Marshall Memo 228

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 31, 2008

In This Issue:

Quotes of the Week

"The delivery system in mathematics education – the system that translates mathematical knowledge into value and ability for the next generation – is broken and must be fixed."
The National Mathematics Advisory Panel (see item #1)

"If your mental energy is consumed figuring out what six times nine is, when that should have been covered three or four years ago, how are you going to conceptualize about math?"
Vern Williams, a math teacher who served on the panel (*ibid*.)

"Bullying is a relationship problem that requires relationship solutions by focusing on the bullying children's strained relationships with parents and risky relationships with peers."
Debra Pepler (see item #9)

"What we are finding is what common sense would expect – that the more teachers are out before the test, the less well students perform."
Raegen Miller (see item #10)

"We're No. 1! We lead the world in prison incarcerations. If only we were No. 1 in education."
Tom Carroll, "Education Beats Incarceration" in *Education Week*, March 26, 2008 (p. 32) referring to a recent Pew Center study showing that one in every 100 Americans is behind bars; the figure for African-American men between 20 and 34 is one in nine.

"Life is uncertain, but that's no reason to surrender to fate."
Jerry Adler (see item #11)

1. Are the "Math Wars" Finally Over?

"The delivery system in mathematics education – the system that translates mathematical knowledge into value and ability for the next generation – is broken and must be fixed." So says the just-released report of the National Mathematics Advisory Panel, as reported by Sean Cavanagh in *Education Week*. The report, which focused on the skills and knowledge students need to be successful in algebra in 8th or 9th grade, was especially critical of students' poor grasp of fractions and lack of automaticity with basic skills.

Observers were eager to see which "math wars" side would come out on top in the report, basic skills or "fuzzy math." But the panel was even-handed in its conclusions: "To prepare students for algebra, the curriculum must simultaneously develop conceptual understanding, computational fluency, and problem-solving skills," it said. "Debates regarding the relative importance of these aspects of mathematical knowledge are misguided. These capabilities are mutually supportive, each facilitating the learning of the other." In this regard, the report parallels *Curriculum Focal Points*, which was issued by the National Council of Teachers of Mathematics in 2006 to clarify the grade-by-grade skills that students need to be on track for success in higher mathematics.

That said, the report is very explicit about the need for effortless, automatic recall of simple procedures. "If your mental energy is consumed figuring out what six times nine is," said Vern Williams, a math teacher who served on the panel, "when that should have been covered three or four years ago, how are you going to conceptualize about math?"

Here are some excerpts from the report. The full document, *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*, can be downloaded at: http://www.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf

• *Algebra* – The report said that all algebra courses, curriculum materials, and exams should cover: symbols and expressions, linear equations, quadratic equations, functions, algebra of polynomials, and combinatorics and finite probability.

• *Fractions* – "A major goal for K-8 mathematics education should be proficiency with fractions (including decimals, percents, and negative fractions), for such proficiency is foundational for algebra," said the report.

• *Equity* – The report cited evidence that "the engagement and sense of efficacy of African-American and Hispanic students in mathematical learning contexts tend to be lower than that of white and Asian students" – but also that it can be significantly increased. "Children's goals and beliefs about learning are related to their mathematics performance," it

continued. "Experimental studies have demonstrated that changing children's beliefs from a focus on ability to a focus on effort increases their engagement in mathematics learning, which in turn improves mathematics outcomes."

• *An eclectic classroom approach* – The report rejects the idea that math teaching should be either teacher-directed or student-centered. "High-quality research does not support the exclusive use of either approach," it says.

• *Explicit instruction at its best* – The report says students benefit most when the following elements are present:

- Teachers give clear models for solving a problem type, with an array of examples;
- Students receive extensive practice in use of newly learned strategies and skills;
- Students are asked to think aloud, talking through decisions they make and steps they take;
- Students get extensive feedback.

