Marshall Memo 430

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 2, 2012

In This Issue:

Quotes of the Week

"We think teacher evaluations provide the opportunity for good conversations between teachers and administrators about what effective teaching looks like, and help teachers get better in areas where they need to get better. That is inherently compromised if people are conducting them with an eye toward public consumption, rather than as a tool for performance improvement."

Kevin Huffman, Tennessee state education superintendent (see item #1)

"The goal of math instruction is to help children develop, discuss, and use efficient, accurate, and generalizable methods to solve mathematical problems."

Deborah Stipek, Ann Schoenfeld, and Deanna Gomby (see item #6)

"[T]hink about how a doctor uses patient data to make quick decisions and how much of that decision-making process depends on a doctor's expertise, content knowledge, and craft knowledge accumulated from practice and experience. Expert teachers, principals, school administrators, and education policy makers do the same, depending on expertise, content and craft knowledge, and their own experience. This suggest that data unto themselves, in the absence of knowledge on the part of the user, will not lead to improvement."

Paul Goren in "Data, Data, and More Data – What's an Educator to Do?" in *American Journal of Education*, February 2012 (Vol. 118, #2, p. 233)

1. State Policies on Releasing Teacher Evaluations

In this front-page *Education Week* story, Stephen Sawchuk reports on the controversy over teachers' evaluations and test scores being released to the public. "The debate is poised to grow noisier," he says, "as news organizations continue to pursue teacher-performance information."

"I've never had a problem with a parent coming to the office and requesting a private discussion about the evaluation with the principal," says Gera Summerford, president of the Tennessee Education Association. "But when you get everything public in the form of numbers in a database, it's just a whole different picture, and I think it's misleading… Frankly, when you reduce anything as complicated as teaching to a single number, it can get misrepresented."

Tennessee's state superintendent, Kevin Huffman, believes teachers' summary ratings should not be published. "We think teacher evaluations provide the opportunity for good conversations between teachers and administrators about what effective teaching looks like, and help teachers get better in areas where they need to get better," he says. "That is inherently compromised if people are conducting them with an eye toward public consumption, rather than as a tool for performance improvement."

Education Week conducted a nationwide survey and found big differences from state to state:

- 18 states and D.C. permit the release of teacher evaluation data: Alabama, Arizona, Colorado, Florida, Georgia, Maine, Michigan, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia. For example, in Florida, sunshine laws enacted in 1983 give the public access to parts of teachers' personnel files the year after they are compiled (so far, few parents have requested information).
- 9 states say data can be released at the discretion of a third party (a records custodian, school district official, or state official): Arkansas, Kentucky, Mississippi, Montana, Nebraska, Ohio, Oklahoma, Oregon, and Washington.
- 4 states permit release of data only with the consent of the teacher: Alaska, Connecticut, Idaho, and Louisiana.
- 19 states forbid the release of the data: California, Delaware, Hawaii, Illinois, Indiana, Iowa, Kansas, Maryland, Massachusetts, Minnesota, Missouri, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, Wisconsin, and Wyoming.

- Beginning in 2015-16, Michigan will require notice to parents of students taught by two or more "ineffective" teachers.
- Beginning this year, Florida requires notice to parents of students taught by a teacher with a series of low evaluation ratings.
- Rhode Island prohibits assigning students to an "ineffective" teacher for two consecutive years.

Timothy Daly of TNTP (formerly the New Teacher Project) has the final word: "The urge to know is based on the suspicion that schools are not addressing instructional issues, and that is fueling some of this push. And it's unfortunate that individual teachers bear the brunt."

