Marshall Memo 571

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 26, 2015

In This Issue:

Quotes of the Week

"The digital world carries the promise of amusement that is constant, immediate, and limitless… The Internet hasn't shortened my attention span, but it has fixed a persistent thought in the back of my mind: Isn't there something better to do than what I'm doing?"
Daniel Willingham (see item #4)

"[C]uriosity puts the brain in a state that allows it to learn and retain any kind of information, like a vortex that sucks in what you are motivated to learn, and also everything around it."
Marianne Stenger (see item #3)

"There is a certain amount of engagement in a really good book and a certain amount of engagement in a really good movie, and if you put those two together, you get exponential engagement."
Robert Selman (see item #8)

"Teaching art, in itself, is a challenging sport. Teaching art from a cart is like an extreme sport."
Heidi Lung (see item #7)

"For some reason with bereavement, it's not a mental illness and it's not something you diagnose, so it's not something that you treat."
David Schonfeld (see item #6)

"If you graduate from a U.S. high school without being able to name one of your senators, any war fought in the 1900s, or the name of a single American Indian tribe, something has gone seriously wrong. Let's not pretend otherwise."
Robert Pondiscio (see item #5)

1. "Lifeworthy" Learning

In this *Ed. Magazine* article, editor Lory Hough reports on the recent thinking of David Perkins (Harvard Graduate School of Education) on what's worth learning in school. Perkins says there's often a skeptical student at the back of the class who asks, "Why do we need to know this?" Lots of teachers, including Perkins, find this an uncomfortable moment: "When that ballistic missile comes from the back of the room, it's a good reminder that the question doesn't just belong to state school boards, authors of textbooks, writers of curriculum standards, and other elites. It's on the minds of our students."

The fact is that we teach a lot that isn't going to matter in students' lives, says Perkins – and we don't teach a lot of stuff that really will matter. Why? Because of three rival learning agendas:

• *Information* – Students are asked to master a vast body of *stuff*, even though much of it won't matter, in any meaningful way, to their lives. "It's nice to know things," says Perkins. "I like to know things. You like to know things. But there are issues of balance, particularly in the digital age… [T]he world we are educating learners for is something of a moving target." The problem is that the conventional curriculum is "chained to the bicycle rack," he says – parents demand it, textbooks convey it, teachers are required to teach it, and we don't feel comfortable throwing it out. But knowledge without utility has a short half-life. "The hard fact is that our minds hold on only to knowledge we have occasion to use in some corner of our lives," he says. "Overwhelmingly, knowledge unused is forgotten. It's gone."

• *Achievement* – The pressure to do well on high-stakes summative tests is a life-support system for the conventional curriculum, but this type of testing "makes for shallow learning and understanding," says Perkins. "You cram and do well on the test but may not have the understanding. It unravels." Besides, is it important to know state capitals and major rivers? Perkins argues that what matters is *how* the location of rivers and harbors and other features of the land have been shaped by and continue to shape the course of history. Better than learning facts about the French Revolution, understand *how* those events relate to world conflict, poverty, and the struggle between church and state. "All that talk about achievement leaves little room for discussion about what's being achieved," says Perkins. Besides, less-formal, more frequent formative assessment produces much better learning.

• *Expertise* – The Holy Grail of education is becoming an expert – for example, in math, moving through algebra, geometry, and reaching the pinnacle, calculus, "an entire subject that hardly anybody ever uses," says Perkins. But any time there's push-back on the

conventional curriculum, supporters claim, "We're sacrificing rigor!" Perkins would rather that schools prepare students to be "expert amateurs" in, for example, statistics, appreciating art, understanding insurance rates, filing taxes, raising children – areas with immediate relevance to daily life.

In short, Perkins believes we need to rethink curriculum content in a radical way. Historically, we've focused K-12 schooling on educating for the known, "the tried and true, the established canon," he says. "This made very good sense in the many periods and places where most children's lives were likely to be more or less like their parents' lives. However, wagering that tomorrow will be pretty much like yesterday does not seem to be a very good bet today. Perhaps we need a different vision of education, a vision that foregrounds educating for the unknown as much as for the known."

Perkins likes to tell the story of Mahatma Gandhi losing one of his sandals as he boarded a moving train in India. There wasn't time to retrieve the sandal on the ground, and without hesitation, Gandhi took off his other sandal and threw it toward the first. Asked by a colleague what he was thinking, Gandhi said one sandal wouldn't do him any good, but two would certainly help someone else. Gandhi "showed wisdom about what to keep and what to let go of," says Perkins. "Those are both central questions for education as we choose for today's learners the sandals they need for tomorrow's journey."

"What's Worth Learning in School?" by Lory Hough in *Ed. Magazine*, Winter 2015 (p. 36-41), www.gse.harvard.edu/ed

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2. Is Annual Testing Really Necessary?

In this Brookings Brown Center Chalkboard paper, Matthew Chingos and Martin West (Brown Center on Education Policy) analyze the difference between annual student testing and the alternative being proposed – testing only once at the elementary, middle, and high-school level. The question behind this very hot political question is which approach gives parents the most accurate and helpful information on school quality and allows districts to hold accountable the schools that are contributing the least to student learning.

By looking at ten years of test data from all public schools in Florida and North Carolina, Chingos and West were able to compare the accuracy of annual versus grade-span testing – between looking at the average test scores for a single grade at the three levels of schooling and looking at student-achievement growth from year to year.

What did they find? In both states, a significant number of schools would be sanctioned based on average scores – schools that were making good progress as measured by growth scores – and vice versa. "These data make clear that average test scores do a poor job of identifying schools that contribute the least to students' learning," say the authors. The data also show that schools serving low-income students "are punished by accountability systems based on average test scores." In North Carolina, 56 percent of low-income schools would be classified as failing based on their average scores, whereas only 16 percent would fail based on growth scores. With slightly different numbers, the same was true in Florida.

An alternative approach is using test scores from one grade in each span (elementary, middle, and high) and adjusting them based on student demographics, so that low-income schools are compared to schools with similar populations. Chingos and West found that although this method identifies similar types of schools as low-performing, it doesn't identify the same schools – the correlation between the two measures is only 0.56. Growth scores using annual testing do a much better job judging school quality. Why? Because "although student characteristics such as family income are strongly correlated with test scores," say the authors, "the correlation is not perfect."

"In sum," conclude Chingos and West, "our results confirm that using average test scores from a single year to judge school quality is unacceptable from a fairness and equity perspective. Using demographic adjustments is an unsatisfying alternative for at least two reasons. In addition to providing less-accurate information about the causal impact of schools on their students' learning, the demographic adjustments implicitly set lower expectations for some groups of students than for others… [N]ot administering the annual tests required to produce student growth measures would make it impossible to distinguish those schools where students learn very little from those that perform well despite difficult circumstances… Policymakers thus face a stark choice: require annual testing or settle for low-quality and potentially misleading information on school quality."

"Why Annual Statewide Testing Is Critical to Judging School Quality" by Matthew Chingos and Martin West in a Brookings Brown Center Chalkboard paper, January 20, 2015 (#96), http://brook.gs/18maDpw

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3. How Curiosity Boosts Learning

In this *Edutopia* article, Open Colleges writer Marianne Stenger reports on recent studies on curiosity in the classroom. Brain scans conducted by researchers at the University of California/Davis found that when a student's curiosity is piqued, two things happen:

• *The brain is primed for learning*. This includes remembering unrelated information, because "curiosity puts the brain in a state that allows it to learn and retain any kind of information," explains Stenger, "like a vortex that sucks in what you are motivated to learn, and also everything around it. So if a teacher is able to arouse students' curiosity about something they're naturally motivated to learn, they'll be better prepared to learn things that they would normally consider boring or difficult."

• *Curiosity makes learning more rewarding*. Studies have found that when curiosity is aroused, there's activity in the hippocampus (which deals with forming memories) and also in the area that deals with reward and pleasure, releasing dopamine, the "feel-good" chemical.

Researchers still don't know the answer to several important questions, including the long-term effects of arousing curiosity – if a student is curious in the morning, does the effect last all day? – and why some people seem naturally more curious than others.

But one thing is for sure: telling students the answer before they've had a chance to explore it does the opposite. "So rather than jumping straight to the answers," says Stenger,

"let's try to start students off with the sort of questions that encourage them to do their own seeking."

"Why Curiosity Enhances Learning" by Marianne Stenger in *Edutopia*, December 17, 2014, http://bit.ly/1CY0o3A

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4. Are Technology Gizmos Eroding Our Ability to Concentrate?

In this *New York Times* Op-Ed article, psychologist Daniel Willingham (University of Virginia) addresses the often-voiced concern that electronic devices are destroying people's attention spans. This sounds logical, given the quick-quick style of links, apps, and games, but Willingham says that people today are just as able to maintain focus and keep several things in mind as people 50 years ago. A true rewiring of brain circuitry takes place over evolutionary time, he says, not because of a smartphone.

So why did 90 percent of teachers say (in a 2012 Pew survey) that students can't pay attention the way they could a few years ago? Why does it *feel* like our attention spans are shrinking? "It may be that digital devices have not left us unable to pay attention, but have made us unwilling to do so," says Willingham. "The digital world carries the promise of amusement that is constant, immediate, and limitless. If a YouTube video isn't funny in the first 10 seconds, why watch when I can instantly seek something better on BuzzFeed or Spotify? The Internet hasn't shortened my attention span, but it has fixed a persistent thought in the back of my mind: Isn't there something better to do than what I'm doing?"

Another way of framing the problem is that we're always on high alert. One experiment found that people do worse at paying attention when a cellphone is merely sitting within view. Another experiment in a driving simulator found that people were more likely to hit a pedestrian when their cellphone rang, even if they'd decided in advance they wouldn't answer it.

Neuroscientists have identified two systems of attention and associated thought. "One is directed outward," says Willingham, "as when you scroll through your e-mail or play Candy Crush. The other is directed inward, as when you daydream, plan what you'll do tomorrow, or reflect on the past." Digital activities direct us outward, and since the two modes toggle with each other (when one is on, the other is off), spending lots of time with devices means we spend less time reflecting.

That could be bad, concludes Willingham, but maybe not: "Daydreaming often distracts us when we're trying to get something done. And reflection can turn ugly, as when we ruminate about some past insult or error." The trick is balancing the two modes of thought – making time for deeper thinking by putting our devices in another room, but also knowing when it's time for more outward-directed activities and tuning in the wider world.

"Smart Phones Don't Make Us Dumb" by Daniel Willingham in *The New York Times*, January 21, 2015, http://www.nytimes.com/2015/01/21/opinion/smartphones-dont-make-us-dumb.html

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5. Should High-School Students Have to Pass the U.S. Citizenship Test?

In this *Education Gadfly* article, Robert Pondiscio reports that Arizona has made passing the U.S. Immigration and Naturalization Service's citizenship test a high-school graduation requirement. This might seem like a low bar – scoring 60% on 100 factual-recall questions on the Bill of Rights, the Declaration of Independence, how old a citizen needs to be to vote, the name of the current president, etc. In fact, most of the items are in the fourth-grade Core Knowledge Curriculum. But one-third of native-born citizens can't pass this test, and only half score 70%. "That's an embarrassment, even humiliating," says Pondiscio. "It's also incongruous to make knowledge demands, however trivial, of one class of citizens and not another."

But does it make sense to load *another* test on the shoulders of stressed-out students? And aren't some of the questions in the citizenship test little more than Trivial Pursuit? Okay, says Pondiscio, the test is "about as rigorous as the written test you took to get your learner's permit at the Department of Motor Vehicles" and is no substitute for deep knowledge of civics and citizenship. However, he continues, "If you graduate from a U.S. high school without being able to name one of your senators, any war fought in the 1900s, or the name of a single American Indian tribe, something has gone seriously wrong. Let's not pretend otherwise."

"The simple – even simplistic – nature of the citizenship test isn't a problem," Pondiscio concludes, "It's a benefit… American education could sorely use a proof point that we can still get things done… Our two goals – a deep engagement in public affairs and a minimal factual knowledge of civics and history – are not mutually exclusive… Without a doubt, we have bigger fish to fry in American education. Let's start with the small fry. Kudos to Arizona for insisting that all its children meet this barest minimum standard."

"Model Citizens" by Robert Pondiscio in *The Education Gadfly*, January 21, 2015 (Vol. 15, #3), http://edexcellence.net/articles/model-citizens

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6. Helping Students Deal with Grief

In this *Education Week* article, Evie Blad reports that experts believe many schools are not adequately supporting grieving students. "For some reason with bereavement, it's not a mental illness and it's not something you diagnose, so it's not something that you treat," says pediatrician David Schonfeld. Grief tends to be seen as a normal part of life that doesn't warrant clinical attention. Teachers and administrators can also feel awkward dealing with a grief-stricken student. "They don't know what to do, but also, it's painful to watch a kid grieve," says Schonfeld. "They're afraid to get too close or to start something they don't think they can finish." (One simple step is teachers coordinating to make sure a student returning to school isn't confronted with a pile of homework and tests to make up.)

One in 20 American children will lose a parent by the time they are 16, and the vast majority will experience the loss of a family member or friend by the time they finish high school. Students in high-crime areas may experience two or more traumas, resulting in

cumulative distress. Grief can result in excessive absenteeism and difficulty focusing in class – reading the same words over and over without understanding – and may cause students to have difficulty connecting with peers and adults. Some teenagers engage in risk-taking behaviors like drugs and violence to prove to themselves that they will survive.

To help schools do a better job supporting stricken youth, the Coalition to Support Grieving Students has launched a website, www.grievingstudents.org, with professional-development modules and suggestions for classroom discussions, easing students' re-entry, funeral attendance, and the psychology of child grief. Here are some of the Coalition's pointers on what educators should and should not say:

- Don't say, "I know just what you're going through." You can't know this; everyone's grief is unique.
- Say instead: "Can you tell me more about what this has been like for you?"
- Don't say, "You must be incredible angry." It's not helpful to tell people how they are feeling or ought to feel; they may feel many different things at different times.
- Say instead: "Most people have strong feelings when something like this happens to them. What has this been like for you?"
- Don't say, "At least he's no longer in pain." Trying to focus on positive news may backfire or prevent a student from being appropriately in touch with feelings of grief.
- Say instead: "What sorts of things have you been thinking about since your loved one died?"
- Don't say, "I lost both my parents when I was your age." Comparing one's own losses to students' may leave them feeling their loss is not as profound or important.
- Say instead: "Tell me more about what this has been like for you."

"Educators Tend to Overlook Student Grief, Experts Say" by Evie Blad in *Education Week*, January 21, 2015 (Vol. 34, #18, p. 1, 12-13), www.edweek.org

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7. The Challenges of Being a "Floating" Teacher

(Originally titled "Like a Rolling Stone: Teaching from a Cart")

In this article in *Education Update*, editor Laura Varlas feels the pain of teachers who don't have a classroom of their own. "For these teachers, every day is an exercise in logistical gymnastics," says Varlas. Heidi Lung, a Missouri arts educator, agrees: "Teaching art, in itself, is a challenging sport. Teaching art from a cart is like an extreme sport… Traveling teachers are reinventing the wheel because there's nothing to connect them to teachers in similar situations." Varlas offers the following:

• *Adapting to finite space* – Floating science teachers have to figure out how to manage counter space, work without sinks, handle chemicals, and distribute safety goggles, says Virginia science teacher Moosa Shah. Principals can help "by ensuring that all teachers have a desk with locking drawers, a phone, and some amount of storage," says Varlas. Host teachers can set aside bulletin board space for visiting teachers, provide a standard place to park the cart, share storage space, and coordinate on parent communication.

• *Preparation time* – "Five minutes between class isn't going to work for someone who has to not only get all their supplies in and out of the classroom but also move from one end of the building to the other," says Lung. Varlas suggests that principals minimize back-to-back transitions by inserting planning periods between classes, shorten the distance floating teachers have to travel, and use content-appropriate classrooms close to sinks and other necessities.

• *Teamwork* – "The number one thing colleagues can do to support traveling teachers is to be open with communication," says art teacher Heidi O'Hanley – reinforcing routines, easing transitions, and hooking up to technology. Curriculum alignment is also vital, with regular two-way communication about what's happening and what's coming up. Traveling teachers should also synch their work with district goals.

When floating teachers get their own classrooms, there are obvious benefits – but also some regrets. "What I miss the most, when I lost the cart and got a classroom, was being able to talk more with other teachers," says O'Hanley. "You're walking into a different classroom culture every time you walk into a new room," says Lung. "Teachers who do this for years on end become chameleons of the practice."

"Like a Rolling Stone: Teaching from a Cart" by Laura Varlas in *Education Update*, January 2015, http://bit.ly/1zNVOYj; Varlas can be reached at lauravarlas@ascd.org.

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8. Synergy Between Books and Movie Versions

In this *Ed. Magazine* article, Katie Bacon reports on the work of Robert Selman and Tracy Elizabeth (Harvard Graduate School of Education) developing teacher resource guides for the book and movie adaptations of *The Giver* by Lois Lowry and *The Watsons Go to Birmingham* by Christopher Paul Curtis. "There is a certain amount of engagement in a really good book and a certain amount of engagement in a really good movie," says Selman, "and if you put those two together, you get exponential engagement." He and Elizabeth aimed to bring together "three Es" – education, ethics, and entertainment – to create powerful classroom experiences, using the movies as a "trampoline" to increase interest in the books.

Elizabeth drew on her own teaching experience in South Carolina for this project. "Once kids learned that there was a movie version of the books or stories we were reading in class, they would express delighted curiosity in the ways in which the film would tell the story," she says. "What would characters look and act like? What parts of the book would the film include and exclude?... After being 'invited' to a movie viewing, students notably increased their focus when reading – they wanted to consume every detail of the book in preparation for critically analyzing the film."

Selman's and Elizabeth's teacher guide to *The Giver* (which is available at no cost at www.walden.com/educator-resources) has students analyze the narrative and creative decisions made in the book and the movie, hones critical thinking skills, and delves into the moral issues of the book – free will, lying, euthanasia, the role of strong emotions. Researchers will follow students in Massachusetts and North Carolina to learn more about the potential of using books and films in tandem.

"Movies, Books, and *The Giver*" by Katie Bacon in *Ed. Magazine*, Winter 2015 (p. 30-35), www.gse.harvard.edu/ed

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9. Supporting Students with Cue Cards

In this article in *Kappa Delta Pi Record*, Greg Conderman and Laura Hedin (Northern Illinois University) recommend the use of cue cards to help students remember and apply key steps via written or pictorial prompts, procedures, instructions, or guidelines – for example:

- Transitioning to morning meeting;
- Remembering homework and supplies;
- Vocabulary words and definitions in two languages or in Braille;
- Steps for solving math problems;
- Drafting, editing, and polishing writing;
- The sequence for solving an algebra problem;
- Important historical events and dates;
- Study and test-taking strategies.

These can be on individual index cards, cardstock, laminated sheets, or displayed on a class poster, and can be especially helpful for students with learning disabilities, memory issues, and those who need support managing academic and behavioral tasks. Cue cards can be kept in binders, backpacks, electronic devices, taped to the inside door of lockers, or can be used as bookmarks. Some cue cards have a space for students to check off completed steps, promoting self-regulation and making it easier for the teacher to monitor progress. "Using individualized cue cards," say Conderman and Hedin, "students rely less on others and may complete tasks with less adult or peer support… Teachers can gradually diminish students' dependence on a cue card by encouraging them to memorize steps, teaching them to test themselves by covering up familiar or mastered cue-card steps, introducing a mnemonic to remember the steps, or having students quiz one another with a partner or in small groups."

Here's an example of a three-column cue card for COPS editing:

STEP	*ASK YOURSELF*	*CHECK WHEN COMPLETED*
C (Capitalization)	Did I capitalize the first word of every sentence and all proper nouns?	
O (Overall Appearance)	Did I look over my paper to make sure it is neat, easy to read, and does not have any spacing or messy errors?	
P (Punctuation)	Did I use the correct end punctuation for every sentence?	
S (Spelling)	Did I spell all the words correctly?	

The authors recommend these steps to create cue cards: (a) informally assess students' current skill or knowledge level; (b) develop an appropriate cue card; (c) introduce the steps to the student; (d) model the use of the card; (e) have students memorize the steps and practice using the card with some support; (f) gradually fade the use of the card; and (g) teach students to develop their own cue cards.

"Using Cue Cards Throughout the K-12 Curriculum" by Greg Conderman and Laura Hedin in *Kappa Delta Pi Record*, January-March 2015 (Vol. 51, #1, p. 24-30), http://www.tandfonline.com/doi/abs/10.1080/00228958.2015.988561#preview; Conderman can be reached at GConderman@niu.edu.

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10. Children's Books Addressing Disabilities

In this *Kappa Delta Pi Record* article, Alicja Rieger (Valdosta State University) and Ewa McGrail (Georgia State University) recommend children's books that realistically, vividly, and with appropriate humor represent disabilities. They believe the best books:

- Promote empathy, not pity;
- Depict acceptance, not ridicule;
- Emphasize success rather than, or in addition to, failure;
- Promote positive images of persons with disabilities;
- Assist children in gaining an accurate understanding of the disability;
- Show respect for those with disabilities;
- Promote an attitude of "one of us" – not "one of them";
- Use language stressing person first, disability second;
- Realistically depict people with disabilities (i.e., not subhuman or superhuman).

Here are some of the authors' recommendations:

- *Brian's Bird* by P.A. Davis (Albert Whitman, 2000) – Visual impairment, grades K-3
- *Do You Remember the Color Blue?* by S.H. Alexander (Viking, 2000) – Visual impairment, grades 4-7
- *Granny Torrelli Makes Soup* by S. Creech (HarperCollins, 2003) – Visual impairment, grades 5-8
- *Things Not Seen* by A. Clements (Philomel Books, 2002) – Visual impairment, grades 6-12
- *Waiting for No One* by B. Brenna (Red Deer Press, 2011) – Asperger's syndrome, grades 6-8
- *When My Worries Get Too Big!* By K.D. Buron (AAPC Publishing, 2006) – Autism, grades PreK-3
- *Ian's Walk* by L. Lears (Albert Whitman, 2000) – Autism, grades K-3
- *Ben, King of the River* by D. Gifaldi (Albert Whitman, 2001) – Developmental disability, grades 3-6
- *Moses Goes to the Circus* by I. Millman (Frances Foster Books, 2003) – Hearing impairment, grades K-3
- *Wendy on Wheels Saves the Day* by A. Ruzicka (Angela Ruzicka, 2011) – Physical disability, grades PreK-3
- *What's Wrong with Timmy?* By M. Shriver (Warner Books, 2001) – Intellectual disability, grades K-3
- *Me and Rupert Goody* by B. O'Connor (Straus and Giroux, 1999) – Intellectual disability, grades 4-7

"Exploring Children's Literature with Authentic Representations of Disability" by Alicja Rieger and Ewa McGrail in *Kappa Delta Pi Record*, January-March 2015 (Vol. 51, #1, p. 18-23), http://www.tandfonline.com/doi/abs/10.1080/00228958.2015.988560#preview; Rieger can be reached at arieger@valdosta.edu.

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 44 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 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
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Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest