Marshall Memo 24

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 9, 2004

In this Issue:

Quotes of the Week

"If we want to improve student learning, we must find a way to improve teaching in the average classroom. Even slight improvements in the average can positively affect millions of students… We must find a way to improve the standard operating procedures in U.S. mathematics classrooms – to make incremental and continuous improvements in the quality of the instruction that most students experience."

James Stigler and James Hiebert, *Educational Leadership*, Feb. 2004 (see item #1)

"Even teachers with a strong mathematics background cannot teach well in a context defined by a fragmented and incoherent curriculum."

William Schmidt, *Educational Leadership*, Feb. 2004, p. 11

"I learned that a worksheet can be a dangerous thing."

An elementary teacher reflecting on a lesson study analysis (see item #2)

"If students need to know some given information to be able to accomplish something of importance to them, they learn without seeming to be taught."

Kathleen Conn, *Educational Leadership* (see item #5)

"Exceptional schools prepare young people not only for this year's tests, but for all of life's tests."

Patrick F. Bassett, *Education Week* (see item #3)

"Typically, great [organizations] are led by understated leaders who sublimate their egos, focus their will, and act more like Lincoln or Socrates than Patton or Caesar."

Patrick F. Bassett, *ibid*.

"Why flunk them to give them the services they need? Why not just give them the services?"

Ernest House, *New York Times* (see item #9d)

1. How Can We Improve Mathematics Teaching in the U.S.?

In this powerful article, James Stigler and James Hiebert update the argument they made in their seminal book, *The Teaching Gap*: basic teaching methodology is remarkably similar within each country, and American teaching (at least 8th-grade mathematics teaching, which they studied extensively in the TIMSS videotapes) is less effective than the teaching in a number of other developed nations from which we can learn a lot. Stigler and Hiebert's focus is on how teaching (versus teachers) can improve (see the third quote above). By studying the average teaching in several other countries, they believe they have pinpointed the key missing elements in the U.S.:

- *Lack of a shared language to describe teaching* – This makes it much more difficult for educators to communicate and share professional insights and knowledge.
- *Slippage between research and classroom practice* – Although many teachers are aware of important national studies, implementation of their insights in classrooms has been very uneven.
- *The cultural nature of teaching* – Comparing hundreds of videotapes of teaching in a number of countries, Stigler and Hiebert found that teaching practices within each country were remarkably similar, but between countries there were major differences. Teaching is a cultural activity, they contend, "learned implicitly, hard to see from within the culture, and hard to change."

This article includes the key findings of the 1999 TIMSS study (which were not included in *The Teaching Gap*). The 1999 videotapes peered into the classrooms of Australia, the Czech Republic, Hong Kong, Japan, the Netherlands, Switzerland, and the United States and found that the Japanese lesson-study approach was not the only route to high student achievement. Effective teaching takes many forms.

What do the highest-achieving countries have in common? The answer lies in "the way teachers and students work on problems as the lesson unfolds." American math teachers teach procedures. Teachers in higher-achieving countries work with students on procedures *and* making connections. Contrary to the neoconservative criticism of American math teaching, the low achievement of U.S. students cannot be explained by an overemphasis on concepts and understanding. Quite the contrary, American students spend most of their time plugging in and practicing procedures.

Stigler and Hiebert have three suggestions for improving math teaching in the United States:

• *Focus on the details of teaching, not teachers*. Most efforts to improve the quality of teaching zero in on the *teacher* (recruiting better people and improving the knowledge of current teachers). Stigler and Hiebert support these efforts, but believe that a focus on *teaching* – the methods that teachers use in the classroom – will yield better results. "We must find a way to change not just individual teachers, but the culture of teaching itself," they write. This has to go beyond the superficial aspects of teaching (organization, tools, curriculum content, and textbooks) and get into the way in which teachers and students interact about the subject every day.

• *Become aware of cultural routines*. This is most likely to happen when teachers look at videotapes of teaching, not just their own but those of other countries as well. "Attempts to implement reform without analysis of practice are not likely to succeed."

• *Build a knowledge base for the teaching profession*. "As John Dewey pointed out long ago, one of the saddest things about U.S. education is that the wisdom of our most successful teachers is lost to the profession when they retire." Teachers need to pass along theories, empirical research, and alternative visions of what implementation looks like.

