Marshall Memo 334

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 3, 2010

In This Issue:

Quotes of the Week

"The biggest enemy of an orderly classroom is down-time… You can never overplan."
Larry Bricker (see item #4)

"[T]he differences in how schools are run, the way classes are taught and how school culture is nourished, are striking. It is like watching two couples dance a tango, one with poise and precision, the other stumbling to execute the intricate footwork."
Trip Gabriel in "Many Charter Schools, Varied Grades" in *The New York Times*, May 2, 2010 (p. 1, 22, 23)
http://www.nytimes.com/2010/05/02/education/02charters.html?scp=1&sq=Many%20Charter%20Schools,%20Varied%20Grades&st=cse

"Building loving bonds with children is an irreplaceable means of creating a foundation of love, which is pivotal to the success of young people in school and in life."
William Jeynes (see item #1)

"The principal is the head coach of the school, but not the only coach."
Dana Bickmore (see item #2)

"To bring a teaching model of medium complexity under control requires 20 or 25 trials in the classroom over a period of 8-10 weeks."
Bruce Joyce and Beverly Showers (*ibid.*)

"Be creative on how to rework the schedule to provide enough time for teachers to work together or to visit one another's classrooms to provide feedback."
Dana Bickmore (*ibid.*)

1. What Kind of Parent Involvement Makes the Biggest Difference?

In this thought-provoking *Teachers College Record* article, California State University/ Long Beach professor William Jeynes argues that, while traditional forms of parent involvement are important (attending school functions, checking homework, rules about how children spend their leisure time), more indirect, "warm" kinds of at-home involvement – parental expectations, parent-child communication, and parental style – are more important to student achievement. But how can teachers and school administrators foster this kind of involvement? Here is Jeynes's argument:

• *Subtle types of parental involvement* – Jeynes's meta-analyses found that the effect size of parent attendance at school functions and establishing rules for household study is only about .12, while the effect sizes of parental expectations for school grades and accomplishments are .58 at the elementary level and .88 at the secondary level. How do these parent expectations manifest themselves? "It is not the idea that a mother or father pushes expectations upon her or his children, such as, 'You must live up to these standards,'" says Jeynes. "Rather, the types of expectations that have the greatest impact are those that are subtle but understood by the child, such as parental sacrifice to save for the child's college, low-stress communication, and a general agreement between the child and the parents on the value of a college education." These expectations are there day after day, week after week, month after month, he says, communicating "a supportive but scholarly atmosphere in the home on which other aspects of parental involvement can be erected."

The two other subtle forms of parental involvement are less powerful than expectations, but still have more impact than traditional forms of involvement. Parental style that is supportive and encouraging has effect sizes of .35 and .40 for elementary and secondary children, and loving communication between parents and children has effect sizes of .24 and .32 at the elementary and secondary levels. Jeynes stresses that the underlying factor here is time spent with children, clearly communicating love and support – playing board games, watching movies, sports, fishing, miniature golf. "These activities may not be directly related to scholarly pursuits," he says, "but they are nevertheless crucial facets of parent involvement."

• *A shift in what schools encourage* – Most teachers and school administrators see parent involvement in traditional terms; with the best intentions, they tell parents that homework help, household rules, and attending school functions are the best ways to improve academic achievement. Jeynes argues that this way of thinking misses the central point – and underestimates the true level of involvement of many African-American and Hispanic parents.

"This is because parental love, more than any other quality, explains the success of parental involvement," he says. "Building loving bonds with children is an irreplaceable means of creating a foundation of love, which is pivotal to the success of young people in school and in life… [A]cademic involvement practices themselves, unless accompanied by love, may have limited impact on children's academic achievement and well-being."

So what should teachers and principals do? For starters, Jeynes believes the following practices are a foundation for the best kinds of parent involvement:

- A loving and supportive *school* environment – "A school can run a parental involvement program with utmost efficiency," he says, "but parents can easily discern whether their presence is welcome and whether their input is warmly received."
- Customer-friendly relations – Educators should be mindful of the fact that the taxes parents pay for public schools are their third biggest financial investment (after their home and car). Parents are customers and need to be treated with respect and dignity, says Jeynes. He especially recommends home visits to get to know and understand families.
- Care and compassion – This can be manifested in "good news calls" and other ways of sharing positive developments about each child.
- High expectations – What teachers expect has a direct impact – and also an indirect impact on parental expectations. Both drive higher student achievement.

Jeynes acknowledges that many parents are busy and stressed nowadays, some have language barriers, and some are resistant to being involved in their children's schools because they had negative school experiences themselves. He mentions a variety of outreach efforts but acknowledges that researchers haven't found which are most effective in overcoming barriers to involvement.

• *Educating parents to become more involved* – Jeynes says that many parent-involvement initiatives have emphasized traditional forms of involvement rather than the more effective, subtle forms. But can the more subtle types of involvement be taught to parents? It's not clear, he says, acknowledging that there are gaps in the research on the most-effective methods for schools to use, and the relationship between different family structures – stepparents, single-parent homes, multi-generational homes – and family involvement. But Jeynes concludes that educators should not hesitate to tell parents directly what kinds of involvement make the biggest difference, and should concentrate on finding the best ways to get parents thinking and acting along those lines.

"The Salience of the Subtle Aspects of Parental Involvement and Encouraging That Involvement: Implications for School-Based Programs" by William Jeynes in *Teachers College Record*, March 2010 (Vol. 112, #3, p. 747-774), no e-link available

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2. What a Principal Learned from Coaching Gymnastics

"The principal is the head coach of the school, but not the only coach," says Louisiana State University professor (and former award-winning principal) Dana Bickmore in this

thoughtful *Principal Leadership* article. She describes the moment when she saw the similarity between what it took to get her student gymnasts to master new routines (hours and hours of practice on the balance beam, closely coached by their peers) and what it takes for teachers to master new classroom practices. Her moment of truth as a coach was when she realized that she couldn't possibly provide the amount of one-on-one coaching that her young gymnasts needed and had to delegate the job to them. This basic truth is echoed by research from Bruce Joyce and Beverly Showers (2002) on the outcomes of four layers of professional development in schools:

- Study of theory – 10% gain in knowledge, 5% gain in skill, 0% transfer to classrooms;
- Demonstration – 30% gain in knowledge, 20% gain in skill, 0% transfer to classrooms;
- Practice – 60% gain in knowledge, 60% gain in skill, 5% transfer to classrooms;
- Peer coaching – 95% gain in knowledge, 95% gain in skill, 95% transfer to classrooms.

According to Joyce and Showers, "To bring a teaching model of medium complexity under control requires 20 or 25 trials in the classroom over a period of 8-10 weeks."

When she was a principal, Bickmore got some blunt feedback from her assistant principal about how ineffective some professional development workshops had been the year before and remembered her experiences as a gymnastics coach. In that instant, she lost faith in "expert" presentations to her staff and embraced the idea of teacher teams giving feedback to their colleagues, just as she had organized her 20 gymnasts into small teams to provide more one-on-one coaching than she could possibly give them. This was the beginning of the best professional development she had ever seen. "As ongoing peer collaboration increased," remembers Bickmore, "we reaped benefits beyond the development of individual skills in a single classroom. Just like what happened with the gymnastics team, the school team became more cohesive as teachers took greater interest and pride in one another's accomplishments." The result was steady improvement in student achievement.

The new dynamic totally changed Bickmore's leadership style. She gave up total control and shifted to a "we" rather than a "me" orientation. "We developed ground rules for group work," she remembers, "protocols for giving appropriate feedback, and monitored how teammates were interacting. We rearranged the school schedule so that collaboration could take place. We occasionally changed who worked with whom, overruling individual preferences to pair new and veteran individuals together for better collaborative interaction."

Reflecting on all this has led Bickmore to formulate a new set of principles for professional development:

• The core of professional development "must be the ongoing, authentic interaction of staff members who are examining and practicing new skills," she says. Workshops, programs, and expert-run trainings are occasionally helpful but really secondary.

• Use a variety of collaborative learning processes, including action research and peer coaching.

• "Don't expect staff members to automatically work together," says Bickmore. "Begin the process by training and then developing positive collaborative practices and group work."

• "Give up control," she advises. "If 15-year-olds can successfully coach one another, think what a professional staff can accomplish."

• Provide the resources for collaborative work – the most important being *time*. "Be creative on how to rework the schedule to provide enough time for teachers to work together or to visit one another's classrooms to provide feedback," she says.

• Model being a collaborative learner. Join teams and ask colleagues to give you feedback when you try new skills.

"Teaming, Not Training" by Dana Bickmore in *Principal Leadership*, April 2010 (Vol. 10, #8, p. 44-47), no e-link available; the author can be reached at danabick@lsu.edu.

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3. Does Starting Small Produce Big Achievement Gains?

In this *Principal Leadership* article, Helen Scharff, Deirdre DeAngelis, and Joan Talbert describe how they worked in a Staten Island (NYC) high school to use data on small groups of struggling students to bring about broader improvements (their model is called the Scaffolded Apprenticeship Model – SAM). Here are the details on one such intervention:

• A teacher team zeroed in on 25 ninth-graders in one classroom who had entered the school with below-level scores on New York math tests.

• Teachers identified one high-leverage skill in which the students were not proficient – word problems that involved algebra.

• Teachers gave students a diagnostic test and found that 17 students could do basic math computation in a word problem but couldn't translate key "signal" words from the written version into a mathematical form.

• The teachers realized that verbal translation – the foundational skill these students were lacking – wasn't in the content curriculum they were teaching; the school's relentless pacing calendar had prevented them from taking the time to teach it.

• The team also realized that the school's long-established teacher-assignment practices resulted in veteran teachers working with older, high-achieving students and rookie teachers working with younger, low-achieving students – a perverse but common arrangement. "Until then," say the authors, "the team hadn't thought about the cumulative effect that this pattern had on the students."

• The team put these insights to work to address these specific learning difficulties –and the systemic issues that perpetuated them:

- The ninth-grade math teacher explicitly taught the missing foundational skills.
- Her colleagues observed her, took notes, gave her feedback, and shared their insights with the team.
- The team met with the assistant principal in charge of math and agreed that future department meetings would be used to look at the results of common unit assessments and adjust the pacing calendar in response to students' needs.

- The team decided to experiment with looping, encouraging teachers to move up with their students. "This yielded dramatic improvement for struggling students," say the authors. Every student in the looped class passed the Regents exam one semester earlier than originally scheduled.

"The problems that schools face are big, layered, and resistant to change," conclude Scharff, DeAngelis, and Talbert. "We believe that putting a team's focus on a small group of students who were previously unsuccessful in one essential skill helps those students get the instruction that they need and illuminates how teachers collectively participate in behaviors and practices that produce current patterns in student performance. We know that 'getting small' is a counterintuitive strategy for addressing big problems… [but it is] precisely because it is focused and manageable that SAM works in schools of any size and structure with varying levels of administrative involvement and investment."

[The case study described in this article is a classic example of a small group of teachers using summative and interim assessment data to focus on a student learning problem and craft effective instructional solutions. To me, the take-away is that *every* grade-level and course team should be an inquiry team looking at interim assessment data every 5-6 weeks and immediately working to fix learning problems and help struggling students. Perhaps SAM is a good strategy in schools that are unable to launch a schoolwide interim assessment effort, but in schools that have a willing and competent principal and leadership team, schoolwide interim assessments – what Richard DuFour calls Professional Learning Communities – would seem to be a far more robust strategy. K.M.]

"Starting Small for Big School Improvement" by Helen Scharff, Deirdre DeAngelis, and Joan Talbert in *Principal Leadership*, April 2010 (Vol. 10, #8, p. 58-61), no e-link available; the authors can be reached at Helen.scharff@baruch.cuny.edu, ddeang@schools.nyc.gov, and jtalbert@stanford.edu.

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4. Advice for New Teachers

Veteran Pennsylvania teacher and school administrator Larry Bricker retired last spring and has eleven nuggets for new teachers in this *Middle Ground* article:

• *Tell students what you expect*. "You can get most students to do almost anything that is reasonable if you tell them what you expect and why," says Bricker. "Once students are in an established routine (good or bad), it is very difficult to get them to change."

• *Plan for contingencies*. "The biggest enemy of an orderly classroom is down-time," says Bricker. "You can never overplan."

• *Learn students' names quickly*. Get students working in the opening days of school and make it your business to learn all the names.

• *Be fair*. The way to do this is to see things from the students' point of view. This will keep most of the kids on your side most of the time.

• *Build positive relationships*. Showing genuine interest in students' hobbies, sports, and other outside activities is the best way to accomplish this.

• *Laugh with students – and at yourself*. "If you do these things, students will be much more likely to forgive you when you mess up," says Bricker. "And at times, you will mess up."

• *Never pass up an opportunity to be kind*. "If you want a kinder world, you need to show a kinder world to your students," he says.

• *Try to learn at least one new thing each year*. Not everything will work out, but keep trying new stuff.

• *Accept the fact that if too many of your students are failing, you are failing too*. If this happens, look at your teaching and at yourself and reach out to colleagues for help, he advises. "If you fail to act positively, you will leave teaching very tired and very bitter."

• *Understand that parents are sending us the best children they have*. "If they had students who were smarter or had better manners or who had more charming personalities, they would send them to us," he quips.

• *Never underestimate the power of motivation*. Bricker learned this when he saw underachieving sixteen-year-olds rapidly learn lots of information and get their drivers' licenses. "The point is, when students are truly motivated, they can overcome almost any obstacle," he says. Curriculum discussions should devote just as much time to motivation as to content.

"The Good Old Days Are Now!" by Larry Bricker in *Middle Ground*, April 2010 (Vol. 13, #4, p. 21-22), no e-link available; Bricker can be reached at larry_bricker@wasd.k12.pa.us.

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5. Getting New Science Teachers Off on the Right Foot

In this *Principal Leadership* article, George Mason University professors Donna Sterling and Wendy Frazier share insights from a six-year study of 59 uncertified middle- and high-school science teachers by the New Science Teachers' Support Network. Here are their recommendations:

- Hire early and assign class schedules so that new teachers can start planning to teach before they have to start school.
- Assign new teachers only one preparation so they have time to reflect and revise lessons between classes.
- Give new teachers their own room rather than requiring them to float.
- Protect new science teachers from additional school duties beyond those directly related to their classes.
- Assign veteran teachers to orient new teachers to the school's policies and procedures.
- Provide supplies, computer equipment, and science equipment, and task someone to show new teachers how to use them.

"Maximizing Uncertified Teachers' Potential" by Donna Sterling and Wendy Frazier in *Principal Leadership*, April 2010 (Vol. 10, #8, p. 48-52), no e-link available; the authors can be reached at dsterlin@gmu.edu and wfrazier@gmu.edu.

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6. How to Turn Around a Failing Teacher

In this *Principal Leadership* article, consultants Allyson Burnett and Raymond Lowery offer advice on how principals should proceed when it becomes clear that they've made a hiring mistake – weak classroom management, poorly planned lessons, overdependence on textbooks, complaints from students and parents. Immediate firing is rarely an option, and Burnett and Lowery urge principals to seize the opportunity to "make lemonade." Here are their general principles:

- Treat the teacher with dignity and confidentiality;
- Clearly explain strengths and areas that need improvement;
- Involve the teacher in identifying areas for growth and reflecting on the situation;
- Give suggestions and solutions that are focused and do-able;
- Provide the time, space, resources, and support needed to learn and apply solutions;
- Give frequent, constructive feedback;
- Acknowledge improvement and celebrate growth.

The trick is to prevent embattled teachers from seeing the principal as critical, negative, and out to get them and get them to shift from the "unaware stage" to the "action stage" – motivated to change and in possession of the awareness, tools, and support to pull it off. To make this happen, Burnett and Lowery recommend a four-part personalized educational plan (PEP):

• *Identify the greatest area of need and formulate a plan* – This is based on classroom observations and consultation with a small PEP team.

• *Professional development* – The authors recommend that the teacher attend a minimum of four full-day PD sessions in the months after the PEP is created, accompanied by a mentor, department chair, administrator, or instructional coach to review, discuss, and apply the ideas and resources.

• *Instructional coaching* – PD is not enough. "Real change and growth," say Burnett and Lowery, "come from working with a coach who can help the teacher set specific, focused, and attainable goals; observe in the classroom (possibly videotaping what happens there); provide effective feedback; and encourage self-reflection." The principal should also make visits to the teacher's classroom and check in with the coach.

• *Continued accountability* – The coach and principal should gradually release responsibility with the goal of making the teacher independently effective. The PEP should be completed 60 days before the end of the school year so the principal can decide whether to keep the teacher or counsel him or her out of the profession.

"Making Lemonade" by Allyson Burnett and Raymond Lowery in *Principal Leadership*, April 2010 (Vol. 10, #8, p. 18-22), no e-link available; the authors can be reached at allysonburnett@sbcglobal.net and loweryraymond@yahoo.com.

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7. Insights from a National Principal Training Program

In this article in *Principal*, Mike Johnston, R.K. Walker, and Andy Levine of New Leaders for New Schools report the findings of a study of the leadership factors in New Leaders-led schools making breakthrough student-achievement gains:

- Ensuring rigorous, goal- and data-driven practices;
- Building and managing a high-quality staff aligned to the school's vision of success for every student;
- Developing an achievement- and belief-based schoolwide culture;
- Instituting operations and systems to support learning;
- Personal leadership that sets the tone for all student and adult relationships in the school.

Dubbed the Urban Excellence Framework, this set of findings now guides every aspect of the program and has resulted in a significant increase in the number of elementary and middle New Leaders-led schools making major achievement gains.

One striking finding of the New Leaders research is that traditional principal selection criteria – education credits and years of experience – are less important than the following:

- An unwavering belief that every child can achieve academic success;
- A sense of urgency to make that vision a reality;
- Personal responsibility for student outcomes;
- A relentless focus on measurable results;
- Deep knowledge of teaching and learning gained from at least two or three years of successful classroom experience;
- Skill in strategic and day-to-day management;
- Effective use of an internal leadership team;
- Strong communication and interpersonal skills;
- Self-awareness and a commitment to continuous learning.

New Leaders is working to bring these qualities to more and more principalships in ten urban areas through aggressive recruiting, careful selection, an intense summer program, a full-year internship with an experienced and successful mentor principal, and at least two years of personal coaching.

New Leaders is trying to convince its partner school districts to give principals more autonomy over hiring, professional development, and decision-making. New Leaders also advocates for continuous monitoring of student achievement and staff development, additional staff time, consulting funds, internal coaches, teacher leaders and mentors, and outside expertise needed to create professional learning communities and job-embedded professional development.

"Fit for the Principalship: Identifying, Training, and Clearing the Path for Potential School Leaders" by Mike Johnston, R.K. Walker, and Andy Levine in *Principal*, May/June 2010 (Vol. 89, #5, p. 10-15), no e-link available; the authors can be reached at mjohnston@nlns.org, rwalker@nlns.org, and alevine@nlns.org. In this interview, New Leaders CEO Jon Schnur talks about developing highly successful principals: http://www.naesp.org/NAESP_radio.aspx

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8. Preventing Serious School Violence

In this sobering *Principal Leadership* article, school safety expert Linda Kanan summarizes research on threats of violence by students, emphasizing that a positive school climate that includes respect and clear behavioral expectations, along with a process for reporting and addressing student concerns, are the best safeguards against serious problems. The article includes ten key findings drawn from reports by the U.S. Secret Service, the U.S. Department of Education, and other researchers:

• *Incidents of violence at school are rarely impulsive acts*. Thought processes and behavior may be discerned from observation and communication – although the time frame for intervention may be short.

• *Prior to most incidents, other people knew about the attacker's ideas or plans*. Administrators, teachers, and other school staff must encourage students to report potentially dangerous activity – and respond when they do come forward.

• *Most attackers did not threaten their targets immediately beforehand*. Schools should not wait for a direct threat before taking action.

• *There is no accurate or useful "profile" of students who engage in violence*. The school's focus should be on what students say and do, the key question being whether a student is on a path toward violent action.

• *Prior to an incident, most attackers engage in behavior that causes concern or indicates a need for help*. Adults need to respond to a cry for help by probing sensitively and making the appropriate referral.

• *Most attackers are known to have difficulty coping with significant losses or personal failures, and many have considered or attempted suicide*. These are areas to probe.

• *Many attackers felt bullied, persecuted, or injured by others*. Assessing a student's history of bullying or harassment should be part of any inquiry.

• *Most attackers had access to and had used weapons*. Another area to probe.

• *In many cases, an attacker's friends were involved in some capacity*. The school climate must support reporting and convince all students that violence doesn't solve problems.

• *When violent incidents are stopped, it's most often because school authorities had good preventive and emergency response measures in place*. The role of law enforcement officers is vital, but actions taken before their intervention were decisive in most cases.

"When Students Make Threats" by Linda Kanan in *Principal Leadership*, April 2010 (Vol. 10, #8, p. 12-16), no e-link available

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9. Helping Students Become More Sophisticated About Advertisements

In this article in *Middle Ground*, Appalachian State University professor David Considine suggests five aspects of commercial advertising that help adolescents look more critically at consumer products and how they are marketed:

- Product – the item or service that's being sold;

- Purchasers – the target audience – for example, a Jitterbug cell phone ad stressing "You won't find a camera, the Internet, or a complicated menu with confusing pictures";
- Pitch – what persuasive device is being used – everything from the Marlboro man to sell cigarettes to Snoopy as the image of MetLife Insurance;
- Placement – in what magazine, program, or TV time-slot is it being positioned – for example, where would a company market a sugary breakfast cereal? Luxury cars?
- Presentation – how it's packaged, including the words, typestyle, color, images, wrapper, and shape.

"Helping our students recognize the tools, techniques, and language of contemporary advertising might temper adolescent impulsivity and the need for instant gratification," says Considine. "Simultaneously, it can nurture healthy skepticism and more skillful consumers for the 21st century." He suggests several websites as resources:

• Ad*Access at Duke University, with over 7,000 newspaper and magazines ads from 1911 to 1955: http://library.duke.edu/digitalcollections/adaccess

• Presidential campaigns since 1952: http://livingroomcandidate.org

• PBS with clips and tricks of advertising: http://pbskids.org/dontbuyit/advertisingtricks

• Fun TV advertising from earlier decades: http://www.retrojunk.com

"This They Believe? Adolescents, Advertising, and Critical Thinking Skills" by David Considine in *Middle Ground*, April 2010 (Vol. 13, #4, p. 14-15), no e-link available; Considine can be reached at considinedm@appstate.edu.

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10. Essential Questions on Economic Policy

In this *Newsweek* column, Robert Samuelson lists some high-level questions for U.S. long-term economic policy:

- How big a government do we want – and what can we afford?
- In closing deficits, what's the best mix between tax increases and spending cuts?
- What programs are not needed?
- How much should we tax the young and middle-aged to support the old?
- Should wealthier retirees receive skimpier benefits?
- Should eligibility ages for benefits be raised?

"The VAT Masquerade: Why It's Not a Panacea for Deficits" by Robert Samuelson in *Newsweek*, April 26, 2010 (p. 22), no e-link available

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11. Short Items:

a. Engineering girls website – This website created by the National Academy of Engineering encourages young adolescent girls to explore careers in engineering. It has careers in the field and profiles of women engineers, and also lists classes girls should take to prepare themselves: http://www.engineergirl.org

"News to Use" in *Middle Ground*, April 2010 (Vol. 13, #4, p. 6-7)
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b. Middle school science website – This website has resources for middle-school science teachers, including lesson plans in chemistry, earth sciences, life sciences, and physics. There are also links to science websites, blogs, and a middle-school science teacher Yahoo group: http://www.middleschoolscience.com

"News to Use" in *Middle Ground*, April 2010 (Vol. 13, #4, p. 6-7)
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c. Science and the Olympics – NBC Learn and the National Science Foundation have created short videos tying events in the 2010 Winter Olympics to science concepts like inertia, gravity, aerodynamics, training, and safety: http://www.nbclearn.com/olympics and http://www.lessonopoly.org/svef/?q=node/9086

"Bulletin Board" in *Principal Leadership*, April 2010 (Vol. 10,#8, p. 6-7)
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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.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 37 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).

Subscriptions:

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Catalyst Chicago
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
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
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
Theory Into Practice
Tools for Schools