Marshall Memo 791

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 17, 2019

In This Issue:

Quotes of the Week

"It's no secret that struggling and reluctant readers tend to also be struggling and reluctant writers."

Brandie Bohney (see item #4)

"As meeting leaders, we must do what we can to capitalize on the critical, unique, and important ideas of our employees in an effective and efficient way. Ultimately, we are stewards of others' time."

Steven Rogelberg and Liana Kreamer (see item #3)

"Schools can, to be sure, teach students specific social and emotional skills that they can deploy for advantage in particular situations. For example, the shy student can learn to make eye contact on introductions, the careless student to run a spell check before submitting a class paper, and the contentious student to suppress criticism when it is likely to be counterproductive."

Grover "Russ" Whitehurst in "Should Schools Embrace Social and Emotional Learning? Debating the Merits and Costs" in *Education Next*, Summer 2019 (Vol. 19, #3, p. 68-74), https://bit.ly/2ISVgZl

"I've never met a woman of any age who didn't absorb the lesson directly or indirectly that this was her problem to solve, and also something that had to be hidden from others. That you should be embarrassed if someone knows you're bleeding."

Rebecca Stone, Brookline, Mass. Town Meeting member, quoted in "A Once-Intimate Issue Gets a Candid Reckoning: In the #MeToo Era, a Push for 'Menstrual Equity'" by Stephanie Ebbert in *The Boston Globe*, June 16, 2019, https://bit.ly/2WOmcDp

1. Mary Kennedy on the Dubious Impact of Professional Development

"Human beings have taught one another for centuries," says Mary Kennedy (Michigan State University) in this *Review of Research in Education* article, "and for most of that time everyone invented their own approaches to teaching, without the guidance of mentors, administrators, teacher educators, or professional development. Today, teachers receive guidance from almost every corner." Kennedy is particularly interested in PD, and says studying it is tricky because three hypotheses are involved: what teachers need to learn, how they learn, and how we will know when they've learned enough. Any study of professional development can be off the mark, she says, if it gets even one of these hypotheses wrong. "Furthermore," Kennedy continues, "teachers themselves may learn about teaching independently, in ways we don't see. They take formal courses, they read things, they ruminate about their own experiences, and they seek advice from colleagues. They may even get a brainstorm about their teaching while watching a movie."

Kennedy offers five observations about researchers' and laypeople's often incomplete understanding of teaching:

• *The child's-eye perspective* – Teaching is like no other profession because, as children, we've all spent about 12,000 hours observing teachers and coming to conclusions about what they do all day and what makes some better than others. But these conclusions about teaching are naïve and could be wrong, says Kennedy – we might believe that "teaching practice comes naturally, or is effortless, because teachers always appear to know what to do… We see their actions but not their thoughts, their goals, their motives, their frustrations. Moreover, we don't see *what they see,* from their vantage point at the front of the classroom…" In fact, Kennedy's research has found that a lot of what teachers do is based on in-the-moment information – "I could see that Billy was about to jump out of his seat."

• *Idealized models of teaching* – Theorists have developed a number of paradigms of teaching: Piagetian, behaviorist, open classroom, and others. These are interesting, says Kennedy, but they "embrace the naïve view of the teacher as always in full control of the classroom, still failing to recognize the contingent nature of teaching."

• *The attribution error* – "Since we tend to assume teaching comes naturally," she says, "and that teachers are entirely in control of events in their classrooms, we also assume that whatever behaviors we see are purposeful, rather than spurious responses to events." For example, an observer might conclude that an elementary teacher didn't accept a student's clever suggestion because she didn't understand the mathematical thinking behind it, when in

fact the teacher got it but quickly concluded it would be too difficult and time-consuming for the rest of the class to understand.

• *Hopes for professional development* – PD has proliferated, says Kennedy, taking up many hours each year, and people expect it to solve all the classroom problems in sight. PD has standards, goals, and models of good practice, consumes a lot of teachers' time – and is expensive.