"Access to Teacher Evaluations Divides Advocates" by Stephen Sawchuk in *Education Week*, Mar. 28, 2012 (Vol. 31, #26, p. 1, 18)

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2. A Study of Teachers' Attitudes on Testing and Performance Evaluation

In this *Education Week* article, Anthony Rebora reports on a study just released by the Gates Foundation and Scholastic. The survey of 10,000 public school teachers found:

- Only 28 percent see state-required tests as an essential or very important gauge of student achievement.
- Only 26 percent say standardized tests are an accurate reflection of what students know.
- Only 45 percent say students take standardized tests seriously or try to do their best.
- 85 percent agree that their students' growth over the course of the year should contribute significantly to teachers' evaluations.
- Most teachers see ongoing formative assessments, class participation, and performance on class assignments as much more important measures of student learning than standardized tests.
- Teachers rank family involvement, quality curriculum, high expectations, and effective school leadership as having the biggest potential impact on student achievement.
- Most teachers believe they should be evaluated and observed more often than they are now, using a variety of methods.
- Large majorities of teachers are in favor of tying tenure decisions to evaluations of effectiveness and having tenure status reassessed at regular intervals.
- 63 percent of teachers believe their students will leave school prepared for college.
- Veteran teachers say they are seeing increasing numbers of students struggling with poverty, homelessness, hunger, and behavioral issues.
- All this notwithstanding, 42 percent of teachers say they are "very satisfied" with their jobs and 47 percent say they are "satisfied."

"Teachers Place Little Value on Standardized Testing" by Anthony Rebora in *Education Week*, Mar. 28, 2012 (Vol. 31, #26, p. 14); the report is entitled "Primary Sources: 2012: America's Teachers on the Teaching Profession" and is available at http://www.scholastic.com/primarysources/pdfs/Gates2012_full.pdf

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3. What Do Teacher Teams Do When They "Look at Data"?

In this thoughtful *American Journal of Education* article, Judith Warren Little of the University of California/Berkeley says there is very little good research on what teachers actually do when they engage in data-based decision making. She suggests that researchers zoom in on the details of teachers' work, using a "micro-process" lens to get a better sense of what works and what doesn't work when teachers look at interim assessment data.

Micro-process research has been used to see what goes on when a doctor conducts a standard medical interview of a patient. Close observation of the human dynamics has revealed that the doctor's questions often focused on biomedical data, ignoring the patient's efforts to introduce "lifeworld" information. "More specifically," says Little, "an interview structure that privileged short answers to a physician's questions about symptoms tended to silence, constrain, or interrupt longer patient narratives that might have served as a resource in medical diagnosis and treatment."

In schools, micro-process studies have helped spotlight the dreary "I-R-E" (Initiate-Reply-Evaluate) classroom dynamic – the teacher asks a question, a student responds, the teacher says whether it's right or wrong, and the cycle repeats itself.

Little summarizes six studies that closely observed teachers as they worked with data. In the first (Earl, 2008), the researcher noticed (in Little's words) "the tendency of teachers to turn away from the data in hand even when it is closely linked to the curriculum in use and to talk in more general terms about instruction or noninstructional factors in student performance, such as parental expectations." This study pointed to the challenging and vital role of the principal "to sustain a focus on the data and on interpretations and implications that could be anchored specifically in those data." Earl described a principal who repeatedly brought teachers back to making meaning of the evidence in front of them by asking: "What patterns do you think are meaningful? Are there any other patterns that you find? How do you feel about how the grade 1 students are doing? I want to go back to the data. You know what is really interesting to me. Look at this plum color. Let's look at the data wall for grade 1. Would you take us through each child and tell us about them."

The second study (Timperley, 2008) compared schools doing data analysis, some with good learning results and some producing no gains. In the effective schools, leaders set a clear purpose for data work, teachers met more often, there was student reading and writing data on the table, and the focus was on how specific teaching practices enhanced or inhibited student gains. In the unsuccessful schools, leaders gave only vague direction and data conversations lacked substance and clear instructional implications. Timperley says, "Rather than basing these conversations on information about student progress, they focused mostly on teaching practice… Less effective conversations became stuck in activity traps in which examining data and having conversations was seen as a good thing to do with only a vaguely defined purpose for doing so." Timperley also noticed a difference in professional norms in the successful and unsuccessful schools. In the former, teachers reached out for help to instructional coaches and accepted suggestions to be observed and to observe each other's classes. In the latter, teachers didn't critically analyze different ideas, accepting a variety of suggestions as equally valid.

The third paper (Little and Curry, 2008) analyzed transcripts of 40-minute "critical friends groups" in which teachers used a protocol to present and discuss evidence of student learning and effective teaching practices: describing the student work while refraining from judgment; interpreting the work; and considering implications for classroom practice. One of the key things Little and Curry noticed was how important it was that teachers understand what they were teaching – in this case, the genre of the persuasive essay.

