Marshall Memo 156

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 16, 2006

In This Issue:

Quotes of the Week

"I like the analogy of the symphony conductor and the principal, but I think that a juggling conductor on roller blades is more appropriate."

Bill Henderson, Boston principal, reacting to last week's Marshall Memo item on leadership ideas from Boston Pops conductor Keith Lockhart

"People who love to read are people who are open to new ideas, who are engaged in constant reinvention."

Herb Childress (see item #2)

"One person takes 150 kids and screws on some algebra, and another person takes those same kids and screws on some world history, and a third person takes those same kids and screws on some Hemingway. Over the course of four years, each successful kid gets more than 20 components screwed on. And in the end, they're screwed, indeed."

Herb Childress on high schools (*ibid.*)

"Topics receive repeated, shallow coverage with little consistency, which provides a fragile foundation for further knowledge growth."

National Research Council report on curriculum (see item #3)

"When talking with a teacher, the principal who begins a sentence with, 'Research shows…' immediately loses his or her credibility, regardless of the validity of the information."

John Halfacre in *Principal*, November/December 2006 (Vol. 86, #2, p. 58)

"It was very unintentional. It was missed. It was a mistake."

Joseph DiLorenzo, Monroe County, NY superintendent, after one of his schools gave parents a brochure with a headline using a sexually-suggestive typestyle (see item #7a)

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1. What Happens When Teachers Don't Immediately Correct Students?

In this thought-provoking article in *Educational Leadership*, University of Pennsylvania education professor Maren Aukerman argues that when teachers refrain from immediately correcting students' errors in class discussions, the result can be improved critical thinking skills. Aukerman gives the following example:

A fifth-grade class is reading a fable that begins: "A miller and his son set off to market to sell their donkey, leading the beast behind them." One student, Adam, jumped to the erroneous conclusion about the word *beast*, saying, "The donkey may be very mean, so they don't want to ride him." Most teachers would correct Adam right away, since there was no evidence in the story so far that his hypothesis was correct. But the teacher said nothing.

Thomas, another student, jumped in: "*Beast* can mean a lot of things. It can mean, like what Adam is thinking, big and mean and stuff, but *beast* can also just mean that he's big…"

Adam: "I know, but they're selling him; 'Leading the beast behind them.'"

Thomas: "Yeah, maybe they need the money."

Clearly Adam didn't take Thomas's suggestion as authoritative (which the teacher's would have been, had he spoken up). In fact, he took it as an invitation to prove his point, arguing that the donkey was about to be sold. And he persisted with this reasoning through several more exchanges.

Aukerman, who observed this classroom discussion, comments that Thomas may be closer to the truth about the meaning of *beast*, but he's not making the strongest argument. Adam, not Thomas, is using textual information to back up his point.

"Why didn't the teacher endorse Thomas's interpretation?" asks Aukerman. "Perhaps because such a move almost inevitably would have undermined Adam's reasoning process and his confidence as a reader exploring the text… Adam's guess that the donkey was being sold because of its meanness offered him a coherent account of the text, and from Adam's perspective, he *was* comprehending. With a teacher correction, Adam might have learned the alternate meaning of *beast*, but he presumably would not have learned why this meaning fit the text better."

In most classrooms, says Aukerman, the teacher is the "primary knower" who has the answers and knows the "real" meaning of what's being read. Students are "secondary knowers" whose ideas are deemed correct only if the teacher says they are. In a typical teacher-student interaction like this one –

Teacher: "Which way did the wolf go to granny's cottage?"

Student: "He took a shortcut through the forest."

Teacher: "That's right." –

the student has no independent authority to evaluate the text. The focus is on coming up with an answer than matches the teacher's interpretation. This kind of teacher-quizzing question is completely different, says Aukerman, from a real person-to-person conversation, where one person asks a question because he or she genuinely wants to know the answer. Aukerman says that teachers need to let students generate their own hypotheses and test them against the facts. "If I, as primary knower, step in and inform you that you are wrong," she says, "I inadvertently short-circuit that thinking process. Even 'leading' students to evidence that supports our adult understanding of a text may make them reluctant to go out on a textual limb in developing their own hypotheses."