"Panel Calls for Systematic, Basic Approach to Math" by Sean Cavanagh in *Education Week* March 19, 2008 (Vol. 27, #28, p. 1, 12),
http://www.edweek.org/ew/articles/2008/03/19/28math_ep.h27.html

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2. Focus, Rigor, and Coherence in Math Standards

A big lesson from the Third International Mathematics and Science Study (TIMSS), says Michigan State professor William Schmidt in this *American Educator* article, is that the quality of curriculum standards really matters to student achievement. Schmidt believes that U.S. students' math achievement is so much lower than that of students in countries like Singapore, Korea, and the Czech Republic not because of the diversity and poverty of U.S. students (as many contend) but the diversity and poverty of U.S. math *standards*. Here's what makes the difference:

• *Focus* – Top-achieving countries limit their standards to just a few topics per grade. U.S. standards and textbooks often cram 20 topics into first and second grades. Too much!

• *Rigor* – Middle-school students in high-performing countries are doing algebra, while most U.S. middle schoolers are still doing arithmetic.

• *Coherence* – Strong curriculum standards have a clear sequence that follows the internal logic of the subject. "This is especially important in mathematics, which is very hierarchical," says Schmidt. U.S. standards try to cover a laundry list of practically every topic at every grade level, which is a formula for poor student achievement.

The U.S. needs to emulate high-achieving countries and adopt more focused, rigorous, and coherent standards, says Schmidt. Here's the sequence he recommends based on a study of standards from high-achieving countries:

- Tier 1: Grades 1-5 – Emphasis on arithmetic, including whole-number computation, common and decimal fractions, and estimation and rounding.
- Tier 2: Grades 5-6 – Continuing attention to arithmetic (especially fractions, decimals, estimation, and rounding); a bridge to algebra through percentages, negative numbers,

integers, and their properties, proportional concepts and problems; 2-dimensional coordinate geometry; and geometric transformations.

- Tier 3: Grades 7-8 – Advanced number topics, including exponents, roots, radicals, orders of magnitude, and the properties of rational numbers; algebra, including functions and slope; and geometry, including congruence and similarity and 3-dimensional geometry.
- Six unifying topics – These provide continuity across all three stages. They are:
    - Measurement units
    - Perimeter, area, and volume
    - Algebraic equations, including the representation of numerical situations and the informal solution of simple equations;
    - Data representation and analysis
    - Basic two-dimensional geometry including points, lines, angles, polygons, and circles.

"What's Missing from Math Standards? Focus, Rigor, and Coherence" by William Schmidt in *American Educator*, Spring 2008 (Vol. 32, #1, p 22-24)
http://www.aft.org/pubs-reports/american_educator/issues/spring2008/schmidt.htm

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3. What Do Strong Learning Standards Look Like?

In this *American Educator* article, American Federation of Teachers specialist Heidi Glidden offers a critique of all 50 states' learning standards (the link below has charts) and makes the case for coherent, well-written standards to guide teaching, remediation, and home support. Here are some examples of strong and weak standards:

English, Grade 4
Strong standard: Distinguish between cause and effect and between fact and opinion in informational text. Example: In reading an article about how snowshoe rabbits change color, distinguish facts (e.g., *Snowshoe rabbits change color from brown to white in the winter*) from opinions (e.g., *Snowshoe rabbits are very pretty animals because they can change colors*).
Weak standard: Demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and development of lifelong literature appreciation.

Math, Algebra II
Strong standard: Understand how real and complex numbers are related, including plotting complex numbers as points in the plane. Example: Plot the points corresponding to 3-2i and 1+4i. Add these complex numbers and plot the result. How is this point related to the other two?
Weak standard: Model and analyze real-world situations by using patterns and functions (grade 9-12).

Science, Grade 8

Strong standard: Describe how groups of elements can be classified based on similar properties, including highly reactive metals, less reactive metals, highly reactive nonmetals, less reactive nonmetals, and some almost completely non-reactive gases.

Weak standard: Describe the historical and cultural conditions at the time of an invention or discovery, and analyze the societal impacts of that invention (Grade 5-8).

Social Studies, Grade 8

Strong standard: Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican party led by the new president, Thomas Jefferson (1801).

Weak standard: Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of state, American Indian, United States, and world history (Grade 8).

"Common Ground: Clear, Specific Content Holds Teaching, Texts, and Tests Together" by Heidi Glidden in *American Educator*, Spring 2008 (Vol. 32, #1, p 13-19)
http://www.aft.org/pubs-reports/american_educator/issues/spring2008/glidden.pdf

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4. The Special Reading Skills Needed in Each Secondary Content Area

In this *Harvard Educational Review* article, University of Illinois/Chicago literacy experts Timothy Shanahan and Cynthia Shanahan tackle the question of how literacy should be taught in middle and high schools. The "vaccination" theory – the idea that after good teaching of reading and writing in the elementary grades, literacy will take care of itself in the secondary grades – hasn't panned out, they argue: "Apparently, strong early reading skills do not automatically develop into more complex skills that enable students to deal with the specialized and sophisticated reading of literature, science, history and mathematics." And efforts to turn every middle- and high-school teacher into a teacher of reading have been equally unsuccessful; getting content-area teachers to teach general-purpose strategies hasn't been effective in raising student achievement – and has run into quite a lot of teacher resistance. So what is to be done to pull up below-level reading skills in secondary schools?

The Shanahans argue that after students master basic literacy (decoding and high-frequency words) and intermediate literacy skills (comprehension strategies, common word meanings, and basic fluency), they need specialized instruction by content-area teachers in "disciplinary literacy" – the skills specific to history, science, mathematics, literature, and other subject areas. The Shanahans spent two years interviewing content-area specialists to identify the specific literacy strategies necessary to read texts in each area. Here are some of their findings, which reveal the intellectual values and the methods by which scholarship is created in each discipline, the specialized vocabulary of each, and the challenges of learning to "read like a historian," or "read like a scientist," etc.

• *Mathematics* – Re-reading and close reading are two of the most important strategies in math. If students try to read math texts for the gist or the general idea, they will miss important distinctions – for example, the way the word *function* is being used, or the particular meaning of *the* or *a* in a particular context. "Math reading requires a precision of meaning," say the Shanahans, "and each word must be understood specifically in service to that particular meaning."

• *Chemistry* – Readers must shift back and forth between pictures, graphs or charts, text, or diagrams to understand the meaning. Chemists create knowledge through experimentation, and the findings depend on the quality of the instruments, the design, and the statistical analysis – and should be replicable under similar conditions. "What was important to them in reading, consequently, was a full understanding of the way an experiment took place and the processes it uncovered," write the Shanahans. "Gaining that full understanding required them to think about the phenomenon being presented in prose, to visualize it, and to manipulate it in formulas and equations."

• *History* – The key in this subject is paying attention to the credibility of the author or source: Who is the author? What is his or her bias? What story does he or she want to tell?

The Shanahans found that students were struggling with the unique literacy challenges of each subject – and getting very little help from teachers, who had not been trained to identify those demands and articulate specific strategies. Here are some examples of strategies the Shanahans developed with teams of subject-area teachers:

• *Mathematics* – The challenge here was pruning out extraneous information and keeping things crystal clear. One approach is having students draw a series of vertical columns and then write the "big idea" in first column, the explanation of the big idea in the second, an example in the third, a formula in the next, and a graph or diagram in the next – all illustrating and clarifying the big idea.

• *Chemistry* – Teachers suggested a structured note-taking/summarization strategy – having students take notes in a chart format, with each section of the chart reflecting the information that would comprise an essential reading of the text – substances, properties, processes, and interactions. Chemistry teachers working with the Shanahans said that if students learned this note-taking approach, they would be understanding and learning the essence of chemistry.

• *History* – Teachers developed a two-part strategy for getting students to process a text: first, they had students create a history events chart for each event and summarize the key narrative events by answering who, what, where, when, how, and why each event happened. Then students were asked to determine the relationship between the first and second event, between the second and third, and so on – which taught them the key historian's process of making connections and establishing cause-and-effect relationships.

"Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy" by Timothy Shanahan and Cynthia Shanahan in *Harvard Educational Review*, Spring 2008 (Vol. 78, #1, p. 40-59), no e-link available

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5. Primary Students Signal Their Comprehension Strategies

In this article in *The Reading Teacher*, Cathy Collins Block, Sheri Parris, and Cinnamon Whiteley describe an intriguing way of getting primary-grade students to signal their teacher (or reading partner) about the reading strategies they are using. The authors then report on a study of the effects of this approach.

There are five Comprehension Process Motions (CPMs), which are basically in-the-moment/formative assessments that show the teacher – and students – invisible thought processes [the photographs in the article help make these clearer, but I'll do my best]:

- *Clarifying* – When children are unclear and need a question answered, they hold up both palms with fingers splayed toward the teacher.
- *Finding Main Ideas* – The hand signal is like a "time-out" in football, with the top of the T under the child's chin and the other hand vertically under it, signifying a "leg" or main idea that a "table" can stand on. The teacher distinguishes the main-idea "leg" of each paragraph from detail sentences that aren't the main idea.
- *Making Predictions* – Children put their forefinger and middle finger (their minds' eyes) on their temple and their other hand in front of their eyes (representing the obstacle to seeing what's going to happen – the information they haven't yet read); as they make a prediction, they move their "v-sign" in front of their other hand, showing the process their mind follows each time it predicts.
- *Inferring* – To show they're figuring out things the author didn't write down, children hold one forearm horizontally at their waists and move it across their body as they scope out untold information.
- *Drawing conclusions* – [The article doesn't show the signals for this one.]

Block, Parris, and Whitely describe a six-day process of teachers training their students to use the signals and then applying them in whole-class reading lessons and partner reading. The authors' study found that the hand/arm signals had a dramatic impact on students' reading comprehension after only six lessons, as measured by basal and standardized reading tests. They believe this happened for three reasons: First, students were more actively engaged in the reading process. Second, they had much more metacognitive awareness of the strategies they were learning. And third, teachers were able to "read" the strategies their students were using and not using – and modify instruction immediately to improve strategy acquisition. "In short," conclude the authors, "Comprehension Process Motions can make abstract, metacognitive aspects of comprehension processes visible, understandable, and accessible to young readers."

"CPMs: A Kinesthetic Comprehension Strategy" by Cathy Collins Block, Sheri Parris, and Cinnamon Whiteley in *The Reading Teacher*, March 2008 (Vol. 61, #6, p. 460-470), no e-link, but the authors can be reached at c.block@tcu.edu, sheri.parris@gmail.com, and whiteley04@gmail.com.

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6. A Program to Get Preschool Students Writing Their Own Books

In this article in the *Journal of Education for Students Placed At Risk*, five researchers report on a large-scale 2003 study implementing the Early Authors Program in 32 Miami-Dade County preschools. The program, which involved 1,179 children, had the following components:

- Literacy specialists working with preschool teachers to improve the quality of literacy activities and materials and incorporate students' home language (Spanish) into classroom literacy discussions;
- Bringing in book-making equipment including computers, digital cameras, printers, laminating machines, paper, and binders;
- Parents coming in for on-site group parent/family meetings in which family members shared family stories that served as raw materials for…
- Children creating their own books with the help of the literacy specialists, teachers, and their parents;
- Frequent reading, sharing, display, and dissemination of the children's books in the classroom and the larger community.

The study showed positive gains in students' literacy skills and self-esteem, very positive reactions from parents and community members, and confidence among preschool staff members that they could continue with this type of activity without ongoing assistance from the literacy specialists.

"'Read My Story!' Using the Early Authors Program to Promote Early Literacy Among Diverse, Urban Preschool Children in Poverty" by Judith Bernhard, Adam Winsler, Charles Bleiker, Jorge Ginieniewicz, and Amy Madigan in *Journal of Education for Students Placed At Risk* (JESPAR), January-March 2008 (Vol. 13, #1, p. 76-105), no e-link available.

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7. The Impact of Supplemental Educational Services (SES)

These two lengthy articles in the *Journal of Education for Students Placed At Risk* report on studies of the impact of Supplemental Educational Services (SES) tutoring of students in need of extra help, one in Kentucky and the other in Tennessee. The bottom line: although educators, students, and parents had some positive things to say about the way the program was implemented, the impact of supplemental tutoring on students' achievement was "small" or "nonsignificant."

"Supplemental Educational Services as a Consequence of the NCLB Legislation: Evaluating its Impact on Student Achievement in a Large Urban District" by Marco Munoz, Allison Potter, and Steven Ross in *Journal of Education for Students Place At Risk* (JESPAR), January-March 2008 (Vol. 13, #1, p. 1-25), no e-link available.

"Implementation and Outcomes of Supplemental Educational Services: The Tennessee State-Wide Evaluation Study" by Steven Ross, Allison Potter, Jangmi Paek, Dawn McKay, William Sanders, and James Ashton in *Journal of Education for Students Place At Risk* (JESPAR), January-March 2008 (Vol. 13, #1, p. 26-58), no e-link available.

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8. The Importance of Field Trips

In this thoughtful *Education Week* piece on school excursions, Connecticut teacher David Polochanin asks us to imagine three types of student:

• *Student A* – Learns best sitting at a desk; enjoys being in the classroom (in fact, sometimes stays in for recess); likes reading books, writing essays, and taking notes; absorbs every word teachers say.

• *Student B* – Tolerates the classroom, but gets fidgety; conforms to school behavioral and academic expectations but needs varied instructional approaches; field trips are a highlight in any school year.

• *Student C* – Does not learn well in the classroom (because of learning disabilities, problems focusing, having other weaknesses or strengths); thrives on hands-on experiences.

If a school cuts down on field trips because of the pressure to raise test scores or budget constraints, says Polochanin, all students suffer – but students in the B and C categories are disproportionately harmed. "They need more than a classroom can provide," he says. Hands-on experiences are the key to giving them access to middle-class skills.

"In my experience," Polochanin says, "magical things happen on field trips." He describes a trip to the Norman Rockwell Museum and the summer home of Daniel Chester French (who sculpted the Lincoln Memorial) in Stockbridge, Massachusetts, in which two students who struggled to pay attention and behave back at school were exceptionally attentive and picked up every detail – seeming "almost compelled to learn."

Schools need to resist the pressure to cut field trips, Polochanin says. Of course every trip should have an academic rationale and be followed up back in the classroom, but there are plenty of trips for which that is possible. "Field trips broaden students' lives," he concludes, "provide them with valuable cultural experiences, and – who knows – perhaps give them a store of background knowledge for their next bubble-in test."

"The Disappearing Field Trip" by David Polochanin in *Education Week*, March 26, 2008 (Vol. 27, #29, p. 25) http://www.edweek.org/ew/articles/2008/03/26/29polochanin.h27.html

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9. Further Insights on Bullying

This study by researchers at York University and Queens University sheds new light on the psychology of bullying. The study tracked 871 students (466 girls and 405 boys) between the ages of 10 and 18, interviewing them each year about their involvement in bullying or victimizing behavior, their relationships in general, and other positive and negative behaviors. The major findings:

- Most children said they engaged in bullying at some point during their school years.
- 9.9 percent said they engaged in consistently high levels of bullying from elementary through high school.
- 35.1 percent said they bullied peers at moderate levels.

- 13.4 percent said they frequently bullied others in elementary school but engaged in very little bullying by the end of high school.
- 41.6 percent said they almost never bullied others during the adolescent years.
- Students who bullied had conflict-filled relationships with their parents.
- Students who bullied tended to be aggressive and lacked a moral compass.
- Those who bullied also experienced lots of conflict with friends.
- Bullies tended to associate with others who bullied.

What are the implications of this study for schools? Debra Pepler, the lead author, said: "Interventions must focus on the children who bully, with attention to their aggressive behavior problems, social skills, and social problem-solving skills. A focus on the child alone is not sufficient. Bullying is a relationship problem that requires relationship solutions by focusing on the bullying children's strained relationships with parents and risky relationships with peers. By providing intensive ongoing support starting in the elementary school years to this small group of youth who persistently bully, it may be possible to promote healthy relationships and prevent their 'career path' of bullying that leads to numerous social-emotional and relationship problems in adolescence and adulthood."