• *The bootstrap approach* – PD can be ineffective if it's based on the wrong model or if its pedagogy isn't successful with teachers – and both occur with regularity. An alternative is encouraging teachers to help each other with the day-to-day challenges of their jobs. This kind of informal peer mentoring has "no cost, no formal schedule, and no uniform curriculum," says Kennedy, yet it might have more impact on teaching and learning than formal (and much more expensive) professional development.

Kennedy then asks how we can measure the benefits of the many professional development programs out there. The starting point, she says, is what teachers actually need to learn: "The central premise underlying all PD is that there is something the researcher knows about teaching that teachers do not know." She lists three categories:

- Procedures – Discrete practices teachers use to maximize student learning;
- Content knowledge – In-depth understanding of the material being taught;
- Strategies and insights – Dealing effectively with in-the-moment decisions, which involves *seeing* what might facilitate or interfere with the lesson objective

Comparing PD initiatives in these three areas, Kennedy found the most positive effects were with strategies and insights. These programs had more artifacts – videos of classroom events, interviews with children, and student work – and they were often taught by people who had lots of classroom experience.

Is it possible to "package" effective PD programs and take them to scale? "But what if program effectiveness depends on the PD provider's own personal knowledge of classroom life," asks Kennedy, "or on his or her ability to spontaneously generate examples or to spontaneously notice things while visiting teachers' classrooms? If the quality of the message depends on the provider's intimate knowledge of classroom life, other providers, even when trained in the PD approach, might not be able to achieve the same outcomes."

Kennedy's major conclusion is that packaged programs don't work. She also says that most PD studies are seriously flawed because they look at only one year of intervention and end-of-year test scores. This assumes that teachers rapidly adopt new practices and student learning is affected within that school year. In addition, what if teachers privately disagree with the suggestions being made, says Kennedy, "but comply with them only to be polite or to get their coaches to leave them alone. If this occurred, we might see a gain during the program year, but the gain would reflect compliance rather than genuine learning and it would go away the following year." This suggests that studies of PD should extend over at least two years.

This, along with a fundamental rethinking of professional development, is essential, says Kennedy, because "teachers are essentially tinkerers. They are accustomed to working in

isolation, they depend heavily on their own personal innovations, and they depend on automated habits and routines."

The bottom line: "We have reached a situation in which our knowledge about how to conduct productive PD is increasing but our ability to spread that knowledge is not. Meantime, teachers are being 'treated' with ever-increasing volumes of packaged PD, at great expense to school districts and with almost no benefit for themselves or their students." This brings us back to the power of informal peer-to-peer sharing and support, which can have much more impact than elaborate and expensive PD programs.

"How We Learn About Teacher Learning" by Mary Kennedy in *Review of Research in Education*, March 2019 (Vol. 43, p. 138-162), https://bit.ly/2MRpz88; Kennedy can be reached at mkennedy@msu.edu.

Back to page one

2. What Should Teachers Do When Confronted with Science Denial?

In this article in *Educational Researcher*, Rebekka Darner (Illinois State University) says instructors are encountering science denial in their classrooms "more than ever before." She believes that science denial is "an enormous barrier to educating a science-informed citizenry" and "a threat to our democracy." But to be effective, teachers must understand the emotions and thinking behind it: "Evolution, climate change, vaccinations, and GMOs are scientific topics that potentially threaten one's faith, sense of normalcy, confidence in parenting decisions, and sense of food safety," says Darner. "While understanding the scientific facts of topics subject to science denial is important, 'science denial is less about science and more about deep fears and core personal identity.'" (Rosenau, 2012)

Educators' goal, Darner believes, should be to get students to *science acceptance*. This is not uncritically buying into scientific facts based on experts' claims. Rather, it's "the willingness to engage in critical evidence evaluation, despite its potential to contradict one's preferred conclusion."

The most straightforward approach when students deny scientific findings (for example, contesting climate change) is to listen respectfully to their viewpoint, share the scientific explanation in understandable terms, and invite them to weigh the evidence. However, this approach can backfire, either through misunderstandings when the teacher pushes back on misconceptions, or because the scientific explanation fundamentally conflicts with students' identity, worldview, and what respected family members and mentors have been saying over many years.

"The backfire effect puts science educators in a precarious position," says Darner: "Do we avoid referencing evidence when teaching science to prevent further entrenchment of science denial, or do we nevertheless reference evidence during our instruction, which is likely to polarize our student body regarding controversial topics?" The answer, she says, is that the "counter-evidence must be coupled with affirmation of values and must be framed in a way that does not threaten the opposing worldview."

"This is not to say that instructors should accept and reinforce inaccurate claims," she continues. "Rather, comments that allow students to save face legitimize the student's contributions to the discussion, even when they may have made an inaccurate claim." For example, "I see why you would conclude that." "I know you are not alone in thinking that." "Thank you for bringing this up so we can address this common misconception." The key is for the teacher to allow for "dissention, friendly disagreement, and preservations of competence when a dialoguer is found to be incorrect."

Darner believes self-determination theory is helpful in understanding the social and cultural factors that motivate students who deny science. This theory identifies three basic psychological needs: competence (a student's perceived efficacy in pursuit of a goal); relatedness (the need to connect with others); and autonomy (acting in accordance with one's true self, and of one's own volition).

"The teaching implications of this are significant," says Darner. "If science educators want to motivate accuracy goals, we need to cultivate its value in the social milieu of our classrooms, and support students' autonomy, competence, and relatedness as they engage in accuracy-oriented reasoning, such as when students are critically evaluating empirical evidence… Autonomy-supporting practices include assuming the student's perspectives on issues, providing explanatory rationales, using noncontrolling language, and avoiding guilt or shame. Competence is supported when students receive messages that acknowledge the difficulty of a task but also express instructor confidence in the student's ability to learn how to perform well. Relatedness is supported when instructors acknowledge unique contributions from individual students and express interest in students' experiences and perspectives."

Here are the instructional design principles Darner recommends to attend to these psychological needs and increase the chances that resistant students will gradually accept scientific arguments:

- Instruction engages students in critical evaluation of evidence, assessing plausibility of at least two claims accompanied by real evidence.
- During instruction, students are given examples of people grappling with this issue to whom they can relate emotionally.
- Instruction is orchestrated so students can fulfill the three psychological needs; belonging by working in supportive groups; competence through adequate scaffolding of the concepts; and autonomy through respectful presentation of all sides of the issue without judgment or shame.
- The teacher establishes a classroom culture that values accuracy and sense-making.
- Instruction includes contexts relevant to students' lives.

"How Can Educators Confront Science Denial?" by Rebekka Darner in *Educational Researcher*, May 2019 (Vol. 48, #4, p. 229-238), available for purchase at https://bit.ly/2FfL24u; Darner can be reached at rldarne@ilstu.edu.

Back to page one

3. An Unconventional Way to Make Meetings More Productive

In this *Harvard Business Review* article, Steven Rogelberg and Liana Kreamer (University of North Carolina/Charlotte) say that meetings can be helpful if they're well-run. But certain problems explain why so many people hate meetings and believe they're ineffective:

- One person dominating the discussion;
- Side conversations;
- People checking out;
- Multitasking;
- Meandering from the agenda;
- Pressure to conform.

Another problem is that important information may not be discussed. A classic experiment conducted in 1985 showed that when three people meet to discuss an issue, they usually bring different facts and insights to the table. For example, the first person might know A, B, and C; the second knows A, B, and D; the third knows A, C, and E. The tendency is to discuss the information they have in common (A, B, and C) and not D and E. "The hidden, unshared knowledge," say Rogelberg and Kreamer, "results in compromised meeting performance and overall lower quality ideas and solutions."

Why? When group members discuss knowledge they all share, there are nods, smiles, and supportive body language. Outlier information can be blocked by implicit disapproval and fear of rocking the boat. "Attendees often hold back in meetings," say Rogelberg and Kreamer, "waiting to hear what others say or what their boss might say out of fear of being perceived as difficult, out of touch, or off the mark." As a result, the meeting isn't as productive as it could be.