Stigler and Hiebert conclude: "Teachers have a central role to play in building a useful knowledge base for the profession. Enabling teachers to learn about teaching practices in other countries and to reflect on the implications of those practices holds great promise for improving the mathematics instruction provided to all students."

"Improving Mathematics Teaching" by James Stigler and James Hiebert, *Educational Leadership*, February 2004 (Vol. 61, #5, p.12-17)
http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed_lead/index.html

2. A Deeper Look at Lesson Study

This article leads off with a description of a team of American 4th-grade teachers in San Mateo-Foster City (CA) crafting a lesson on pattern growth, observing one of their members teaching it, concluding that their worksheet was spoon-feeding students (see quote above), redesigning the lesson, and watching another member of the team teach the lesson to a different group of students.

The article goes on to ask whether lesson study will make a real difference for American teachers or be another short-lived fad. The authors point out important differences between lesson study and lesson *planning* and standard *observation*, and

aver that the graveyard scenario won't happen if American implementers keep in mind seven key pay-offs of lesson study:

• *Increased knowledge of subject matter* – Planning a lesson together gets teachers looking at the essential knowledge and skills students must acquire, what's important and what doesn't matter, and what methods and materials are available.

• *Increased knowledge about instruction* – Much of what teachers learn when they engage in lesson study applies beyond that immediate lesson and topic. A teacher had this insight after working on a research lesson: "The students must do the work, not us!" Other lessons include "carefully wording the main problem to propel student interest, making students 'hungry' for new mathematics terminology, and seeing how students use their prior knowledge."

• *Increased ability to observe students* – While one team member teaches the lesson, the other teachers observe students, often zeroing in on particular students to see what they are doing, what the obstacles to learning are, and what specific supports encouraged understanding.

• *Stronger collegial networks* – Lesson study builds a community of practice in which teachers share resources and ideas. Compared to Japan, where teachers take part in as many as ten research lessons a year, American teachers rarely have this experience. This collegiality extends beyond the lesson study team to encompass the whole staff. As Lewis (2002b) observed, "What's the use of students learning to 'think like scientists' in one classroom if next year's teacher devalues this quality?"

• *Strong connection of daily practice to long-term goals* – Japanese lesson study often beings with an overarching question such as "What kind of people do we hope our students will become?" Although lesson study focuses on one lesson, it also takes in the big picture of where students are headed.

• *Stronger motivation and a sense of efficacy* – Lesson study strengthens the belief that it is possible to improve teaching. One California teacher said that lesson study "puts a professional component back in teaching that is generally missing and treats teaching as a science that teachers can analyze and improve." The kind of insight about the danger of spoon-feeding worksheets noted above could come only from delving into a lesson as it unfolded and watching actual students' reactions.

• *Improved quality of available lesson plans* – The teachers involved in this San Mateo-Foster City initiative produced a rich trove of lessons for future use.

"A Deeper Look at Lesson Study" by Catherine Lewis, Rebecca Perry, and Jacqueline Hurd, *Educational Leadership*, February 2004 (Vol. 61, #5, p.18-22), no e-link available.

3. Making a Good School Great

In this *Education Week* commentary piece, Patrick Bassett bemoans the fact that American high-school seniors in Advanced Placement courses are average and below average by international standards. Bassett worries that the accountability pressures of No Child Left Behind will not spur many schools to improve the attainment of their highest-achieving students. He urges us to look at other factors, including a school's ability to create "value-added performance (the degree to which even the highest-performing students are achieving at a pace greater than would be predicted)" and "values-added learning (the degree to which young people learn not just core curricula but also the importance of hard work, leadership, personal responsibility, and good citizenship)." Perhaps good schools are tempted to "smile and file" their test scores because they are okay. Bassett urges such schools to follow this advice:

- *Set audacious goals*. A good school that wants to be great should adopt expansive ideas, for example, using technology to customize the delivery of education to individual students and using distance learning to expand the audience beyond the neighborhood.
- *Identify, advance, and organize talent*. In the words of Jim Collins (author of *Good to Great*), get the right people on the bus, the wrong people off the bus, and the right people in the right seats on the bus. "…the only brakes on moving forward are the inability to attract and keep talent and the failure to extirpate mediocrity or ineptitude."
- *Create an entrepreneurial culture, characterized by openness and self-discipline*. Encourage risk-taking, discussion, and debate. Support a team of "early adopters" (trying student electronic portfolios or student-led teacher-parent conferences, for example) by giving them time, resources, and the permission to fail.
- *Rely on enterprise-focused leaders*. "Typically, great companies are led by understated leaders who sublimate their egos, focus their will, and act more like Lincoln or Socrates than Patton or Caesar." A great leader builds feedback systems that give reliable data on how students, teachers, leaders, and the whole school are doing.