"Children Who Bully Also Have Problems with Other Relationships" summarized in *Science Daily*, March 26, 08 http://www.sciencedaily.com/releases/2008/03/080325083300.htm. Original article: "Developing Trajectories of Bullying and Associated Factors" by Debra Pepler, D. Jiang, and J. Connolly (York University) and W. Craig (Queens University) in *Child Development* (Vol. 79, #2), no e-link available

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10. How Teacher Absences Affect Student Achievement

This *Education Week* article by Bess Keller reports on a recent three-year study on teacher absences in an urban district conducted by Raegen Miller, Richard Murnane, and John Willet at the Harvard Graduate School of Education. "What we are finding is what common sense would expect," said Miller, the lead author; "That the more teachers are out before the test, the less well students perform." The effect was small but significant – every 10 days of teacher absence had about the same impact on achievement as students having a first-year versus a second-year teacher. Some additional findings of the study:

- Schools with persistently higher rates of teacher absenteeism were more likely to serve low-income than high-income students. In other words, says Keller, "the schools that face the greatest challenges in raising student test scores are also those most likely to have their scores depressed by teacher absences."
- Teacher absences tend to be higher in schools in which students have higher absence rates.
- Overall, teachers in this district averaged 10 absences a year, but there were large variations from school to school; some had absence rates more than double those of others.

- The culture of each school seemed to be a major factor. "In some schools, teachers may strenuously avoid taking days off when they are not sick or do not have another valid reason," reports Keller, "while in others the teachers feel such absences are tolerated."
- Teacher sick days fell just before or after a weekend or a holiday 52.3 percent of the time, versus 45.7 percent for other days of the week. "Conversations with school principals revealed that many teachers viewed such absences as an entitlement that they could use to fit their preferences," reports the study.
- Teacher absence rates were higher in larger schools than in smaller schools.
- Female teachers took more days off than male teachers. [This may include maternity leaves.]
- Once they are past probationary status, teachers' absence rate jumped by 3.7 days a year.

"Studies Link Teacher Absences to Low Student Scores" by Bess Keller in *Education Week* March 19, 2008 (Vol. 27, #28, p. 9),
http://www.edweek.org/ew/articles/2008/03/19/28absentee.h27.html

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11. Why Is Smoking Linked to Educational Attainment?

According to this *Newsweek* article by Jerry Adler, the percentage of American adults who smoke has declined from almost 50 percent in the early 1950s to about 21 percent today. But there are big social-class differences in who smokes:

- Smokers among Americans with a 9th-11th-grade education – 35 percent
- Smokers among Americans with a graduate degree – 7 percent

Even enrolling in a community college brings down the rate of smoking.

These and other class-correlated choices have produced a big gap in life expectancy. According to a 2000 study, here's how long people can expect to live:

- 25-year-olds with a high-school diploma or less – 74.6
- 25-year-olds with any college experience – 81.6

Adler proposes several possible explanations for these stark differences in lifestyle choices:

• *Defiant self-nurturance* – "Things look different to, say, a waitress at a roadside chain restaurant," he writes. In *Nickel and Dimed* (2001) Barbara Ehrenreich quotes a working-class smoker: "[W]ork is what you do for others. Smoking is what you do for yourself."

• *Victims of advertising* – There is no question that tobacco companies target low-income and minority communities with billboards and store promotions – but maybe they're just advertising where their remaining customers are.

• *Immediate gratification* – Is the psychology of working-class culture less tuned to future benefits?

• *Fatalism* – Not using a seat belt parallels smoking and lower educational attainment. One study found that less-educated people are more likely to agree with this statement: "It doesn't matter if I wear a seat belt, because if it's my time to die, I'll die."

"It does matter," says Adler. "Life is uncertain, but that's no reason to surrender to fate."

[The question is whether K-8 schools can have an impact on the psychology of immediate gratification and fatalism – as well as preventing students from getting initially hooked on cigarettes. See Marshall Memo 222, article #6 for more on this.]

"The Working-Class Smoker" by Jerry Adler in *Newsweek*, March 31, 2008 (p. 16)
http://www.newsweek.com/id/128568

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week (two issues)
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine (online)
Teachers College Record
TESOL Quarterly
The Reading Teacher
Theory Into Practice
Tools for Schools