One way to counteract these tendencies is holding "silent meetings," with ideas jotted and shared on index cards. This is especially helpful when the goal is to generate and discuss ideas and find new ways to solve thorny problems. Studies comparing silent with conventional meetings shows that non-talking discussions generate more ideas of higher quality, especially with larger groups. The reasons:

- People don't fear negative peer evaluations or social humiliation for their ideas; this is especially true if jottings are anonymous.
- People can generate ideas simultaneously, versus waiting for their turn to speak; this can be especially helpful for shy or low-seniority people who might hold back in a spoken meeting, robbing the discussion of valuable contributions.

When a silent meeting has generated lots of ideas, the leader has several options:

- Sorting the index cards, either on the spot or before a subsequent meeting, and the group decides which to discuss and in what order.
- The group looks at the ideas posted on the wall, a bulletin board, a Google doc, or an app and votes on which ones to eliminate and which to prioritize.
- The ideas are posted around the room and people circulate and silently jot comments and suggestions ("I love this idea" "This is not feasible" "Here's an additional twist").

Technology can be used to capture ideas and allow real-time anonymous categorizing, commenting, rank-ordering, and voting.

"As meeting leaders," conclude Rogelberg and Kreamer, "we must do what we can to capitalize on the critical, unique, and important ideas of our employees in an effective and efficient way. Ultimately, we are stewards of others' time. So, seek feedback, and continuously check in with meeting attendees to learn, adapt, and grow."

"The Case for More Silence in Meetings" by Steven Rogelberg and Liana Kreamer in *Harvard Business Review*, June 14, 2019, https://bit.ly/2KMT4FD; Rogelberg can be reached at sgrogelb@uncc.edu.

Back to page one

4. A Different Approach to Teaching Grammar and Conventions

"It's no secret that struggling and reluctant readers tend to also be struggling and reluctant writers," says former high-school English teacher Brandie Bohney (Bowling Green State University) in this *English Journal* article. She shares several insights that helped her figure out a more effective way to teach grammar and conventions to ninth graders who hadn't had much success with reading and writing up to that point:

- Bohney's nine-year-old daughter, a voracious reader, started using semicolons in her writing without being taught, simply by noticing how they were used in books.
- With high-school students who haven't been voracious readers, it's impossible to give them the wide reading experience necessary to intuit conventions like semicolons.
- Researchers have established that teaching grammar and conventions deductively and in isolation – memorizing and practicing rules – is ineffective.
- People pick up the rules of language inductively and instinctively, and the best way to use them correctly is by practicing communicating, with feedback.

"What I needed, I decided," says Bohney, "was to design activities that would concentrate on the conventions my students most needed to improve their writing (or meet the standards of our district) in a way that would push them to discover for themselves how the conventions work without requiring years of intense reading to develop those understandings." Drawing on the work of Constance Weaver and Andrea Lunsford, Bohney implemented this plan with her ninth-graders:

- She decided on a particular convention or grammar rule based on what students were struggling with in their writing and state curriculum requirements.
- In one class, she used a passage from a Ray Bradbury short story that demonstrated the correct use of quotation marks.
- Students (working individually or in small groups) read the text and analyzed how Bradbury made clear to readers who was speaking.
- Bohney and her assistant circulated, clarifying the instructions and keeping students on task (including those who hadn't done their homework).

- With the whole class, Bohney elicited students' insights on what Bradbury did with quotation marks, attributions, and new paragraphs. She pointed out parts of the text where these "rules" were used.
- Students worked in groups of three to clarify the rules and then generate a dialogue between two imaginary characters (perhaps two dogs discussing what the moon was made of), passing a sheet of paper from student to student, each adding a new line of dialogue and punctuating it correctly.
- Bohney and her assistant circulated, keeping students on task and not telling students if they were correct; their go-to line was, "What does the evidence tell you?"
- Students looked over their finished dialogues and exchanged them with another group, each looking for fidelity to the rules of dialogue.
- Bohney convened the whole class and called on students to share their rules until they had a complete set on the screen.
- Finally, she asked for volunteers to read their group's dialogue. These were often funny, and sharing them with the whole class made the activity even more effective.

How did this work out? Bohney found the activity took a full 90-minute class period, sometimes spilling over. This meant she had to choose her sample passages (or lists of exemplar sentences) carefully and focus only on a few high-priority grammar/convention examples for the semester.

The results were impressive. By going through this process with a handful of carefully chosen conventions, students' writing improved and they became more critical and thoughtful writers, asking questions like, "Does this make sense the way I've written it?" and "Would this make more sense with a semicolon?"

"Thinking Inductively About Conventions: Activities for Teaching Grammar in Context" by Brandie Bohney in *English Journal*, May 2019 (Vol. 108, #5, p. 61-67), e-link for NCTE members; Bohney can be reached at bbohney@bgsu.edu.

Back to page one

5. Parents' Views on Discipline Policies in Three Schools

In this *Education Gadfly* article, Robert Pondiscio takes a critical look at a study of African-American and Latinx parents' views of their schools' discipline policies (see link below). The researchers identified three components of discipline in the schools they studied:

- Behavioral discipline – training students to follow rules and defer to authority;
- Self-discipline – students' ability to control their impulses when nobody is watching;
- Academic discipline – school characteristics that support student achievement.

The schools in the study were quite different: a "no excuses" charter school and two Montessori schools. Parents said they valued all three types of discipline and believed their schools compared favorably to their neighborhood schools. However, there were concerns:

- A majority of black and Latinx parents in the charter school believed it was overly focused on punitive behavior management.

- Black and Latinx parents in the charter school were concerned that there weren't enough opportunities for student self-advocacy; one comment was that students were like "robots" following directions.
- Black and Latinx parents in the Montessori schools were concerned about academic preparation for middle school and college – something that received less emphasis than in the charter school.

Pondiscio notes that this research was done before "no excuses" became a less desirable goal for charter schools in recent years, and also questions the size of the sample and the different student demographics of the schools studied. But he salutes the parents' belief that discipline is about safety and order and also student self-discipline and the school's academic rigor.

"The Effects of School Discipline on Families of Color" by Robert Pondiscio in *The Education Gadfly*, June 12, 2019 (Vol. 19, #24), https://bit.ly/2WMpwdE; the full study, "To Be Strict on Your Own: Black and Latinx Parents Evaluate Discipline in Urban Choice Schools" by Joanne Golann, Mira Debs, and Anna Lisa Weiss, *American Educational Research Journal* (March 2019), can be purchased at https://bit.ly/2wZ2EwR.

Back to page one

6. Suggestions for Setting Up a Makerspace

In this *eSchool News* article, Diana Fingal suggests eight questions to answer before setting up a makerspace:

• *What is the experience you're trying to create?* "If you're unclear about what you want students to be able to do when they leave the space, you're starting off on the wrong foot," says Fingal. "Maker magic lies in the disposition rather than a specific task or skill… The options are many, but they need to be part of the planning."

• *What are the learning goals and outcomes you want to achieve in this space?* It's best if these are tied to the makerspace experience, with students applying knowledge and demonstrating understanding of concepts in science, literature, history, or another subject.

• *Who will lead the student experience?* A makerspace teacher, classroom teacher, STEM teacher, or librarian?

• *Will you provide students a set curriculum or more open-ended projects?* Will it be a "genius hour" approach with lots of student freedom, or suggested projects?

• *What grade levels will your space target?* This will determine the equipment and supplies purchased.

• *How will students access the space?* Will there be regularly scheduled classes or impromptu drop-ins?

• *How will educators learn how to get the most from the makerspace?* A one-time PD session, or ongoing meetings by grade level and departments?

• *How will you assess the students on their projects?* This goes back to the learning goals and desired outcomes. It's important, of course, for students to feel safe taking risks and making mistakes.