• *Use technology to accelerate transformation*. This means tying computers into curriculum and individualized, customized service to students to create changes in teaching, learning, and results.

"From Good to Great Schools" by Patrick Bassett, *Education Week*, February 4, 2004 (Vol. XXIII, #21, pa. 44, 32)
http://www.edweek.org/ew/ewstory.cfm?slug=21bassett.h23

4. What Makes for an Excellent Lesson?

Two researchers spent 18 months observing 364 lessons and conducting in-depth follow-up interviews with teachers. They were generally discouraged with the level of rigor and excellence in the teaching they observed (they rated only 15 percent of the lessons excellent), were distressed with the inequitable distribution of effective teaching (with poor and minority students receiving less), and drew a number of conclusions about what excellent lessons should include:

• *Student engagement with the content* – Important content is not enough. The content has to be pitched at the right level, and students have to be "invited" to interact with the content in a meaningful way.

• *A culture conducive to learning* – "High-quality classrooms are both respectful and rigorous." This climate must be fostered over the whole school year.

• *Equal access for all students* – It's crucial that the teacher ensure that no students slip through the cracks.

• *Effective questioning* – The questions teachers ask are crucial to monitoring understanding and helping students make connections and learn concepts. Unfortunately, many teachers use low-level, rapid-fire, fill-in-the-blank types of questions.

• *Assistance in making sense of the content* – Teachers need to provide clear explanations at key points as the lesson unfolds. "Effective lessons engage students in doing intellectual work, with the teacher helping to ensure that students are making sense of the key… concepts."

[The only thing missing on this list is *results*: are the students learning?]

The researchers concluded that much more needs to be done to lay out the ingredients of effective lessons to teachers, giving them a consistent message in pre-service preparation, curriculum, student assessment, professional development, and teacher evaluation policies.

"What Is High –Quality Instruction?" by Iris Weiss and Joan Pasley, *Educational Leadership*, February 2004 (Vol. 61, #5, p.24-28), no e-link available

5. Meaningful Projects Make a Difference

What affects how engaged students become in learning and how much they retain? Too much of the time the curriculum goes in one ear and out the other:

> Year after year, students learn about gravity. Elementary school teachers drop objects; middle school teachers drop more objects; and high school teachers begin all over again, this time dropping objects while explaining equations. How many students develop a true understanding of gravity – its importance in the constellation of fundamental natural forces and its unique, mysterious nature? How many students care?

The author of this article believes that the key is giving students meaningful projects that put new knowledge and skills to work (see quote above). "Science instruction based on problem-solving activities and case studies," she writes, "can motivate students to seek out science information and take ownership of their own learning."

The first step is having students choose a problem-solving scenario that fits the curriculum and is of genuine interest to them. For example, the author had her high-school students study the most dangerous intersection through which they drove on the way to school. The second step is for students to become experts in the subject matter and solve a genuine problem.

"The Dangerous Intersections Project… and other Scientific Inquiries" by Kathleen Conn, *Educational Leadership*, February 2004 (Vol. 61, #5, p.30-32),

6. Helping Students Unlearn Their Misconceptions

Every day, students walk into school with their heads full of strong beliefs about science and other subjects, some of which are just plain wrong. Some examples:

- Large or heavy objects always sink.
- The moon's phases are caused by the shadow of the earth falling on the moon.
- Magnets attract all metals.
- The earth is the center of the solar system.
- Batteries have electricity inside them.
- You can see and hear a distant event simultaneously.

Such ideas come from students' experiences, their peers, sometimes their parents, and of course their imaginations. Teachers play a crucial role in surfacing these misconceptions, helping students think them through, unraveling their false ideas,

and developing a more accurate set of beliefs on which to build true scientific understanding.

"Understanding science requires students to learn a vast array of facts, processes, and skills," writes the author (a Harvard science education specialist). "To ensure that this understanding is accurate, we need to know what the students think and why they think it." But it's not as easy as it sounds. Students cling to their misconceptions, and a lot of conventional teaching methods just don't succeed in dislodging them. The author has two suggestions:

• *The carousel activity* – This involves putting all ideas on a new subject out on a table (or board or chart paper) for the class to consider. This gets the misconceptions – as well as accurate information – out in the open. "Through the carousel, students become aware of their own ideas, begin to entertain other ways of looking at the world, incorporate new knowledge, and possibly begin to change their ideas and ways of thinking."

• *Better tests* – Many tests are not demanding enough to tell if students really understand what has been taught. If a test question has the right answer and several nonsense answers, a student who doesn't really understand can guess the right answer. A better approach is for the question to list several common misconceptions along with the right answer, challenging the student's deeper understanding. Better yet are open-ended questions, as long as they are properly framed. This is not easy:

> It is often a humbling and confusing experience to go beyond superficial test responses and discover what our students really understand. We may believe that we 'taught' the material to our student and that they 'got it.' But when we look further, we often discover that they didn't get it at all. Students told us all the right words, used the right math, and gave us the desired answer, but they did not have the opportunity to give us their entire answer.

For example, a student was asked about the earth's orbit around the sun and the connection to the seasons, and gave good answers. But when asked to show what the earth's orbit looked like, she drew a figure-eight path rather than an ellipse. The questions she was initially asked did not go far enough to tap her understanding and reveal a fundamental misconception.

So we must help students "clarify, probe, and challenge their current ideas – before the test. We must ask them, What do you think? What makes you think that? Why are you convinced? What makes you decide to do it that way? Can you think of any other ways to do that? How would you explain that to someone else, such as your younger sibling?"

"What Do Kids Know – and Misunderstand – About Science?" by Cynthia Crockett, *Educational Leadership*, February 2004 (Vol. 61, #5, p.34-37), no e-link available

7. An Uncle's Advice to a First-Year Teacher

Jim Delisle's nephew has just begun as a 9th-grade math teacher. The veteran educator passes along some advice to the neophyte:

• *Think management, not discipline*. Put your primary emphasis on teaching well and getting all students engaged with work that is at the right level.

• *Students are only as anxious to learn as you are excited to teach*. "Try to enter your classroom each day with a smile and a positive attitude."

• *Get to know at least one teacher that the kids dislike and the staff avoids*. Ask this teacher about his or her first year. Ask for guidance on teaching reluctant learners. "You may be surprised that even the most grizzled old-timer has much to share with an upstart willing to listen."

• *Be aware of educational trends and standards – and then close your door and teach*. Don't let your creativity be stifled. Rote worksheets and workbooks and mindless homework assignments "prepare students for neither the tests they'll take nor the lives they'll lead."

• *If you don't try too hard to get your students to like you, they probably will*. Don't try to be a "buddy;" fend off personal questions, and teach them real stuff!

• *Trust your principal*. "More than anyone else in your building, your principal is invested in your having a great first year." Ask for advice, share a success, get to know the principal.

• *Use your judgment, yet follow your instincts*. This includes the duties of a mandated reporter of possible child abuse.

• *Communicate with parents prior to conferences*. It's hard for a young teacher without his or her own children to win credibility with parents. Try to make your first home communication a positive one.

• *Keep learning*. Go to conferences, read the literature.

• *Contribute to the school community, but know how to say no*. Join committees, but leave time for sleep and a life.

• *Remember that you will never again have a first year of teaching*. "…whatever you learned in college about teaching probably didn't include the day-to-day mechanics with which we all contend… Welcome to the club. You'll learn."

"You have entered a remarkable, timeless profession, the only career that allows you to reinvent yourself every single August. I wish you well."

"To Jon, on His First Year of Teaching" by Jim Delisle, *Education Week*, February 4, 2004 (Vol. XXIII, #21, p. 31, 33).
http://www.edweek.org/ew/ewstory.cfm?slug=21delisle.h23

8. What Works Best: Constructivist or Explicit Math Teaching?

This study compared explicit with constructivist teaching of multiplication to low-achieving elementary-school children in the Netherlands. The researchers measured the impact of the two very different approaches on students' automaticity, problem-solving, strategy use, and motivation. Students who had explicit instruction made significantly more progress than those whose teachers used the constructivist approach. (Both groups did better than a control group.) The researchers concluded that constructivist approaches do not work as well for low-achieving students. They speculated that this may be because constructivist teachers entertain incorrect responses as they draw responses out of students, and when these erroneous answers are not decisively batted down [see above on scientific misconceptions], struggling students end up confused.

"Effectiveness of Explicit and Constructivist Mathematics Instruction for Low-Achieving Students in the Netherlands" by Evelyn Kroesbergen, Johannes Van Luit, and Cora Maas in *Elementary School Journal*, January 2004 (Vol. 104, #3, p.233-251) No e-link available.

9. Short Items:

• ***An accelerated math curriculum for all*** – Nearly all Japanese students study algebra in the 8th grade. Fewer than 25 percent of all American 8th graders do, and the percent for African American students is 13 percent, for Hispanic students 12 percent. Are Japanese students smarter than Americans? Or do we have faulty assumptions about how many of our students can handle an accelerated math curriculum? Starting in 1995, a Rockville Center, New York middle school decided to push the envelope. Realizing that 8th-grade algebra was the gateway to advanced high-school mathematics, which in turn opened doors to college and life options, they decided to create heterogeneous math classes in their middle school and teach an accelerated math curriculum to *all* students. The results were stunning. By every measure, including downstream choice of advanced courses in high school, the program was a

success. It also narrowed the racial and economic achievement gap in the district. And high achievers gained as well.

"Math Acceleration for All" by Carol Corbett Buris, Jay Heubert, and Henry Levin, *Educational Leadership*, February 2004 (Vol. 61, #5, p. 68-71), no e-link available

• ***Mastery goals versus performance goals*** – An *Elementary School Journal* study of fourth-grade physical education came up with lackluster conclusions, but the body of the article contained a good summary of the distinction between "mastery" and "performance" goals:

- *Mastery goals* focus on developing one's competence through learning or task mastery. Mastery goals motivate students to work hard, choose challenging tasks, persist in the face of difficulty, and attribute success to effort.
- *Performance goals* are about demonstrating one's superiority over others or surpassing normative standards. Performance goals sap motivation and lead students to avoid challenging tasks and attribute results purely to ability or lack of ability.

It's clear which type of goal is most productive in any classroom.

"Fourth Graders' Motivation in an Elementary Physical Education Running Program" by Ping Xiang, Ron McBride, and April Bruene, *Elementary School Journal*, January 2004 (Vol. 104, #3, p. 253-266

• ***Interim assessments in Philadelphia*** – The Philadelphia School District has begun testing 85,000 Grade 3-9 students in reading and math every six weeks, and giving teachers rapid (3-day) feedback on how students did (feedback is immediate for schools giving on-line tests). The interim tests are aligned with the state curriculum and measure progress on five-week curriculum segments. A week is built into the 6-week cycle for teachers to give extra help to students who are struggling. "You get to see what you got wrong so you can go back and see what you need to work on," said Briana Dawkins, a 13-year-old eighth grader. The principal of Briana's school, Thomas Middle School, said she was "blown away" by the improvement students showed because of the rapid feedback and time to improve: the percent of students scoring below 40% in math dropped from 41 percent to 7 percent from October to November. Reactions from other administrators have also been positive. The tests were designed by Vantage Learning, a Newtown educational technology company as part of a $1.3 million contract with the school district. Parents receive

paper reports on their children's progress, and on-line access to interim test results is planned in a few years.
[New York City is also doing interim assessment (in grades 3-8), using tests developed by Princeton Review. But the NYC tests are given less frequently and are not geared to the sequence of the city's curriculum.]

"Phila. Testing Program Gets Positive Marks" by Martha Woodall, *Philadelphia Inquirer*, February 8,. 2004
http://www.philly.com/mld/inquirer/living/education/7899987.htm

• ***The Grade-Level Retention Battle Rages On*** – In his weekly *New York Times* "On Education" column, Michael Winerip rips into New York City's new policy of retaining third graders who score at Level 1 on a standardized test. Winerip cites the long string of studies showing that retention rarely helps, including the dismal results from the city's 1981 retention program, and showcases P.S.-20 in the Lower East Side, where Principal Leonard Golubchick has been highly successful in getting across-the-board achievement gains by giving intensive services to faltering students rather than keeping them back (see quote above). But the policy is not absolute: each year, after consulting with teachers, counselors, and parents, Golubchick holds back about 20 students (out of 885 in the school) who he thinks would benefit from another year in the same grade. "You have to make the decision based on the best interest of the child," he says. "Not the best interest of the bureaucracy."

"Principal Sees Mistake in Plan to Hold Back 3rd Graders" by Michael Winerip, *New York Times*, February 4, 2004, p. B9
http://www.nytimes.com/2004/02/04/education/04education.html

• ***A turn-around in the Bronx*** – Also in last Wednesday's *Times*, there was a front-page story about the dramatic improvement that has taken place in the last year at John F. Kennedy High School, an eight-story, 4,700-student high school in the Bronx. Principal Anthony Rotunno is the hero of the piece, and he credited the turnaround to a combination of cracking down on troublemakers and making school a positive teenage experience through pep rallies, dances, homecoming queens, and other activities. "That's what high school should be all about," said Rotunno. "School isn't about saying, 'This is a safe school because there's no one killing anybody.'" Rotunno took "a very, very, very hard stand" on the hard-core hall-walkers, door-pounders, disrupters, and fighters. Dozens shipped out after tough parent conferences and 30 more were sent to a New Beginnings center. A red trailer outside the school

serves as a detention center for students caught out of class without permission. Do-rags and CD players are confiscated at the door of the school. Rotunno has also re-opened all the bathrooms, fixed up the gym, and had the school painted, and students are treating the place better. Two small 300-student academies have been set up within Kennedy. Results? Academic achievement is edging upward, with more students taking the English Regents exam and more passing.

"Metal Detectors and Pep Rallies: Revival of a Bronx High School" by Elissa Gootman, *New York Times*, February 4, 2004, p. 1, B4.
http://www.nytimes.com/2004/02/04/education/04school.html

• ***Teaching reading to English Language Learners*** – A new review of 30 years of research says that ELL students learn to read best with a "paired-bilingual" approach – they are taught both in their native language and in English at different points of each day. This approach differs from conventional bilingual programs, which put off teaching children to read in English until they have learned to read in their native language. It also differs from the English-only approach being legislated in several states.

"Study Gives Advantage to Bilingual Education Over Focus on English" by Mary Ann Zehr, *Education Week*, February 4, 2004 (Vol. XXIII, #21, p. 10).
http://www.edweek.org/ew/ewstory.cfm?slug=21Biling.h23 The study can be downloaded from http://www.csos.jhu.edu/crespar .

• ***A model school-based health center*** – An article in Education Week gave a detailed picture of a school-based health center in a Maryland elementary school. The center gives all students – and especially disadvantaged students – access to a full range of medical and psychiatric services.

"Health-Care Hub" by Darcia Harris Bowman, *Education Week*, February 4, 2004 (Vol. XXIII, #21, p. 26-29).
http://www.edweek.org/ew/ewstory.cfm?slug=21healthcenter.h23

Do you have feedback? Is anything missing?

If you have comments or suggestions, or if you saw an article or web item in the last week that you think should be covered, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo aims to keep busy principals, teachers, and other educators very well-informed on important research, ideas, and developments in K-12 education. Kim Marshall, a former Boston teacher and administrator, is your "designated reader," searching through a wide range of publications the week they come out, zeroing in on the articles that are most relevant and useful to improving teaching and learning at the school level, and summarizing them in a brief e-mail. Target topics include the following:

• *School leadership* – Building a professional learning community; effective teamwork; effective schools practices; supervision and evaluation of teachers; time management.

• *Effective teaching* – Key variables associated with high student achievement; professional development of teachers; teacher leadership and career ladders; multiple intelligences and brain research.

• *Curriculum* – Alignment and planning with the end in sight; teaching for understanding; new ideas in reading, writing, and math.

• *Assessment* – Aligned formative and summative assessments; using data and student work for continuous improvement; graphic display of student achievement data; standardized testing and the debate on standards.

• *Closing the gap* – Effective strategies to close the racial/economic achievement gap; the innate-ability/intelligence/effective effort debate; safety-net programs.

• *Positive school culture* – Student discipline; social-emotional learning; moral development; parent involvement; and community partnerships.

• *And…* – New areas of research; upcoming television and radio programs on education.

Publications covered:

(those read this week are underlined)

American Education Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
Commonwealth Magazine
Curriculum/Education Update (ASCD)
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Harpers
Harvard Business Review
Harvard Education Letter
Harvard Education Review
Middle School Journal
New York Times
New Yorker
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Psychology Today
Reading Research Quarterly
Reading Today
Review of Educational Research
Teachers College Record
Teacher Magazine

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