The fourth paper (Lasky, 2008) described teachers working on the "data wise" process and found that conversations tended to focus on procedures and process rather than the meaning of the student results.

The fifth paper (Barrett, 2009) describes four "small learning communities" working with the Teacher Leadership Model to create a coherent curriculum and a data-driven system of accountability. Barrett did more than 50 observations of teacher teams over an 18-month period and was struck by the fact that teachers were more likely to speak up when they were engaged in "kid talk" – frequently superficial, laden with stereotypes, and focused on explanations for student failure outside teachers' control. In Little's words, "The presence of a facilitator and the availability of tools for displaying and reviewing data appeared to offer limited purchase on the tenor and direction of the discourse and especially on what appear to be deeply ingrained ways of classifying students according to perceived effort, motivation, and ability."

The final paper (Kazemi and Franke, 2004) followed eleven elementary teachers over a one-year period as they examined their students' responses to agreed-upon mathematical tasks and activities. "Teachers' inferences from these written records of student work – inferences about what students 'must have been thinking' – were challenged when the teachers started more systematically to elicit students' verbal explanations of what they had done and how they were thinking and to report those classroom conversations alongside the work that students produced," says Little. "Teachers' understanding of mathematics teaching and learning deepened, and their classroom practices shifted, when they attended to the details of student thinking and problem-solving practice as those were revealed in a combination of student work samples and narrative accounts of classroom interaction."

What made this last study so rich and helpful was the use of audiotape to capture the details of teacher meetings, including:

- Uncovering the gradual shift in teachers' orientation to the specifics of student thinking;
- Linking that shift to the change in the nature of classroom evidence considered by teachers;
- Tracing the contributions of individual teachers to the group's deliberations;
- Identifying how the facilitator's specific moves and interventions furthered teachers' development.

Open-ended analysis of a small sample of student work on common instructional tasks proved more helpful than looking at all-class data; the latter tended to focus "on the correctness or

incorrectness of student responses with little attention to evidence of the reasoning behind the response," says Little.

"Understanding Data Use Practice Among Teachers: The Contribution of Micro-Process Studies" by Judith Warren Little in *American Journal of Education*, February 2012 (Vol. 118, #2, p. 143-166), http://bit.ly/Hb2ktu

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4. Getting Frequent Feedback in College Classes

In this *New York Times* article, Tamar Lewin describes the evaluation sheet that Boston University professor Muhammad Zaman has his biomedical engineering students fill out every two weeks. It asks students to rate him and the course anonymously on a 5-4-3-2-1 scale and then asks:

- How can the professor improve your learning of this material?
- Has he improved his teaching since the last evaluation?
- In particular, has he incorporated your suggestions?
- How can the material be altered to improve your understanding of the material?
- Anything else you would like to convey to the professor?

What distinguishes Zaman from lots of other college teachers is that he is constantly using the feedback to re-engineer his teaching. For example, he discovered that one student was colorblind and couldn't understand the diagrams made with colored chalk. "Without the evaluations, I probably would never have found that out, because no one likes to talk about their disabilities," says Zaman. At another point, several students said the reading assignments were incomprehensible. He didn't change the assigned reading ("Students don't choose the curriculum," he said), but began providing a list of terms and definitions.

"A lot of college teaching is not very good," says Zaman, "and everybody knows it. Having student evaluations at the end of the course doesn't do anything to help it get better, and the person who does the evaluation can never benefit. To me it just seems intuitive to ask for ratings all along… I believe I have a contract with my students, that if they read, study, and do the homework, I will do my part to help them learn." He immediately graphs the results, plans improvements, looks for trends, and e-mails students about fine-tuning he plans to do.

Lee Knefelkamp at Columbia University uses a similar system, distributing blank 5 x 7 cards every two weeks and asking them to write "What's working for you?" on one side and "Of what are you needful?" on the other. "It's an incredibly helpful process," she says – it helps pinpoint things she overlooked, gets students thinking about their learning, and draws out shy students.

"Feedback from Students Becomes a Campus Staple, but Some Go Further" by Tamar Lewin in *The New York Times*, Mar. 29, 2012, http://nyti.ms/H4AYoP

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5. Tips for Co-Teaching

In this article in *Teaching Exceptional Children*, Wendy Murawski of California State University/Northridge has ten practical suggestions for regular-education teachers as they plan instruction with their special-education, Title I, or English language specialist co-teachers:

• *Establish a regular time to plan collaboratively*. Teachers are incredibly busy, and it's essential to establish a mutually-agreeable time for planning and hold that time sacrosanct.

• *Select an appropriate meeting place without distractions*. Classrooms are not ideal, says Murawski, and are only okay if the door is closed and teachers can really focus. It's a better idea to use the school library, a conference room, a testing office, or another classroom that's free. Some teachers meet at each others' houses after hours.

• *Save rapport-building for another time*. "Co-teaching is frequently compared to a marriage," says Murawski, "and it is definitely important for partners to get along and build rapport." But she believes griping and sharing should be left for other times. Stick to business!

• *Have an agenda and snacks*. Start the meeting with a quick recap of what needs to be accomplished – a checklist helps, as does a clear idea of how much time is available and when unfinished business will be dealt with. Snacks really help: "Hungry teachers do not make the most agreeable or creative collaborators," says Murawski.

• *Determine regular roles and responsibilities*. At the beginning of the co-teaching relationship, it's a good idea to establish who is good at what and divide up tasks accordingly. Murawski lists some of the different ways that co-teachers can work together: one teaches the whole class, one supports; team teaching of the whole class; parallel teaching of two groups; station teaching (both teachers circulate among learning stations); and alternative teaching (one with a large group, the other with a small group).

• *Divide and conquer*. "Both teachers need to feel they have an equal share in the planning, teaching, and assessing," says Murawski. "If they don't, one may begin to feel like he or she is an overqualified aide, whereas the other feels the workload is not equitable and he or she is having to do most of the work."

• *Keep a list of individual student concerns*. Murawski says it's not a good idea to start a co-planning meeting by discussing students of concern. "This type of discussion will derail your planning," she says. "It is simply too easy to spend 45 minutes talking about how frustrating it is that Jake doesn't do anything in class, how amusing it is to watch Patrick's crush on Sandi and how exciting it is that Quinn finally did his homework!" Better to keep a list of needy students on a piece of paper and talk about them at the end of the meeting.

• *Build in regular time for assessment and feedback*. At least once a month, co-teachers should check in honestly with each other about their own teaching and interactions.

• *Document your planning for future reference*. Murawski recommends keeping notes on planning to save time and effort later.

• *Use the What/How/Who approach to lesson planning*. What needs to be taught in this lesson in terms of standards, objectives, timeframe, big ideas, and essential questions? How will it be taught, and what role will each teacher play? Who among the students will struggle, who needs accommodations and differentiation, and who needs additional support from a

speech teacher, occupational therapist, parent, or Braille teacher? Murawski has a template for lesson planning at http://www.2teachLLC.com/lessons.html.

"10 Tips for Using Co-Planning Time More Efficiently" by Wendy Murawski in *Teaching Exceptional Children*, March/April 2012 (Vol. 44, #4, p. 8-15), no e-link available; Murawski can be reached at Wendy.murawski@csun.edu.

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6. Early Math Skills as Key to Later Success

In this *Education Week* article, Deborah Stipek (Stanford University), Ann Schoenfeld (University of California/Berkeley), and Deanna Gomby (Heising-Simons Foundation) say that mastery of math skills by the time a student enters kindergarten (for example, knowing what numbers mean and ordinality) has a higher correlation with later academic success than early reading skills. "The time is right for increasing our attention to early math," they say. "The K-12 common-core standards offer a clear and nearly universal target for math skills U.S. children will need to master in the beginning elementary grades."

Stipek, Schoenfeld, and Gomby advocate developing a nationwide set of pre-kindergarten standards, followed up with first-rate curriculum materials and teacher training. The trick is making the standards, materials, and methods developmentally appropriate. "The most commonly encountered activities in preschool are among the least effective for teaching children math," they say. "Learning to count by rote teaches children number words and their order, but it does not teach them number sense, any more than singing the letters L-M-N-O-P in the alphabet song teaches phonemic awareness. Knowing that 'four' follows 'three' is of minimal value if a child doesn't know what 'four' means… Typical assessments of young children's math understanding include a very limited number of math concepts, and children can often reach the right answer without genuine understanding."

"The goal of math instruction is to help children develop, discuss, and use efficient, accurate, and generalizable methods to solve mathematical problems," conclude Stipek, Schoenfeld, and Gomby. "To achieve this goal, young children need problems to solve and latitude to construct their own strategies." The best strategy is to embed math in play – for example, playing Chutes and Ladders and tic-tac-toe teach important math content while also developing social skills (taking turns, cooperation), language skills, and cognitive self-regulation.

"Math Matters, Even for Little Kids" by Deborah Stipek, Ann Schoenfeld, and Deanna Gomby in *Education Week*, Mar. 28, 2012 (Vol. 31, #26, p. 27, 29), no e-link available

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7. Strengths That May Accompany Dyslexia

In this *New York Times* article, author Annie Murphy Paul cites studies showing that many people with dyslexia have distinctive perceptual abilities, including better peripheral vision. When shown a row of letters, typical readers see the letters in the center most

accurately, but dyslexics are better at reading the outermost letters. This may be why people with dyslexia have problems with reading but rapidly take in the scene as a whole, absorbing the "visual gist."

In another experiment, people were asked to look at Escher-type drawings. Most people look closely at the details and find the drawings plausible at first, but dyslexics take in the whole picture and realize more quickly that the scene is impossible – for example, staircases lead nowhere and a fountain is flowing up rather than down.

"The compelling implication of this finding is that dyslexia should not be characterized only by deficit, but also by talent," says Catya von Karolyi of the University of Wisconsin. This may explain why, although dyslexics are represented in every profession, they are much more common in fields like art and design that require visual perception – and also in technical fields that involve seeing patterns in large amounts of data.

"Whatever special abilities dyslexia may bestow," concludes Paul, "difficulty with reading still imposes a handicap. Glib talk about appreciating dyslexia as a 'gift' is unhelpful at best and patronizing at worst. But identifying the distinctive aptitudes of those with dyslexia will permit us to understand this condition more completely, and perhaps orient their education in a direction that not only remediates weaknesses, but builds on strengths."

"The Upside of Dyslexia" by Annie Murphy Paul in *The New York Times*, Feb. 5, 2012 (p. 5), http://nyti.ms/HaCytU

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8. The Success of Two-Way Bilingual Programs

In this *Education Week* article, Lesli Maxwell reports on the growing popularity of dual-language or two-way bilingual immersion programs. There are now more than 2,000 nationwide, mostly in schools that have similar numbers of native speakers and second-language children. California, Texas, and Utah have been leaders in the movement. "The momentum behind these programs is really amazing," says Virginia Collier of George Mason University in Virginia. "And we are not talking about a remedial, separate program for English-learners or foreign-language programs just for students with picky parents. These are now mainstream programs where we're seeing a lot of integration of native speakers of the second language with students who are native English speakers."

"The goal isn't to run away from one language or the other," says Leonides Gomez of the University of Texas-Pan American, "but to really educate the child in both and to use the native language as a resource and an asset. Content is content, and skills are skills. When you learn both in two or more languages, it moves you to a different level of comprehension, capacity, and brain elasticity."

California, the site of a heated controversy and ballot initiative on bilingual programs in 1998, hosts a significant number of two-way programs. Spanish is the most common second language, followed by Mandarin Chinese and French. Last year, 6,000 graduating seniors earned the state's "seal of biliteracy" on their high-school transcripts and diplomas, signifying that they had achieved fluency in English and a second language.

Research on two-way programs is less than definitive because most students self-select, but anecdotal evidence is strong, especially on the potential of these programs to close the achievement gap. Among the biggest challenges: finding teachers who are truly bilingual and expert in subject matter.

"'Dual' Classes See Growth in Popularity" by Lesli Maxwell in *Education Week*, Mar. 28, 2012 (Vol. 31, #26, p. 1, 16, 17), available to subscribers only

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9. Helping Students Write Persuasive Essays

In this article in *Exceptional Children*, Sharlene Kiuhara and Steve Graham (Vanderbilt University) and Robert O'Neill and Leanne Hawken (University of Utah) describe a study of the effectiveness of the Self-Regulated Strategy Development model with tenth graders with disabilities as they wrote persuasive essays. Here are its three acronyms:

• STOP is a guide to the planning process: Suspend judgment by listing reasons for each side of a position before deciding on a premise; Take a position after evaluating the listed ideas; Organize ideas from strongest to weakest or most important to least important; and Plan the essay.

• AIMS helps students construct an introduction: Attract the reader's attention; Identify the problem of the topic so the reader understands the issues; Map the context of the problem or provide background information needed to understand the problem; and State the thesis so the premise is clear.

• DARE includes the basic elements they need to include in their paper: Develop topic sentences; Add supporting ideas; Reject possible arguments for the other side; and End with a conclusion.

This approach was successful in getting students to write effective persuasive essays, vindicating the authors' hypothesis that explicitly teaching strategies coupled with acronyms works.

"The Effectiveness of Teaching 10th-Grade Students STOP, AIMS, and DARE for Planning and Drafting Persuasive Text" by Sharlene Kiuhara, Robert O'Neill, Leanne Hawken, and Steve Graham in *Exceptional Children*, Spring 2012 (Vol. 78, #3, p. 335-355)

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10. The Importance of High-Quality Writing Prompts

In this *Elementary School Journal* article, Amy Crosson, Lindsay Clare Matsumura, Richard Correnti, and Anna Arlotta-Guerrero of the University of Pittsburgh examine the quality of writing tasks that teachers give students (in this case, grade 4-5 English language learners writing in Spanish). They found the quality of the text and the cognitive demand of the writing task had a direct impact on the quality of students' writing, most notably their use of academic language. Here are two examples:

• A high-quality writing task – Grade 4 students were asked to read the chapter book *Esperanza Rising*, which deals with social class, identity, and renewal, and then write a six-paragraph essay analyzing how two characters in the book changed.

• A low-quality writing task – Grade 5 students were asked to read two one-page passages about the life of Thomas Edison and then compare and contrast the passages by completing a worksheet about how the texts were similar and different.

The difference in the quality of student writing in response to these prompts (quoted verbatim in the article) couldn't be more striking. Students responding to the first wrote long, thoughtful essays using a range of vocabulary and sentence structures. Students responding to the second filled in the blanks using short sentences and used a very limited range of vocabulary.

"The Quality of Writing Tasks and Students' Use of Academic Language in Spanish" by Amy Crosson, Lindsay Clare Matsumura, Richard Correnti, and Anna Arlotta-Guerrero in *Elementary School Journal*, March 2012 (Vol. 112, #3, p. 469-496), http://bit.ly/HJawTI

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11. What Happens to High-School Students Who Graduate Late?

In this Center for Public Education study, Jim Hull investigates whether delayed high-school graduation is worth the extra time and effort. The short answer is yes. "Of course on-time graduation remains the best prospect for students," says Hull, "and districts should make on-time graduation the first priority for all students. But the extra work late graduates and their schools put toward earning a high-school diploma pays off – not only in academic outcomes, but in every aspect of life including work, civic engagement, and health. Late graduates do markedly better than GED recipients and dropouts. And when the data are controlled to compare students of equivalent socioeconomic status and achievement level, late graduates come close to on-time graduates' achievement."

"Better Late Than Never?" by Jim Hull, Center for Public Education, Feb. 11, 2012, available at http://tinyurl.com/7yt32bl (spotted in *PEN Weekly NewsBlast*, Mar. 30, 2012)

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12. Short Item:

College information website – The College Board has created BigFuture, a website with information on finding the right college, getting admitted, and paying the freight. It's at https://bigfuture.collegeboard.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 44 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 about 50 issues a year).

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Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Better Evidence-Based Education
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Kappa Delta Pi Record
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Middle Ground
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Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teaching Children Mathematics
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice