’s played a part in grade inflation. In 1940, 15 percent of the grades in private colleges and universities were A’s; by 2008, that had risen to 45 percent. Then there’s the belief that scoring poorly will be a kick in the pants for underachieving students. According to assessment expert Thomas Guskey, “No research supports the idea that low grades prompt students to try harder. More often, low grades prompt students to withdraw from learning. To protect their self-images, many students regard the low grade as irrelevant or meaningless. Others may blame themselves for the low grade but feel helpless to improve.”

Third, says Saibel, there’s the fact that 100-point grading leads students to “see learning as a transactional process of gathering points.” This is not helpful in a world where non-cognitive skills are seen as increasingly important: collaboration, communication, creativity, agency. That’s why high grades are not a strong predictor of career success; many employers are less interested in employees who can find the correct solution to a problem, preferring those who are able to find the right problem to solve.

Saibel says teachers shouldn’t be blamed for problematic grading systems, nor should the onus be on them to move away from traditional practices. The issue needs to be attacked at the principal, superintendent, and school board level, he believes, shifting to a system that gives teachers, students, and families nuanced and helpful information on specific academic and behavioral standards, gets students involved in assessing their own learning, and is used across schools and districts. He suggests four changes:

- *Implement a “habits of learning” rubric.* This would go well beyond “citizenship” grades, giving students feedback on habits, skills, and mindsets that are crucial to future academic, occupational, and life success. Saibel points to three models: New Tech Network

Learning Outcomes <https://bit.ly/2fN0s6p>, ISTE Student Standards <https://bit.ly/2XsMjAi>, and the Habits of Learning devised by his own school <https://bit.ly/2XRUs0s>.

- *Separate academic grades from homework.* “Homework is the epitome of inequity,” says Saibel. There is wide variation in the resources and support students have at home, as well as differences in after-school jobs and child care responsibilities. Then there’s the hodge-podge of homework students get from as many as seven different teachers each week; the uncoordinated assignments can sometimes be overwhelming. When schools give significant weight to completing homework, they don’t motivate students, says Saibel. The result is often “a culture of ‘do it by any means necessary,’ including copying/cheating.” When schools separate homework from the academic grading process, the incentive is on using homework to improve performance on class work and assessments. It also creates an incentive for teachers to assign meaningful homework.

- *Separate academic grades from behavior.* Saibel says he frequently hears from parents who are upset that their children had been getting good grades but did poorly on local assessments and standardized tests. The explanation: good conduct pulled up their overall grades, masking academic deficiencies. “This is why the A has lost all meaning when it comes to proficiency in the given discipline,” says Saibel; “too many other variables are introduced.” And it’s a fallacy that including conduct in overall grades will motivate students to comply and behave in class; sometimes the opposite occurs, creating a downward spiral in which poor behavior gets in the way of academic achievement and students’ potential is not recognized.

- *Give standards-based grades, then convert them to letter grades.* Common Core standards are helping schools align classroom work with international standards, making it possible to give students detailed feedback on credible proficiency scales and rubrics. It makes sense for report-card grades to be aligned to those scales, and it’s a simple step to convert standards-based grades to letter grades for colleges and other external purposes. The important thing, says Saibel, quoting a California Department of Education document, is to separate out “subjective factors such as classroom values, weighting, curved scores, effort, behavior, promptness on assignments, and special accommodations.” Grades should communicate clearly how students are doing with respect to standards.

Some teachers are making these changes on their own, but this is not a formula for the kind of change that needs to happen, says Saibel. “Rather than leave it to individual teachers to maybe, possibly create cohesion in practice,” he concludes, “leaders must take a clear stance on the need for change, then empower all stakeholder groups to create and implement solutions in line with the demands of the 21st – not the 19th – century.”

“Three Ways School Leaders Can Undo Grading Inequities” by Eric Saibel in *Education Week*, May 26, 2019, <https://bit.ly/2FXLi8K>; Saibel can be reached at [esaibel@lcmsschools.org](mailto:esaibel@lcmsschools.org).

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## 4. Leading High-Quality Class Discussions, Part I

In this *Chronicle of Higher Education* “advice guide,” Jay Howard (Butler University) remembers all the times he couldn’t get a class discussion going: good questions were met with silence, or only a few eager beavers took part with the rest of the class watching passively, or the discussion fizzled out. “Why the blank faces?” Howard wondered. “Did the students fail to read the assignment? Was it the early hour? Perhaps you were the problem. Did you make interesting material seem dull? Did you misjudge what they would find engaging?” These could be the reasons, or it could be a lack of good planning and pedagogy. Here are Howard’s observations and suggestions:

- *Why discussion matters* – Opening up a class for discussion has risks for the instructor (*What if students wander off the topic or don’t get it? What if someone says something offensive?*) and also for students (*What if I say something that makes me look stupid? What if people look daggers at me because I’m talking too much?*). These worries notwithstanding, says Howard, discussions are a valuable part of good teaching. That’s because they increase student engagement with the material, their classmates, and the instructor. Simply put, mental sweat increases learning; the best scenario is where students are co-creating knowledge and understanding.

There’s also the “curse of knowledge,” says Howard. “Sometimes as novice learners, students are better able than the instructor to clear up confusion and identify next steps in logic or problem-solving. Because of your expertise, you might view those steps as so obvious that you don’t think about them anymore; they go without saying to you. Students have an easier time seeing the steps that an expert takes for granted and, as a result, can clarify them for one another. Your role is to guide them in the endeavor.”

- *Norms that prevent good discussions* – In most secondary-school and college classrooms, there’s the unspoken norm of “civil attention” – students look at the instructor, nod their heads, take notes, and chuckle at attempts at humor. “Students who are paying civil attention aren’t necessarily listening,” says Howard. “They may, in fact, be daydreaming or deciding on their lunch plans. They may be writing a paper for another course when they appear to be taking notes. But by paying civil attention, students perceive that they have met their obligation to the course and to you, the instructor. Engage in discussion? They see that as optional.”

A second unspoken norm is that a few students will volunteer to take part in discussions, and they’ll be responsible for 75 to 95 percent of the interaction with the instructor while the remaining students watch passively. “It’s easy to be deceived into thinking that you helped facilitate a great discussion,” says Howard, “when, in reality, you had a great discussion with five students, while the majority were spectators.”

The good news, he says, is that these age-old norms can be changed. Here are his suggestions:

- *Ask better questions*. One of the worst questions is, “Are there any questions?” Almost as ineffective are questions that can be answered with a Yes or No or where the instructor is fishing for a single correct answer (*When did President Lincoln’s Emancipation*

*Proclamation take effect?*). Howard suggests four ways to ask questions that spark good discussions:

- Ask questions that inspire a range of answers, for example, *Why did Lincoln issue the Emancipation Proclamation in the fall of 1862 but make it effective in the fall of 1863?*
- Have students apply a variety of theories or perspectives, for example, *Which of the five theories of why people commit crimes explains the Bernie Madoff Ponzi scheme?*
- After illustrating a topic or concept, ask students to provide their own example, for instance, *Give me a different illustration of someone learning new behaviors by observing or imitating others.*
- Ask about the process, not the content. For example, *Here's a new differential equation. What is a good first step in solving this equation? Where do we begin?*

In each case, students are challenged to think beyond literal answers and do some intellectual heavy lifting.

- *Set the stage on Day One.* A typical first day is instructor-dominated, dealing with logistics and going over the syllabus. This, says Howard, creates an expectation that civil attention will be the norm going forward. Better to devote a good portion of the first class to a lively, interactive discussion.

- *Use a syllabus quiz up front.* Howard suggests creating 10-20 multiple-choice questions on key elements of the class syllabus and on Day One, dividing the class into groups, and having each group discuss the questions. Groups then report out what they believe are the correct answers, and you provide clarification if necessary. This has the added benefit of helping students get to know several of their classmates.

- *Have a discussion about discussion.* Some students may see your expectation that they participate in class discussions as an attempt to “catch” them unprepared and embarrass them in front of classmates. Shy students and second language speakers may become anxious. “These perspectives, left unattended, can fester and lead to an unnecessarily hostile relationship,” says Howard. He suggests having an explicit discussion about why verbal class participation is important. This might include students’ experiences in other classes, why they think participation is an important part of their grades in this class, and the research on participation as a key factor in learning. This is also the time to formulate discussion norms, including civility (*It’s okay to challenge and refute ideas or positions, but not acceptable to attack someone personally or engage in name-calling*), and to discuss the difference between unsubstantiated opinions and reasoned, supported arguments.

- *Don’t give up on discussion in a large class.* One idea is randomly assigning students into teams, giving each team a name, and having them sit together for the entire semester. “At multiple points during class,” says Howard, “pose a question for team discussion. To ensure that the teams stay on topic, wander the room and eavesdrop on the debates. After a few minutes, randomly call on a few teams to offer their responses.”

- *Think/pair/share.* Regularly pose a question, have students spend a minute writing responses, pair up and share, then ask, “Whose partner had a brilliant insight? Whose partner really hit the nail on the head and summarized an important point? Call out your brilliant

partner and let's make them speak up.” This is particularly helpful for shy students, since they've had a chance to rehearse their thoughts in the pair discussion and aren't volunteering.

- *Consider taking the conversation online.* An online forum can continue or extend in-class discussions, and important insights and contributions can serve as starting points for the next day's class. The downside is that many students limit their posts to “Good point” and “I agree.”

Howard's paper will continue in next week's Memo with suggestions for in-the-moment tactics to keep discussions on track, involving all students, and giving grades.

“How to Hold a Better Class Discussion” by Jay Howard in *The Chronicle of Higher Education*, May 26, 2019, <https://www.chronicle.com/interactives/20190523-ClassDiscussion>; Howard can be reached at [jrhoward@butler.edu](mailto:jrhoward@butler.edu).

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## 5. Finding the Best Free Online Open Educational Resources

In this *Cult of Pedagogy* article, Jennifer Gonzalez and Karen Vaites take a close look at quality and copyright issues with open online educational resources. Vaites convinced Gonzalez that Open Educational Resources (OERs) have greatly improved in recent years, and the U.S. Department of Education's site <https://tech.ed.gov/open/districts/launch/> is a good place to start. It defines OERs as “teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their free use, reuse, modification, and sharing with others.” Digital resources include online courses, modular digital textbooks, and more-granular items like videos, images, and assessment items. OERs are marked with the Creative Commons license, which gives educators permission to use them for free (there are six levels of Creative Commons licenses, each with its own restrictions).

Vaites suggests sorting out OERs on a matrix. The X axis runs from one-off supplemental materials on the left (a poem, a math practice sheet) to macro, curriculum-scale materials on the right (a package of teacher and student materials for a full year, complete with scope and sequence and assessments). The Y axis shows how aligned each item is with specific curriculum standards, ranging from low alignment at the bottom to high alignment at the top (for example, with Common Core ELA standards). “A big shift,” says Vaites, “is this movement from there not only being lots and lots of open resources that were available that were maybe smaller in grain size – more like supplements – to us actually having OER curricula.” A lot of the macro-level resources are high-quality, she says, and include student-centered, hands-on, active learning.

“Despite the existence of outstanding materials,” says Gonzalez, “the task of finding them in a sea of potentially low-quality resources can still be overwhelming. What can busy teachers do to make sure they are finding the best free resources out there?” On the left-hand side of the matrix – supplements – user ratings are a pretty good proxy for quality. “But you also don't know who gave those star ratings,” says Vaites, “and did they give it because they liked the design or because it's instructionally nutritious?” On the right side of the matrix – curriculum-level packages – it's easier to spot quality because we have third-party reviews

from teams of educators, including EdReports <https://edreports.org>, a nonprofit that serves as a kind of Consumer Reports for instructional materials.

Vaites and Gonzalez recommend two platforms that do a good job curating and rating supplement-level resources:

- Amazon Inspire – <https://www.amazoninspire.com>
- Knovation – <https://www.knovationlearning.com>

For materials at the macro, curriculum-level end of the matrix, they recommend:

- EL Education Language Arts – <https://bit.ly/2XXJO8J>
- Core Knowledge Language Arts – <https://www.coreknowledge.org/curriculum/language-arts/>
- Eureka Math – <https://greatminds.org/math>
- Open Up Resources Math – <https://openupresources.org/math-curriculum/>

They also list several “eagerly-anticipated” curriculum packages for which positive reviews are anticipated:

- MVP Math – <https://www.mathematicsvisionproject.org>
- Bookworms K-5 Reading & Writing – <https://openupresources.org/bookworms-k-5-reading-writing-curriculum/>
- Illustrative Mathematics High School – <https://bit.ly/2HUWgxq>
- Illustrative Mathematics Elementary – <https://bit.ly/30iCt0F>

And two additional options:

- Core Knowledge History and Geography – <https://www.coreknowledge.org/curriculum/history-geography/>
- Core Knowledge Science – <https://www.coreknowledge.org/curriculum/science/>

“A Closer Look at Open Educational Resources” by Jennifer Gonzalez and Karen Vaites in *The Cult of Pedagogy*, June 18, 2019, <https://www.cultofpedagogy.com/open-educational-resources/>

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## 6. Short Items:

**History website** – Bunk <https://www.bunkhistory.org> is a history website (named after Henry Ford’s memorable statement, “History is bunk”) that delves into interesting issues in a lively way – for example, Why are Americans fascinated with eclipses?

“Bunk Aims to Set History Free with a Site That Doesn’t Feel Like a Textbook” by Laura Hazard Owen, *Nieman Journalism Lab*, September 29, 2017, <https://bit.ly/2S43X7p>

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# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

## ***Subscriptions:***

Individual subscriptions are \$50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

## ***Website:***

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- The current issue (in Word and PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 14+ years

## ***Core list of publications covered***

Those read this week are underlined.

All Things PLC  
American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
AMLE Magazine  
ASCA School Counselor  
District Management Journal  
Ed. Magazine  
Education Digest  
Education Next  
Education Update  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Essential Teacher  
Exceptional Children  
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  
Language Arts  
Literacy Today (formerly Reading Today)  
Mathematics Teacher  
Middle School Journal  
Peabody Journal of Education  
Phi Delta Kappan  
Principal  
Principal Leadership  
Reading Research Quarterly  
Responsive Classroom Newsletter  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
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 Learning Professional (formerly Journal of Staff Development)  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Time Magazine