Marshall Memo 538

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 26, 2014

In This Issue:

Quotes of the Week

"Black children are more racially and socioeconomically isolated today than at any time since 1970. Black academic achievement has improved dramatically in recent decades, but so has that of whites, so huge achievement gaps remain."

> "Brown v. Board at 60" by Richard Rothstein, Economic Policy Institute, April 17, 2014 (spotted in *Public Education NewsBlast*, May 20, 2014), http://bit.ly/1k8G0Bz

"Don't fall into the trap of assuming that someone understands what you are talking about. You are much better off saying something like, 'Please tell me in your own words what you think I've just said.' You can then use the individual's response to clarify your intention."

> Nicholas Fischer in "How to Build a Better Teacher Evaluation" in *Education Week*, May 21, 2014 (Vol. 33, #32, p. 22-23), www.edweek.org

"I thought I was the greatest teacher in the world based on student reviews and how well they did on my tests, only to discover they didn't even learn the most basic material."

> Harvard professor Eric Mazur (see item #11)

"Sane and shapely sentences are good because they're sane and shapely. There's no guarantee that they'll contain the truth: lots of sane and shapely sentence-makers have had silly ideas. But, like sane and shapely people and homes, they are nice to have around to look at."

> Adam Gopnik in "Word Magic: How Much Really Gets Lost in Translation?" in *The New Yorker*, May 26, 2014 (p. 36-39), e-link for subscribers only

"Learning a new language is like learning a new city: you see things you'll never notice, or need, once you go to live there and are habituated by routine. There's even a very real sense in which it is easier to 'think' in a foreign language if you don't quite speak it than if you do."

> Adam Gopnik (*ibid*.)

1. Is There a Built-In Bias in Classroom Observations?

In this article in *Education Week*, Stephen Sawchuk reports that a new study from the Brookings Institution's Brown Center on Education Policy concludes that not enough attention is being paid to an important distortion in teacher-evaluation data. According to the study, principals tend to give higher ratings to teachers working with high-achieving students and lower ratings to teachers working with struggling students. Examining data from thousands of teacher evaluations in four urban districts, the Brookings team found that 37 percent of teachers working with high-achieving students received top ratings, compared to only 9 percent of teachers working with struggling students. Conversely, principals gave low ratings to only 11 percent of teachers working with high-achieving students compared to 29 percent of teachers working with struggling students. "It's very worrisome," says Grover Whitehurst, one of the authors. "It's a huge bias."

Why is this happening? The study speculates that some teaching skills – for example, using questions to lead discussions – may be more difficult with students who lack adequate background knowledge, do homework less faithfully, and aren't fluent in English. Whitehurst and his colleagues suggest a possible fix: handicapping teacher evaluations based on student demographics – teachers of high-achieving students have their observation scores scaled down and teachers of low-achieving students get a boost. "Either we have to have observations designed to be immune from this kind of bias," says Whitehurst, "or we have to adjust for it. I don't see any other way out, if we want teachers to teach where we need them to teach, and to be valued for what they do."

Segun Eubanks of the National Education Association doesn't agree with this approach. "My first instinct would be to help to put observational data into a context-specific realm," he says. "You need to train folks to see what teaching performance looks like when you're teaching students who have low achievement. The look-fors are different; the way the standards are applied is different. We have to find ways to do that before we start going for handicapping."

The Brookings study is also critical of using whole-school achievement data as part of individual teachers' evaluations. This approach "negatively impacts good teachers in bad schools and positively impacts bad teachers in good schools," say the authors, creating "a system that is demonstrably and palpably unfair to teachers, given that they have little control over the performance of the whole school."

[There are several possible causes of less-effective teaching in classrooms with lower-achieving students:

- Through low-quality responses and disruptive behavior, struggling students “train” their teachers to lower their expectations and use more primitive teaching methods.
- Principals assign less-experienced and less-skillful teachers to low-achieving classes.
- Supervisors don’t understand the dynamics of teaching in low-achieving classes and unfairly penalize teachers who are doing heroic work.
- It’s extremely difficult to use high-level teaching methods with severely challenged students; only the most skillful teachers with extensive support can pull it off.

This suggests that principals and their supervisors should look at the data, see which dynamics are at work, and implement appropriate solutions. K.M.]

“Bias Detected in Classroom Observations” by Stephen Sawchuk in *Education Week*, May 21, 2014 (Vol. 33, #32, p. 1, 10-11), www.edweek.org; the full study, “Evaluating Teachers with Classroom Observations: Lessons Learned in Four Districts” by Grover (Russ) Whitehurst, Matthew Chingos, and Katharine Lindquist, May 2014, is available at http://bit.ly/1iQvHGf.

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2. Improving the Way Principals Are Evaluated

In this article in *Education Week*, Denisa Superville reports on recent developments in how principals are being evaluated. Many states are including a component on student achievement, ranging from 20 percent of a principal’s total evaluation in Delaware to 50 percent in Georgia and Ohio. Ellen Goldring of Vanderbilt University calls principal evaluation “the stepchild of teacher evaluation,” with much less research and lots of uncertainty on the validity of the instruments being used, how feedback should be given to principals, and the consequences of evaluations. Goldring sees three different approaches being used on student learning results:

- The 50-50 percentage model – In Georgia, half the principal’s score is based on student-achievement growth, half from a rubric aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards.
- The matrix model – Connecticut bases 45 percent of principals’ evaluations on student learning, 5 percent on teacher effectiveness, 40 percent on leadership practice, and 10 percent on stakeholder feedback.
- Student data trump model – In Delaware, achievement accounts for a certain percent of the overall score, but a principal can’t be rated Effective or Highly Effective if student achievement growth or performance is low.

Goldring has a number of suggestions for fine-tuning principal evaluations, including:

- Making them less burdensome and complex;
- Being clear about the criteria and consequences;
- Looking at whether principals retain their most-effective teachers;
- Looking at the quality of professional development in the school.

Jason Grissom, also of Vanderbilt University, recommends that the principal-evaluation process should include:

- School visits by principals' supervisors;
- Input from students, teachers, parents, and community members (surveys and discussions).

Dick Flanary of the National Association of Secondary School Principals recommends including these factors in addition to student achievement:

- Graduation and dropout rates;
- Student achievement in literacy;
- Teacher turnover;
- Professional growth and learning;
- School planning and progress;
- School culture
- The principal's professional qualities and instructional leadership;
- Stakeholder support and engagement.

"Principal Evaluation Presents Difficulties" by Denisa Superville in *Education Week*, May 21, 2014 (Vol. 33, #32, p. 1, 20-21), www.edweek.org

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3. What to Look For in a Leader

In this *Harvard Business Review* article, executive search expert Claudio Fernandez-Araoz says that when companies hire leaders, five key qualities are more important than candidates' competencies or experience. Might these also apply to school leaders?

• *Motivation* – Fernandez-Araoz defines this as "a fierce commitment to excel in the pursuit of unselfish goals." Potential leaders should be ambitious and desirous of leaving their mark, but it's more important that they "aspire to big, collective goals, show deep personal humility, and invest in getting better at everything they do."

• *Curiosity* – This is "a penchant for seeking out new experiences, knowledge, and candid feedback and an openness to learning and change."

• *Insight* – Leaders need "the ability to gather and make sense of information that suggests new possibilities."

• *Engagement* – "a knack for using emotion and logic to communicate a persuasive vision and connect with people."

• *Determination* – It's important that leaders have "the wherewithal to fight for difficult goals despite challenges and to bounce back from adversity."

How can a hiring committee determine if a candidate has these qualities? Through in-depth interviews and reference checks that probe each area. Some possible questions:

- How do you react when someone challenges you?
- How do you invite input from others on your team?
- What do you do to broaden your thinking, experience, or personal development?
- How do you foster learning in your organization?
- What steps do you take to seek out the unknown?

"Always ask for concrete examples," advises Fernandez-Araoz. "Your conversations with managers, colleagues, and direct reports who know the person well should be just as detailed."

"21st-Century Talent Spotting: Why Potential Now Trumps Brains, Experience, and 'Competencies'" by Claudio Fernandez-Araoz in *Harvard Business Review*, June 2014 (Vol. 92, #6, p. 46-56), no e-link available

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4. Developing a "Strong Voice" in Meetings

In this *Harvard Business Review* article, consultants Kathryn Heath, Jill Flynn, and Mary Davis Holt report on why highly accomplished women are often not as effective as they could be in business meetings (where they are often a small minority). Heath, Flynn, and Holt offer three pieces of advice, which they believe also apply to racial and ethnic minorities and men with less-assertive personalities:

• *Use the time before and after meetings*. The authors found that in business settings, men tended to arrive early and schmooze with colleagues and stay after the conclusion of meetings to continue conversations and build alliances. The recommend that women do this more often.

• *Prepare to speak spontaneously*. Heath, Flynn, and Holt found that women preferred to present their ideas in an organized fashion in meetings, whereas men seemed to speak off the cuff, even when their ideas were carefully prepared in advance. The authors advise women to come prepared with their key points and then present them in a more conversational way.

• *Keep an even keel*. Heath, Flynn, and Holt found there is definitely a double standard on expressing emotion in business meetings. In their interviews, they found that "when women said they felt 'passionate' about an idea or an opinion, their male managers and colleagues often perceived 'too much emotion'… It is not so much *what* women say as *how* they say it. They need to keep an even tone, not shift to a higher pitch when under duress… women must also learn to move past confrontation without taking it personally." That might mean going out for a beer with the group after a tense meeting.

Heath, Flynn, and Holt close with three recommendations for organizational leaders: Get more women at the table; during meetings, actively bring everyone into the discussion; and give reticent colleagues feedback afterward, perhaps coaching them on making subtle changes in the way they present ideas:

- Instead of asking, "How about…?" say "I strongly suggest…"
- Instead of saying, "I tend to agree." say "That is absolutely right, and here's why…"
- Instead of saying, "I think maybe…" say "My strong advice is…"
- Instead of saying, "I agree." say "I agree completely, because…"
- Instead of saying, "Maybe we can…" say "Here is my plan…"
- Instead of saying, "Well, what if…?" say "I recommend…"

"Women, Find Your Voice" by Kathryn Heath, Jill Flynn, and Mary Davis Holt in *Harvard Business Review*, June 2014 (Vol. 92, #6, p. 118-121), no e-link available

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5. David Brooks on Competence Versus Self-Confidence

In this *New York Times* column, David Brooks reacts to the recent *Atlantic* article by Katty Kay and Claire Shipman on women's confidence [summarized in Marshall Memo 536]. Brooks thinks we should be less worried about women's *lack* of confidence than in men's *over*confidence. We need to "inject more of this self-doubt and self-policing into the wider culture," he says, and work toward a better balance of male and female characteristics.

However, self-confidence may not be the best thing to focus on, says Brooks. Most people are "phenomenally terrible at estimating their own self-worth. Some Americans seem to value themselves ridiculously too little while others value themselves ridiculously too highly… The self, as writers have noticed for centuries, is an unstable, fickle, vain, and variable thing." Self-confidence is a self-referential attempt to describe one's intrinsic state, and it's hard to get a handle on that.

Better to focus on *competence*, says Brooks. With competence, we're talking about tasks we can either do or not do, assessed by external standards. Instead trying to believe in ourselves, we should try to accurately assess what we've actually accomplished. "It's probably easier to go through life focusing on what specifically needs doing," he concludes, "rooted in a set of external obligations and criteria and thus quieting the self."

"The Problem With Confidence" by David Brooks in *The New York Times*, May 13, 2014, http://nyti.ms/1lNnqQS

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6. How to Foster Innovation and Effectiveness

In this *Harvard Business Review* article, Linda Hill (Harvard Business School), Greg Brandeau (Pixar), Emily Truelove (MIT Sloan School of Management), and Kent Lineback (a veteran executive) explore the paradoxes of leading an organization to be innovative and effective. This involves constantly balancing:

- Affirming the individual… *and* the group;
- Supporting… *and* confronting;
- Fostering experimentation and learning… *and* performance;
- Promoting improvisation… *and* structure;
- Showing patience… *and* urgency;
- Encouraging bottom-up initiative… *and* intervening top-down.

The authors suggest that leaders ask themselves these questions about their organization:

- Do people feel part of a community?
- Do we have a shared purpose – one that binds us together and compels us all to do the hard work of innovation?
- Do we live by rules of engagement supportive of a set of core values: bold ambition, responsibility to the community, collaboration, and learning?
- Do we have the ability to generate ideas through candid discourse and debate?
- Do we have the ability to test ideas through quick pursuit, reflection, and adaptation?

- Do we have the ability to make integrative decisions, rather than compromising or letting some groups dominate?
- Do I think my primary job as a leader is to create a context in which my team can innovate?
- Am I comfortable serving as the "stage setter" as opposed to the visionary leading from the front?
- Do I have the courage and patience required to amplify differences, even when discussion becomes heated and when ambiguity and complexity loom?

"If your answer to any of these questions is 'no' or even 'I don't know,' it's probably time to look again at your own leadership role and at the leadership potential that may be hiding in your organization," say Hill, Brandeau, Truelove, and Lineback.

"Collective Genius" by Linda Hill, Greg Brandeau, Emily Truelove, and Kent Lineback in *Harvard Business Review*, June 2014 (Vol. 92, #6, p. 94-102), no e-link available

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7. Six Attempts to Engage High-School Students That Don't Work

In this *Kappan* article, Kristy Cooper (Michigan State University) identifies six common mistakes high-school teachers make as they try to hold their students' attention. "Research and theory suggest that these mistakes ultimately undermine student motivation," says Cooper, "and so should be avoided."

• *Mistake #1: "Because we have to"* – Adolescents are "fundamentally primed for autonomy," she says, so telling students they just gotta do something is guaranteed to be ineffective. Teachers need to define the purpose of each unit and lesson, its application to students' life experiences, and how it will enhance those experiences. One English teacher at the Texas high school Cooper studied said to her students as they discussed *Romeo and Juliet*, "Think about if you were Juliet, and you just had a kiss from a guy you only knew for two minutes, and now he wants to marry you. Think about that."

• *Mistake #2: "Sorry folks, it's math"* – When teachers convey the idea that their subject is a necessary evil and students need to hang in there till it's over, a lot is lost. Some subjects clearly have more intrinsic interest than others (social studies, foreign language, and science ranked lowest at the Texas high school), and teachers in the "boring" areas need to find ways to pique students' interest.

• *Mistake #3: "When you grow up"* – Adolescents live in the present, says Cooper. Teachers need to find ways that the subject matter is relevant *now*, not at some future date.

• *Mistake #4: "Architects use geometry"* – Trying to make curriculum relevant by tagging it to a particular career choice is a mistake, says Cooper. "There is simply no reason for teachers to alienate the majority of the room by pointing out the utility of information for a tiny slice of the population." Better to look for the widest possible life relevance – for example, the way physics relates to driving and the forces involved in automobile accidents.

• *Mistake #5: "You need to know this for college"* – Again, this is in the future, and besides, some students may not be thinking about college.

• *Mistake #6: "Let's play a game"* – The trap here is trying to engage students in a fun activity (history basketball, for example) rather than doing authentic activities that get students acting like scientists, historians, mathematicians, or politicians. One science teacher at the Texas high school had students figure out how many classrooms were in the school, the cost of electricity, and how much it cost to light the building each day.

The key, concludes Cooper, is for teachers to identify the enduring elements of their subject and then relate class content to students' daily lives in ways that are immediately interesting and useful and keep them hooked over the long haul. Not an easy task, but she found teachers in the Texas school who were highly effective at doing just that.

"6 Common Mistakes That Undermine Motivation" by Kristy Cooper in *Phi Delta Kappan*, May 2014 (Vol. 95, #8, p. 11-17), www.kappanmagazine.org; Cooper can be reached at kcooper@msu.edu; see Memo 535 for another article by Cooper on the same study.

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8. What Real Student Engagement Looks Like

In this *Kappan* article, Elliott Washor (Big Picture Company) and consultant Charles Mojkowski suggest ten dimensions of student engagement, framed as questions students might ask:

• *Relationships* – Do my teachers know me, my interests, and my talents? Do my teachers help me form relationships with adults and peers who might serve as models, mentors, and coaches on my career interests? Do my teachers help me build relationships inside and outside the school?

• *Relevance* – Do I find what the school is teaching relevant to my interests, including my career interests? Do my teachers help me understand how my learning and work contribute to my community and the world?

• *Choice* – Do I have real choices about what, when, and how I will learn and demonstrate my competence? Do my teachers help me make good choices about my learning and work?

• *Challenge* – Do I feel appropriately challenged in my learning and work? Am I addressing standards of excellence that are real-world, high, and meaningful?

• *Authenticity* – Is the learning and work I do regarded as significant outside school by my communities of practice, experts, family members, and employers? Does the community recognize the value of my work?

• *Application* – Do I have opportunities to apply what I am learning in real-world settings? Do I have opportunities to help solve problems in my community and the world?

• *Play* – Do I have opportunities to explore – to make mistakes and to learn from them – without being branded a failure? Do my teachers coach me in tinkering, experimenting, and speculating?

• *Practice* – Do I have opportunities to engage in deep and sustained practice of the skills I need to learn? Do my teachers guide me in practicing correctly?

• *Time* – Do I have sufficient time to learn at my own pace? Am I allocating sufficient time for my learning – to go deep as well as broad?

• *Timing* – Can I pursue my learning outside the standard sequence? Do my teachers help me determine the right time for pursuing a project or taking a course?

"Student Disengagement: It's Deeper Than You Think" by Elliott Washor and Charles Mojkowski in *Phi Delta Kappan*, May 2014 (Vol. 95, #8, p. 8-10), www.kappanmagazine.org

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9. Alternatives to Timed Math Tests in Elementary Classrooms

In this article in *Teaching Children Mathematics*, Jo Boaler (Stanford University) is highly critical of giving students timed tests of math facts and fluency – for example, first graders being asked every week to solve 50 number problems in three minutes. Boaler asked fourth and second graders to describe how they felt about timed math tests, completing the sentence, "This test made me feel…" Here are some responses.

- *Worried that I won't finish.*
- *Nervous. I know my facts well, but it just scares me that I might get a bad score.*
- *Nervous because I am afraid I will not finish, or make a mistake.*
- *I feel pressured.*
- *Upset.*
- *Mad.*
- *That I'm terrible at math.*

At least one-quarter of students in each class expressed negative feelings, and there was no correlation with math proficiency – as many high-achieving as low-achieving students said they felt stressed.

"Teachers and administrators use these tests with the very best of intentions," says Boaler, "but they use them without knowledge of the important evidence that is emerging from neuroscience." Researchers have found that the stress of timed tests makes it more difficult for students to access working memory – the familiar feeling of one's mind going blank. One study found that anxiety in time-pressured situations had a greater impact on students with high amounts of working memory – "precisely those students who have the greatest potential to take mathematics to high levels," says Boaler. "When students who experience stress in timed conditions find that they cannot access their working memory, they underachieve, which causes them to question their math ability and, in many cases, develop further stress and anxiety… When taking timed tests, children who are fast usually remain fast while children who are slow remain slow – and become slower as math anxiety sets in."

"In too many math classrooms," Boaler continues, "students believe that their role is to *perform* – to show they know math and can answer questions correctly – rather than to learn… The impact of taking a timed test is sufficiently powerful that students also frequently come to believe that memorizing math facts is the most important part of mathematics – really the essence of math." They also absorb the idea that speedy work is crucial in math and slower performance means you are not "smart." This leads many slower, deeper thinkers to avoid and eventually turn away from mathematics.

Automaticity is definitely important in math, says Boaler, and it's included in the Common Core standards, along with knowing math facts by heart. But she believes there are much better ways to achieve these goals. One strategy is *number talks* or *math talks*, which, along with a variety of math games and apps, help students develop fluency and number sense while fostering flexibility and creativity. Here's how a typical 10-minute math talk might go:

- The teacher gives the class a number problem (addition, subtraction, multiplication, or division) that lends itself to multiple solution strategies – for example, 18 x 5.
- Students are asked to solve the problem in their heads.
- Students give a private thumbs-up signal when they have a solution (private so students don't feel intimidated when other students finish first and wave their thumbs in the air).
- When most students are finished, the teacher has students share their answers and then asks several students to write their solution strategies on the board.
- The teacher then leads a discussion on questions like: Which ones are similar? Could we use the same method with different numbers? Would this method always work?

The regular use of math talks accomplishes an "incredible amount" in short segments of lessons, says Boaler: students memorize number facts, increase fluency, see how different strategies can accomplish the same goal, and begin to appreciate the creativity and elegance that's possible in mathematics.

"Research Suggests That Timed Tests Cause Math Anxiety" by Jo Boaler in *Teaching Children Mathematics*, April 2014 (Vol. 20, #8, p. 469-474), www.nctm.org; Boaler can be reached at joboaler@stanford.edu.

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10. Effective Assessment of Students' Mastery of Basic Math Facts

In this article in *Teaching Children Mathematics*, Gina Kling (Western Michigan University) and Jennifer Bay-Williams (University of Louisville) echo the concerns about timed math-facts tests in the article just above. The goal is student fluency, they say. In the Common Core standards, this means flexibility, accuracy, efficiency, and appropriateness. Kling and Bay-Williams suggest these strategies for developing and assessing fluency:

• *Interviews* – One-on-one talks with students, using well-framed questions, give teachers valuable insights for instruction. A student might be asked: What is 7 + 8? How did you figure it out? (possibilities include recall, automatic, making-10 strategy, near doubles, another derived strategy, counting on, counting all, and modeling and counting all).

• *Observations* – While students are playing math games or working on problems, the teacher circulates with a formatted sheet on a clipboard and records information on students' problem-solving strategies. Possible categories can include the frequency with which each strategy is used by each student.

• *Journaling* – For example, first graders might be asked to write to a friend who did not know the answer to 4 + 5 and explain how to figure it out. The teacher assesses students' writing for appropriate strategy selection, flexibility, efficiency, and accuracy. Other formats include an "Ask Cougar" advice column (students submit tough questions), strategy rhymes, a facts survival guide, and a diary entry for some facts (e.g., Dear 8 x 7, I…).

• *Quizzes with explanations* – Students solve fact problems and then indicate whether they just knew the answer or used a particular strategy.

"Assessing Basic Fact Fluency" by Gina Kling and Jennifer Bay-Williams in *Teaching Children Mathematics*, April 2014 (Vol. 20, #8, p. 488-497), www.nctm.org; the authors can be reached at gina.garza-kling@wmich.edu and j.baywilliams@louisville.edu.

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11. A Professor Reflects on a Half-Million Dollar Teaching Award

In this *Boston Globe* article, Matt Rocheleau reports that Harvard physics professor Eric Mazur is the first winner of the $500,000 Minerva Prize for innovative teaching. Mazur pioneered the use of audience response devices to check for conceptual understanding at several points in each class. When the clicker responses are displayed, he tells students (without revealing the correct answer), "convince your neighbor" and circulates to get insights on student misconceptions and how his teaching failed to reach some students [see Marshall Memo 241 for a summary of Mazur's 1997 book, *Peer Instruction*].

Mazur has been active writing and speaking about this approach and it has been widely adopted in university and K-12 classrooms. "I did not develop this because I wanted to change education," he says. "I developed it because I had a problem in my classroom. I thought I was the greatest teacher in the world based on student reviews and how well they did on my tests, only to discover they didn't even learn the most basic material."

"Harvard Professor Is First Winner of Teaching Award" by Matt Rocheleau in *The Boston Globe*, May 21, 2014, http://www.highbeam.com/doc/1P2-36071194.html

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12. Homework and the Lure of Social Media

In this *Edutopia* article, history teacher Glenn Whitman describes the moment of truth as students work on a homework assignment: their smartphone tells them they have a new text message. Most young people cannot resist diving into a series of exchanges with friends. "As a result," says Whitman, "when they return to the AP essay or honors geometry proof, they need to retrace their learning in order to catch up to where they were. This jump, between homework and social media, is actually extending the time a student spends on an assignment."

Whitman says he and his colleagues are trying to convince students to treat social media as a reward for finishing an assignment: "Delaying gratification is an important non-cognitive skill, and one that research has shown enhances life outcomes."

"Homework, Sleep, and the Student Brain" by Glenn Whitman in *Edutopia*, May 7, 2014, http://bit.ly/1priuF0

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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 43 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
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Elementary School Journal
Essential Teacher
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Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
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 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