In the exchange between Adam and Thomas, says Aukerman, no one, including the teacher, acted as the primary knower. "Instead, Adam and his peers acted as possible knowers. Student ideas – standard and nonstandard – fully had the floor, and students could evaluate the text and one another's ideas about the text."

After the initial exchange between Adam and Thomas about the meaning of *beast*, the teacher asked other students for their ideas on what the word meant, listened to their responses (most of them agreed with Adam), and then suggested they read on to learn more.

In the next part of the story, the miller put his son on the donkey, and Thomas seized on this to argue for his meaning of *beast*. "If I was the miller and I knew that the donkey was dangerous, I wouldn't put my own kid on its back. I would put me."

The teacher restated Thomas's suggestion and had the class continue reading the story. Thomas was still determined to convince Adam and the rest of the class, and spoke several more times arguing that Adam's interpretation was textually inconsistent, but Adam wouldn't budge.

A little later in the story, a merchant passes by and says, "How can the two of you ride on the poor skinny beast? You could carry him more easily than he can carry you!" Thomas pounced on this as new evidence that the donkey was not big or fierce. "But why are they selling him?" asked Adam. "They're probably selling him because he's skinny," said Alfredo, another student.

Adam: "He's weak."

Alfredo: "Yeah."

Adam: "You can't ride him."

Alfredo: "And they have no use for him."

Adam: "Yeah, because you can't ride him two at a time. Because, as Thomas said, they passed a guy on horseback, and he said, 'How can the two of you ride on that poor skinny beast?' And he's all skinny and stuff, so what's the use for riding a skinny and poor donkey?"

Thomas: "So you're changing your idea about a beast?"

Adam: "Yeah, it's not a beast."

So after thirty minutes of intense discussion, Adam conceded that his interpretation was wrong – the donkey wasn't a mean, beastly animal. And both he and Thomas felt good about the exchange.

Aukerman says this was one of many debates she observed in this classroom as students wrangled with one another and the material they were reading. "Their teacher's refusal to judge their ideas as right or wrong," she says, "enabled the students to share responsibility for closely evaluating their own and one another's ideas. I call this kind of teaching and learning *shared evaluation pedagogy*. No longer simply secondary knowers, these boys became possible knowers, with new reasons for engaging with the text…"

But will this kind of restrained teaching make students better readers? That depends on what kind of reader you want, says Aukerman. If you want students who will arrive at a standard interpretation of a text, it's more efficient for teachers to immediately correct students' errors. But if you want to develop critical readers, shared evaluation pedagogy is better – and, argues Aukerman, "what students learn in these conversations that assume there are no wrong answers serves them well even on tests that do require a 'right' answer."

In 2003, Aukerman and several colleagues conducted a yearlong randomized study in fifth-grade classrooms composed mainly of ELL students who were struggling readers – just the kind of students often believed to need more explicit instruction in reading strategies. The comprehension scores of students whose teachers used the shared evaluation pedagogy (as measured by QRI-II assessments) grew at 1.5 times the rate of control group students. The shared evaluation pedagogy class received no explicit strategy instruction at all. "Their growth as readers beyond that of the control-group students," says Aukerman, "can probably be attributed to opportunities to thoroughly explore their textual hypotheses for purposes that mattered to them.

"Taking students' ideas seriously," she continues, "even when those ideas seem tangential, unsupported, or incomprehensible – is at the heart of shared evaluation pedagogy. There is more to this pedagogy than a respectful, nonevaluative stance toward student ideas; it is equally important to be, quite simply, a curious teacher. This means following up on precisely those ideas that most puzzle you, engaging students with one another's ideas, and monitoring your impulse to bring things back to the ideas that you consider most significant. When you listen most closely to what at first seems 'wrong' to you, you may find, to your surprise, that your reading discussions turn out right."

"Who's Afraid of the Big 'Bad Answer'?" by Maren Aukerman in *Educational Leadership*, October 2006 (Vol. 64, #2, p. 37-41), no e-link available

2. A Different Kind of High-School Education

In this visionary *Kappan* article, Boston liberal-studies professor Herb Childress criticizes the "additive" approach he sees in many high schools "in which each certified specialist takes an assembly under construction and screws on a particular component and then passes the material along to the next specialist. One person takes 150 kids and screws on some algebra, and another person takes those same kids and screws on some world history, and a third person takes those same kids and screws on some Hemingway. Over the course of four

years, each successful kid gets more than 20 components screwed on. And in the end, they're screwed, indeed.

"They're encased in this educational armor and have no experience in encountering and challenging their own communities, futures, or desires, because all of that has been sublimated to the repetitive and mechanical structures they've endured… This additive education is an education of fear. It's an effort to avoid disaster rather than to reach for a dream, to avoid a career at McDonald's rather than to pursue a deep personal mission."

Childress then lists his vision for the graduates of his ideal high school. "For me," he writes, "this list presents a compelling model of an attractive adulthood. It is a set of characteristics that I don't encounter all that often in the adults I know."

• *Graduates of an ideal high school should love to read*. "People who love to read are people who are open to new ideas, who are engaged in constant reinvention."

• *Graduates should enjoy numbers*. Being able to do mental arithmetic, says Childress, "has served me well all the way through calculus and physics, it's a skill that helps me navigate the everyday world of taxes and budgeting, of saving and knowing when I can indulge in an extravagance, and it's a skill that helps me evaluate the accuracy and pertinence of information that's offered to me."

• *They should enjoy physical exertion and activity*. "Anything that gets you sweaty is a damn sight better than television," says Childress, "and we should encourage young people to regard physical activity as a lifelong pursuit…"

• *They should have some well-developed outlet for their creative desires* – "from writing to visual arts to music to physics… [T]he quest for putting ideas together in a unique way is part of what makes us really human."

• *They should know how to work in groups, and they should know how to teach a skill to someone else*. "We are social animals," says Childress, "and we need to quit pretending that individual performance is the only thing that really matters."

• *They should be brave and take risks*. "This means they must be exposed to failure and supported through the other side," he says. "They need to know that anything really worth doing will be scary and intimidating – and that they have to do it anyway."

• *They should understand and take an interest in their community*. "They should know something about real estate, local government and services, major local industries, and the natural landscape and climate."

• *They should be compassionate and care about people they don't know*. "They should understand that a lot of what happens in people's lives isn't their fault," he says, "and that even things that *are* someone's fault usually are mistakes that can be recovered from rather than a sign of a core moral failing that leaves people irredeemable and so dismissible."

Can a school like this exist in the real world? Childress admits that his vision is, well, visionary. What he's calling for, he says, is "subtractive" education – the way Michelangelo saw sculpture: "I saw the angel in the marble and carved until I set him free." In schools, this means getting to know students, listening to and believing in them, and helping fulfill each child's potential.

"We are better than our systems," concludes Childress. "We are better than our structures. We can be brave, help our kids discover who they are, help them go where they want to go, and wish them Godspeed as they leave us behind."

"A Subtractive Education" by Herb Childress in *Phi Delta Kappan*, October 2006 (Vol. 88, #2, p. 104-109), no e-link available

3. Learning Progressions for a More Coherent Science Curriculum

One of the problems with state standards, reports this article in *Education Week*, is that discrete curriculum goals at each grade level are not part of an understandable K-12 learning roadmap. This is especially problematic in science. A National Research Council (NRC) report released in September, 2006 said that many schools present students with a litany of science facts in an incoherent, disconnected way, with major concepts and less important ideas getting the same emphasis. "Topics receive repeated, shallow coverage with little consistency," the report said, "which provides a fragile foundation for further knowledge growth." Margaret Forster, an Australian researcher, agrees. With state standards, she says, "you often see no relation between grades 3 and 4. They're separate pieces of information."

What's the solution? *Learning progressions* – a logical, coherent articulation of the "big ideas" of science and how students' understanding of them should be developed through the grades, starting with an understanding of things students understand when they enter school (for example: plants and animals need food to live; individuals behave differently; solid objects can't move through each other). Examples of big ideas that need to be teased out through the grades: the theory of evolution or the study of atoms and molecules and their behavior.

Here's a rough sketch of a learning progression from the National Research Council study on atoms and molecules:

- *The Big Idea*: Objects are made of matter, which exists as many different kinds of material. Objects have properties that can be measured, depending on the matter and the kinds of material they are made of.
- Students arrive in kindergarten able to distinguish between objects and the materials they are made of and make observations about them. The learning progression should build on these early skills.
- K-2 – Objects have certain properties – weight, length, area, volume – that can be described, compared, and measured.
- Grades 3-5 – Weight and volume are additive properties that can be measured; the weight of an object is a function of its volume and the material of which it is made.
- Grades 6-8 – Mass is a measure of the amount of matter and is constant across location. Weight is a force proportional to mass and varies with gravitational field. Solids, liquids and gases have different properties.

Margaret Forster, the Australian researcher, has created learning progressions in reading, writing, and spelling and her work has been well received in Australia and has influenced educators in the U.S. and other countries. The trick, she says, is not going into too

much detail but capturing the key concepts. Here is her progression "progress map" for oral presentation:

- Level 1 – Being able to express simple ideas, even if they convey limited meaning, and tell stories, even if they are disjointed and incomplete.
- Level 2 – Being able to tell a story with a plot and some key information; being able to express opinions, even if they are not justified.
- Level 3 – Being able to justify their opinions, give key ideas about characters, experience, and events, and organize their speech.
- Level 4 – Being able to present a strong point of view and make a complete, well-organized presentation.
- Level 5 – Being able to present challenging ideas in a well-organized, well-reasoned speech using appropriate language.

"Science Interest Could Foster 'Learning Progressions'" by Sean Cavanagh in *Education Week*, Oct. 11, 2006 (Vol. 26, #7, p. 10), no e-link available

4. Can a "No Cut and All Play" Policy Work?

In this insightful article in *Principal*, former Maine junior-high teacher and coach Jerry Lynch makes the case for not cutting students from school athletic teams and artistic activities. He confesses that as a coach, he cut many students from teams to produce the most competitive squad for the school, but he now regrets this practice and says it actually hurts athletic and artistic achievement. More importantly, he says, it spawns student cliques, leads to peer intimidation and bullying, and keeps many students from participating in after-school activities that would give them a more well-rounded education. "All students deserve a chance to explore their interests and to shine in their own way," says Lynch. He cites two examples:

• The principal of Brentwood Middle School in Florida decided to change the policy of cutting students from the cheerleading squad based on proficiency and the ability to pay $500 for the uniform. There was resistance at first, but with a no-cut policy in place and a scaled-down uniform, more than 50 girls ended up cheering. "You have no idea how many people sent notes to me thanking me for taking a stand," said the principal.

• A group of principals in the Upper Peninsula of Michigan decided to implement a "no cut and all play" policy for interscholastic athletics. The program allows all students to be team members, even if it means fielding more than one team. Despite some initial protests from parents, the program ended up improving middle- and high-school athletic performance because more students were exposed to sports and got a chance to develop in elementary schools. This approach also improved camaraderie among students by de-emphasizing the "win at all cost" mentality that had prevailed before.

"Let Them All Play!" by Jerry Lynch in *Principal*, November/ December 2006 (Vol. 86, #2, p. 62), no e-link available

5. Five Dysfunctional Time Management Approaches

In this article in the new issue of *Principal*, former school leader Peggie Robertson identifies five dysfunctional time management style that she says are all too common in schools (Schlenger and Roesch, 1989):

• *Hoppers* – Handle several tasks at the same time and hop from one activity to another, often missing important details and not completing tasks because they allow constant interruptions.

• *Perfectionists* – Try to get every detail right, get bogged down in paperwork, don't have enough person-to-person contact, and lose perspective of what's important and what's not.

• *Big picture* – Visionary thinkers who want to delegate the nuts and bolts of implementation to others, thereby missing important insights from budgets and student achievement data.

• *Fence sitters* – Have trouble making up their minds when faced with multiple choices, second-guess themselves, and tend to avoid taking risks and implementing new programs.

• *Cliff hangers* – Wait until the last minute and depend on external pressure to finish important tasks; drive their subordinates crazy with "emergency" scrambles to meet deadlines; get bored and need new challenges to keep them motivated.

Robertson goes on to present a common-sense list of pointers for avoiding these dysfunctional styles by handling interruptions, scheduling contacts, and managing paperwork.

"How Principals Manage Their Time" by Peggie Robertson in *Principal*, November/December 2006 (Vol. 86, #2, p. 12-16), no e-link available

6. Differing Teacher and Parent Views on Parent Involvement Priorities

In his monthly column in *Principal*, Virginia-based parent involvement expert John Wherry discusses a national survey that found striking disparities between what elementary teachers think are the most important forms of parent involvement and what parents say:

• *Read to your child every day and have your child read to you.*
Ranked #1 by teachers and #15 by parents

• *Employ firm, fair, and consistent discipline at home.*
Ranked #4 by teachers and #11 by parents

• *Talk about school daily and ensure children know you think school is important.*
Ranked #6 by teachers and #14 by parents

• *Make sure your child is required to live with the consequences of his or her actions.*
Ranked #9 by teachers and #17 by parents

• *Talk to your child and pay attention to what your child says to you.*
Ranked #10 by teachers and #1 by parents

• *Help your child develop homework routines.*
Ranked #13 by teachers and #2 by parents.

Wherry suggests that educators decide on their top priorities for parent involvement – the things they believe will really make a difference – and then speak with one voice. He suggests "talking points" on each priority, for example, for reading to and with children at home:

- "Reading is the foundation for learning at school."
- "Reading is a skill that gets better with practice."
- "Parents are the most important reading models for children."

"The Parent-Involvement Disconnect Revisited" by John Wherry in *Principal*, November/ December 2006 (Vol. 86, #2, p. 6), no e-link available

7. Short Items:

a. Red-faced in New York – An elementary school in Monroe County, NY recently gave parents a booklet on a new spelling curriculum for 8- and 9-year olds. The cover headline, according to this story in the (London) *Times Educational Supplement*, used a fancy typestyle that a teacher had downloaded from the Internet. When a parent complained, teachers and the principal took a closer look and saw that the typestyle featured stick figures in a range of sexual positions. The embarrassed principal wrote an apology to all parents, many of whom hadn't noticed. "This packet was reviewed by a number of people, including myself," she wrote. "I take full responsibility for this inappropriate publication."

The district said it was unlikely to take disciplinary action against the teacher who put the brochure together. "It was very unintentional," said superintendent Joseph DiLorenzo. "It was missed. It was a mistake."

One British teacher who heard the story said that the typestyle was probably "Group Sex", which is available as a free download. "I've got that font," she said. "However, I do not have it on any school machine. Blimey, I've never even used it for personal correspondence."

"New York Head Forced to Apologise for 'Group Sex'" by Michael Shaw in *The Times Educational Supplement*, Sept. 29, 2006, p. 6, no e-link available

b. Math skills websites – In this helpful *Kappan* "Web Watch" page, two upstate New York educators list a number of websites with interactive math activities that help students practice skills and higher-order thinking:

• http://nlvm.usu.edu/en/nav/vlibrary.html - The National Library of Virtual Mathematics, with K-12 activities in operations, geometry, algebra, measurement, data analysis, and probability.

• http://www.stfx.ca/special/mathproblems/welcome.html - Word Problems for Kids for grades 5-12, a more traditional approach to improving problem-solving skills.

• http://education.jlab.org/smdeluxe/index.html - SpeedMath Deluxe from Jefferson Lab challenges kids to take four digits and *quickly* create an equation using addition, subtraction, multiplication, and division.

• http://www.sln.org/pieces/knox/onlineactiv.htm - Primary-grades activities and quizzes to help reinforce concepts about addition and money; the activities give immediate feedback and allow kids to keep trying until they get the right answer.

• http://www.globalclassroom.org/authors/florida/math/interactive.html - Interactive Activities in Math gives kids practice using pattern blocks, integer bars, and base-10 blocks to reinforce understanding of perimeter, area, division, and geometry. Great for visual learners.

• http://library.thinkquest.org/3896/index2.htm - Click on Bricks lets students use Lego blocks as manipulatives to learn multiplication facts 1 to 4. There's an instruction page on the theory behind this skill, problems to complete, and a printable multiplication table.

• http://mathforum.org/dr.math/index.html - Ask Dr. Math from the Drexel University School of Education allows students to ask a question and get a simple yet detailed answer.

• http://math.rice.edu/~lanius/fractions/index.html - Who Wants Pizza? provides a fun way to learn about fractions – instruction, practice, and immediate feedback, also teachers' notes.

• http://score.kings.k12.ca.us/lessons/mandm.html - "M&M's" Candies, Line Plots, and Graphing is a lesson plan designed to get students practicing estimation, sorting, counting, graphing, plotting, fractions, percentage, and calculating mean, median, and mode.

• http://www.getsmarter.org/index.cfm - GetSmarter.org has international math quizzes to compare students' skills to those of students in other countries.

• http://www.bbc.co.uk/schools/revisewise/maths/ - ReviseWide Maths is a British website that has activity pages, fact sheets, worksheets, and quizzes in numbers, data handling, shape, space, and measure, mental maths, and games.

• http://www.cut-the-knot.org - Upper-grade activities in math, including fast arithmetic tips, card magic, and the Taylor series for cosine.

"Reinforcing Math Skills" by Kelly Loucks and Kelly Gangloff in *Phi Delta Kappan*, October 2006 (Vol. 88, #2, p. 177)

c. Online lesson plans – In addition to http://www.teacherspayteachers.com, a website by Paul Edelman that allows teachers to buy and sell lesson plans (see Marshall Memo 143, #4a), there are a number of other websites with lesson plans, and these are free. Thanks to *Teacher* Magazine for compiling them:

• *DiscoverySchool.com* – http://schooldiscovery.com/lessonplans - This offshoot of cable TV's Discovery Channel has hundreds of lesson plans, all written by teachers.

• *Educator's Reference Desk* – http://www.eduref.org/Virtual/Lessons/index.shtml - Operated by the Information Institute of Syracuse, this nonprofit site has more than 2,000 lesson plans Pre-K to 12, from art history to vocational education.

• *LessonPlansPage.com* – http://www.lessonplanspage.com - This privately owned site is supported by advertising and has more than 3,000 lesson plans available.

• *National Geographic* – http://www.nationalgeographic.com/education - This site has thousands of lesson plans and maps, along with recommendations from the editors and "most popular" plans.

• *PBS TeacherSource* – http://www.pbs.org/teachersource - This site at Public Broadcasting Service has more than 3,000 lesson plans and activities.

Sidebar in "A Lesson Earned" by Aaron Dalton in *Teacher* Magazine, October 2006 (Vol. 8, #2, p. 38)

d. A Minnesota school's creative websites – In this *Principal* article, Minnesota eighth-grade teacher Beth Christensen describes how her students have created websites (and a DVD yearbook). Here are three of their sites:

• Mini-mysteries: http://www.isd77.k12.mn.us/schools/dakota/mystery/contents.html

• World War II interviews with members of the community: http://www.isd77.k12.mn.us/schools/dakota/worldwarII/worldwarIIinterviews.htm

• Vietnam and other conflicts: community interviews: http://www.isd77.k12.mn.us/schools/dakota/vietnam/vietnamwar.htm

"You Don't Have to Know Much About Technology to Apply It" by Beth Christensen in *Principal*, November/ December 2006 (Vol. 86, #2, p. 52-52)

e. Online professional development – Tapped In is a nine-year-old online program that offers educators a way to connect with colleagues around the world. It has discussion boards, live chats, and a calendar of free events from using technology in special-education classrooms to teaching creative writing. You can check it out at http://www.tappedin.org.

"Painless Professional Development" by Laura Donnelly in *Teacher* Magazine, October 2006 (Vol. 8, #2, p. 50)

f. Classic books online – Project Gutenberg (http://www.gutenberg.org) is a website that allows anyone with a computer to download any of 19,000 classic books for free. Conceived in 1971 by Michael Hart, the site houses books that have entered the public domain because the copyright has lapsed or because the copyright holder has released the work to the public.

"Free Books" by Hollice Fisher in *Teacher* Magazine, October 2006 (Vol. 8, #2, p. 20)

Do you have feedback? Is anything missing?

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

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 36 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through scores of articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2004-05).

Subscriptions:

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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

Publications covered

Those read this week are underlined.

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