"8 Questions to Ask Before Creating a Makerspace" by Diana Fingal in *eSchool News*, April 23, 2019, https://bit.ly/2MS35E4

Back to page one

7. Recommended Graphic Novels with LGBTQIA+ Content

In this feature *School Library Journal*, Brigit Alverson recommends several graphic novels on LGBTQIA+ issues:

- *The Breakaways* by Cathy Johnson (First Second, 2019), grades 4-8 – A middle-school soccer team hasn't scored a single goal all season because its cast of characters is busy arguing, playing in bands, stealing chickens, and forming a real team.
- *Gender Queen* by Maia Kobabe (Lion Forge, 2019), grade 11 and up – A memoir about what it's like to be between genders.
- *Kiss Number 8* by Colleen Venable and Ellen Crenshaw (First Second, 2019), grade 9 and up – A teen girl dreams of romance and deals with something her father is hiding.
- *Lumberjanes Original Graphic Novel: The Infernal Compass* by Lilah Sturges and polterink (BOOM! Box, 2018), grade 7 and up – A group of orienteering students worry about relationships and a series of kidnappings by robot butlers.
- *Meal* by Blue Delliquanti and Soleil Ho (Iron Circus, 2018), grade 9 and up – A young woman moves to a new city, gets a job in a restaurant that serves insects, and starts a slow-cooking romance.
- *Meg, Jo, Beth, and Amy: A Graphic Novel* by Rey Terciero and Bre Indigo (Little, Brown Books for Young Readers, 2019), grade 4 and up – A blended, multiracial family in Brooklyn struggles to get by while the father is off at war, and one of the characters has a secret.
- *Our Dreams at Dusk: Shimanami Tasogare* Vol. 1 by Yuhki Kamatani (Seven Seas, 2019), grade 8 and up – A boy is terrified that his schoolmates have found out he's gay and is contemplating suicide when he rescues a woman about to leap from a window.
- *Stage Dreams* by Melanie Gillman (Lerner, 2019), grade 8 and up – A Civil War drama involving a Latinx outlaw and a transgender Georgian.

"Everyday People: LGBTQIA+ Graphic Novels for Pride Month" by Brigid Alverson in *School Library Journal*, June 2019 (Vol. 65, #5, p. 46-48), https://bit.ly/2WODUqn

Back to page one

8. Award-Winning Books on Ethnic Minorities and Race Relations

This feature in *Social Education* lists the Carter G. Woodson Book Awards for 2019 – "exceptional non-fiction trade books that explore issues related to ethnic minorities and race relations in the United States with sensitivity and accuracy."

• Elementary school winner and honoree:

- *The Vast Wonder of the World: Biologist Ernest Everett Just* by Mélina Mangal, illustrated by Luisa Uribe (Millbrook Press)

- *Midnight Teacher: Lilly Ann Granderson and Her Secret School* by Janet Halfman, illustrated by London Ladd (Lee and Low Books)

• Middle school winner and honoree;

- *America Border Culture Dreamer: The Young Immigrant Experience from A to Z* by Wendy Ewald (Little, Brown and Co.)
- So *Tall Within: Sojourner Truth's Long Walk Toward Freedom* by Gary Schmidt, illustrated by Daniel Minter (Roaring Brook Press)

• Secondary school winner and honoree:

- *A Few Red Drops: The Chicago Race Riot of 1919* by Claire Hartfield (Clarion Books)
- *Attucks! Oscar Robertson and the Basketball Team That Awakened a City* by Phillip Hoose (Farrar Straus Giroux Books for Young Readers)

"The Carter G. Woodson Book Awards, 2019" in *Social Education*, May/June 2019 (Vol. 83, #3, p. 151-154), https://bit.ly/2ImH0sX

Back to page one

9. Short Items:

a. World wealth over time– This graphic from *Our World of Data* shows income in Europe, Asia/Pacific, Africa, and North and South America in 1800, 1975, and 2015: https://ourworldindata.org/uploads/2013/12/Global-inequality-in-1800-1975-and-2015.png

Our World of Data, 2019; data source: Gapminder

Back to page one

b. School leadership in China – If you haven't already seen this video of Chinese principal Zhang Pengfei leading his school in a shuffle dance, https://bit.ly/2WJKPwp, check it out!

"Chinese School Principal Dances In-Synch with Students During Break Time" by *China Live*, January 15, 2019

Back to page one

If you have feedback or suggestions,
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 other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 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). Every week there's a podcast and HTML version as well.

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a running count of articles)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (bio, writings, consulting)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word and PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 14+ years

Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Literacy Today (formerly Reading Today)
Mathematics Teacher
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine