Marshall Memo 337

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 24, 2010

In This Issue:

Quotes of the Week

"[Bullying is] like crab grass in your lawn. It comes back, and each year there's a new group of students, so it really requires continuous monitoring."

Dewey Cornell (see item #6)

"Many troubled organizations, including schools, are habitually inattentive to the need for action. They demonstrate a remarkable capacity to avoid seeing the obvious and, as a consequence, continue to pursue quite inappropriate actions."

Joseph Murphy (see item #2)

"There is mounting evidence that if school leaders are to spread teaching and learning excellence beyond isolated classrooms, they need to create high-functioning instructional teams and distribute authority among staff members in the school building (including teacher leaders) to realize that vision, and then provide support to help others exercise their shared responsibility for improved learning… This perception of successful instructional leadership differs greatly from the common notion of principals as solo heroes."

Wallace Foundation staff in "Reimagining the Job of Leading Schools: Lessons from a 10-Year Journey" in *The Journal of Staff Development*, April 2010 (Vol. 31, #2, p. 12)

"There is… wide agreement that the current teacher evaluation systems are broken."

Douglas Harris (see item #3)

"Education reforms in this country are like fireflies in a field – the fireflies blink on and off, but they are isolated and uncoordinated, so they do not give off a concentrated or meaningful glow."

Marshall Smith in "A Conversation with Mike Smith" in *The Evaluation Exchange*, Spring 2010 (Vol. XV, #1, p. 12)

1. The Effect of Female Teachers' Math Anxiety on Girls' Achievement

In this intriguing study from *The Proceedings of the National Academy of Sciences,* University of Chicago researchers Sian Beilock, Elizabeth Gunderson, Gerardo Ramirez, and Susan Levine report that elementary-school girls with female teachers who had a high level of math anxiety did less well in math – but boys in these same teachers' classes were unaffected.

The authors describe math anxiety as low self-efficacy beliefs with respect to math, avoiding math whenever possible, and performing below one's actual capabilities. For example, math-anxious people underperform when they are asked to do a problem at the chalkboard, take a math test, or calculate a restaurant bill. "When worries and self-doubt occur," say the authors, "thinking and reasoning can be compromised."

The study looked at 17 experienced female teachers in five urban schools and their 117 first- and second-grade students. The researchers measured teachers' math attitudes and knowledge by having them take the Mathematics Anxiety Rating Scale and the Elementary Number Concepts and Operations subtest of the Content Knowledge for Teaching Mathematics assessment. They gave students beginning- and end-of-year math tests and measured their attitudes about math by asking them to draw a person who was good at reading and a person who was good at math and noting the gender of the drawings. Here are the results of the study:

• The more math-anxious a female teacher was, the lower her female students' math achievement was at the end of the year. Boys in their classes did not suffer a decline in math achievement.

• This effect seems to have occurred because girls, watching their math-anxious teachers in action throughout the year, increasingly espoused traditional gender stereotypes about academic proficiency – i.e., that boys are good at math and girls are good at reading

• The math-anxious teachers' negative impact on girls' math achievement had nothing to do with teachers' actual ability as math teachers – as demonstrated by teachers' scores on the math assessment and the fact that only girls experienced a decline in achievement.

What would happen in classrooms with math-anxious *male* teachers? Would boys also do worse in math? Would girls be unaffected? The authors aren't sure, but they note that more than 90 percent of elementary teachers are female and girls are more socially sensitive than boys in early elementary years. The authors doubt that math-anxious male teachers would have any impact on the achievement of girls because students "model behaviors they believe to be gender-typical and appropriate. Thus, it may be that first- and second-grade girls are more likely to be influenced by their teachers' anxieties than their male classmates, because most

early-elementary school teachers are female and the high levels of math anxiety in this teacher population confirm a societal stereotype about girls' math ability. This match between teacher math anxiety and societal norms would not hold for male teachers exhibiting math anxiety."

What is to be done? The authors believe that math anxiety can be reduced through math training and education. "If the next generation of teachers – especially elementary school teachers – is going to teach their students effectively," they conclude, "more care needs to be taken to develop both strong math skills and positive math attitudes in these educators."

"Female Teachers' Math Anxiety Affects Girls' Math Achievement" by Sian Beilock, Elizabeth Gunderson, Gerardo Ramirez, and Susan Levine in *Proceedings of the National Academy of Sciences*, February 2, 2010 (Vol. 107, #5), spotted in *The Education Gadfly*, May 20, 2010; the full article is available at http://www.pnas.org/content/107/5/1860.full.pdf+html.

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2. Advice from Other Sectors on Turning Around Failing Schools

In this meaty *Kappan* article, Vanderbilt University professor Joseph Murphy says there is very little empirical research on turning around failing schools – but a robust body of work from turnaround efforts in churches, hospitals, universities, non-profits, and government entities. He lists nine lessons for educators:

• *Not all failing schools can be saved – and not all are worth saving*. "Those trying to save a school must first consider whether deep-seated and long-standing problems might be better addressed by starting over," says Murphy.

• *Focus on leadership*. "In times of significant change and during crises," he says, "the importance of leadership increases dramatically… The logic here is that almost all other elements of a turnaround depend on and link with administrative action." In almost all cases, Murphy believes, current leaders of failing schools need to be replaced. When this happens, the new leader must have a high degree of experience and expertise.

• *Establish aggressive timelines*. "Research on turnarounds from all sectors of the economy suggests that leaders in failing organizations need to create – or force people to confront – an urgency for action," says Murphy. "…Many troubled organizations, including schools, are habitually inattentive to the need for action. They demonstrate a remarkable capacity to avoid seeing the obvious and, as a consequence, continue to pursue quite inappropriate actions. People in failing organizations often ignore the problem, deny the problem, withdraw, blame and scapegoat others, lower expectations, reinterpret facts to define one's way out of decline, justify poor performance, and defend the current state of affairs."

• *Diagnose first*. Murphy says that many school turnarounds have made the mistake of moving too quickly from naming the problem to implementing solutions. It's essential to take the time to understand what caused the school's dysfunction and figure out the best place to start. An effective diagnosis can do double duty by creating a sense of urgency, building ownership for the eventual plan, and suggesting short-term emergency actions that need to be taken before embarking on long-term solutions.

• *Stick to the basics at first*. "Successful turnarounds at the outset focus on retrenchment, not growth and not new programs," says Murphy. "Organizations don't generally grow their way out of failure."

• *Centralize, don't decentralize*. An ill-advised strategy in many school turnarounds, says Murphy, is to start off by creating teams, empowering colleagues, and building capacity. This is the wrong approach in the early stages, he says. In fact, "almost all successful turnaround organizations pull power and resources to the top in the initial phases of turnaround work. They teach us that decentralization is simply not a wise action step in a crisis."

• *Don't depend on structural changes*. Murphy says one of the clearest findings of school reform and school improvement work over the last 25 years is that "Structural changes have not, do not now, and never will predict organizational performance." On his don't-go-there list: establishing charter schools, changing grade configurations, smaller schools, and mayoral control. It's not that these never work, he says, but they don't help the actual turning around of a school. "Where structural changes work," he says, "they do so because something important is happening inside the structures (for example, high personalization and the forging of a community of dedicated people sharing important values). Unfortunately, there is no empirical reason to believe that what makes structural reforms work in some places transfers when the structures are replicated. Structures can be of real assistance in helping schools recover when all the other tasks are done correctly."

• *Focus on core lines of work – and the customer*. In school turnarounds, says Murphy, focus has several key elements:

- Establishing clear priorities around the heart of the enterprise – what drives academic achievement;
- Concentrating on a few key improvements essential to rebuilding the school;
- Finding one or two initiatives that will be quick wins;
- Channeling resources to the work that really counts and, if necessary, taking resources away from lower-priority areas;
- Backwards-mapping the recovery effort, not from "predetermined solutions and packaged answers", but from its impact on students;
- Picking a few essential performance measurements and monitoring them continuously.

The biggest mistake in turnaround efforts in churches, hospitals, political parties, universities, and other enterprises, says Murphy, is letting organizational needs rather than customer requirements determine what's done – in other words, failing to know and understand the customer.

• *Create hope through vision*. "The turnaround literature teaches us that for recovery to work, the people in the organization need something to get behind," says Murphy. "They require something to care about. And turnaround managers need to concentrate their attention on such ideological phenomena as beliefs, goals, and values." This often means admitting that the previous mission and vision are no longer working – that the organization has lost its way and needs an entirely new vision. Two examples: in the 1990s, the New York City Police Department replaced its mission of dealing with crime after it happened to *preventing* crime.

And at IBM, also in the 1990s, the vision shifted from being a provider of computer hardware to service, solutions, and networks.

"Vision provides a common destiny," concludes Murphy. "It propels the organization. It creates the blueprint for the future. In short, forward action is powered by vision."

"Nine Lessons for Turning Around Failing Schools" by Joseph Murphy in *Phi Delta Kappan*, May 2010 (Vol. 91, #8, p. 93-97) http://www.pdkintl.org/kappan/index.htm

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3. How Can Value-Added Measures Be Used Most Effectively?

"Value-added measures are almost certainly better than our existing system of evaluating schools," says University of Wisconsin/Madison professor Douglas Harris in this thoughtful *Kappan* article, "but many questions remain about the best way to use them and whether to use them for individual teachers."

Harris proposes a Fundamental Principle of Accountability: that educators should be responsible for what they can control. He believes that AYP and the U.S. Department of Education's more recent growth-to-proficiency metric violate this principle because they measure absolute student attainment and are systematically biased against low-SES schools, many of whose students enter with serious deficits. "Policy makers have been too wiling to accept the conclusion that low-attainment schools are also low-achieving," says Harris, "and this has been devastating for high-poverty schools."

Value-added measurement would seem to satisfy the Fundamental Principle of Accountability by holding educators responsible for what they contribute to student achievement during a given year. But value-added has two flaws. First, students' achievement in spring tests doesn't always last until the fall because of summer learning loss. "This means that students living in neighborhoods with fewer libraries and summer reading activities are likely to have more summer learning loss," says Harris, "and schools serving these students will be systematically disadvantaged." Second, random errors in any measurement system create fluctuations in the data from year to year. One study found that 65 percent of teachers ranked in the top fifth on value-added measures were not in the top fifth the next year. This is why value-added scores should never be used to judge teachers based on only one or two years' data; after three years, random errors tend to get cancelled out.

But even using three or more years of data, value-added has limitations because of achievement-grouping of students, movement from class to class and school to school during the year, the timing of tests, and the fact that standardized tests aren't available in all subjects and grades. In short, value-added measurement is far from perfect.

So what is to be done? "There is… wide agreement that the current teacher evaluation systems are broken," says Harris. "If the question is whether teacher value-added accountability is better than the existing system of evaluation, then the answer is probably 'yes.' Less clear is whether teacher value-added accountability would be better than other feasible policy alternatives…" Harris suggests experimenting with three approaches:

• *Evaluating grade-level or subject-area teacher teams on their collective value-added* – This would be less threatening to individual teachers, encourage collaboration within teams, and reduce systematic and random errors by including more students.

• *Not using value-added data for high-stakes decisions* – Harris believes that teacher evaluations, merit pay, and tenure should not be driven by value-added results. But the data are perfectly appropriate for instructional decisions – for example, helping teachers and administrators see what's working and what isn't working in classrooms, whether professional development and curriculum packages are contributing to students' success, and discernible patterns over large numbers of teachers and schools. Individual value-added data might also be shared privately with teachers and principals and used to shape professional development.

• *Supplementing value-added data with principal and peer supervision* – Teachers need formative, during-the-year feedback, and thoughtful classroom observations can provide an additional lens on effective and ineffective practices.

"Clear Away the Smoke and Mirrors of Value-Added" by Douglas Harris in *Phi Delta Kappan*, May 2010 (Vol. 91, #8, p. 66-69), http://www.pdkintl.org/kappan/index.htm.

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4. Rethinking Teacher Compensation with Value-Added Data as One Piece

"The current teacher compensation system is obsolete," say Jonathan Eckert and Joan Dabrowski in this *Kappan* article, and note the current interest in tying teachers' pay to the value they add to student learning. The problem, say the authors, is that there's little evidence that this approach will be effective. "Linking student performance with teacher pay before educators and data systems are ready is comparable to distributing an experimental drug before it's been adequately tested," they say. Eckert and Dabrowski go on to raise some concerns about value-added systems and suggest an alternative.

• *The limits of value-added* – Even the Tennessee Value-Added Assessment System (TVAAS), the most widely used program with the longest track record, has significant flaws:

- An important part of the model is cloaked in proprietary secrecy;
- There has been a lack of external review;
- TVAAS does not consider student background variables;
- There are methodological concerns, for example, TVAAS can retroactively affect a student's prior year of growth data;
- There isn't enough "stretch" in assessments for high-achieving students to show the full extent of their achievement;
- Annual TVAAS data printouts don't provide teachers or principals with guidance on how to use the data to improve classroom instruction;
- TVAAS numbers fluctuate from year to year because of statistical anomalies and policy decisions (for example, in the summer of 2009, state education officials decided that too many teachers, schools and districts were showing growth and set a new benchmark for progress that was applied back to 2005).

These imperfections in one of the most highly regarded systems raises serious questions about using value-added measure for high-stakes decisions about teacher pay and evaluation.

• *Multiple measures* – Eckert and Dabrowski favor using several data points, including multiple classroom observations based on clear criteria of teacher effectiveness; students' progress on high-quality interim assessments; and teacher-determined goals. "The strength of multiple measures is that no one measure needs to be a perfect indicator," they say. "Given the complexity of teaching and learning, no single measure can be a perfect indicator."

Eckert and Dabrowski close by urging educators and politicians to tone down the rhetoric around teacher compensation and involve teachers in crafting a better system. For starters, they suggest reallocating the $8.6 billion that U.S. school districts currently spend on master's salary boosts (there's no evidence that this vast expenditure results in better teaching), channeling it into a hybrid compensation system that includes classroom observations, a career ladder for master teachers who assume additional duties, and a value-added component for teachers' and schools' contributions to student learning.

"Should Value-Added Measures Be Used for Performance Pay?" by Jonathan Eckert and Joan Dabrowski in *Phi Delta Kappan*, May 2010 (Vol. 91, #8, p. 88-92), http://www.pdkintl.org/kappan/index.htm

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5. Teaching Struggling Readers to Get Meaning from Informational Texts

In this article in *The Reading Teacher*, Northern Illinois University/DeKalb professors Laura Hedin and Greg Conderman note that proficient readers regularly monitor their comprehension as they read, using fix-up strategies like re-reading to get the meaning when they're confused – but struggling readers almost never go back and re-read. There are several reasons low-achieving readers fail to use this important strategy:

- It requires extra effort;
- The text is too difficult and fix-up strategies seem futile;
- The assigned text is long and there is pressure to get through it quickly;
- Students don't notice they've lost the meaning.

To break struggling readers of the habit of plowing ahead without good comprehension, teachers need to explicitly teach re-reading, and this may be accomplished best in one-on-one tutoring. Hedin and Conderman go on to describe their successful work with a group of struggling sixth-graders.

Becoming proficient at re-reading is more difficult than it sounds. The first step is getting struggling readers to see that the point of reading is not just accurate decoding (a common misconception) but *understanding* what's read.

The second step is choosing passages at the right level of difficulty. "Informational texts used in general education science and social studies classrooms may be two or more grade levels beyond the reading level of readers with and at risk for disabilities," say Hedin and Conderman, "and nearly 70% of all students may be unable to accurately decode or comprehend their textbooks."

The third step is finding reading passages that are lively and interesting.

Fourth is prompting students to be clear about the purpose of reading the passage, which Hedin and Conderman did by previewing the passage's illustrations, charts and diagrams, and boldface headings.

Fifth is helping students home in on the most important paragraphs for concept attainment and have them pause and think aloud about the meaning and re-read if necessary.

Finally, Hedin and Conderman suggest modeling re-reading. "Our modeling included what section to re-read and how to re-read efficiently," they say, "as well as why re-reading might be helpful."

But getting students to re-read isn't enough. Hedin and Conderman say it's vital to understand several characteristics of informational text that cause students the most problems, including:

- Main ideas that aren't at the beginning of a paragraph – The teacher should pre-read passages and flag paragraphs where the main idea is buried, then help students start at that point and see how the rest of the paragraph builds on the main idea.
- Key terms followed by a definition – Struggling readers need to ask themselves what a boldfaced or italicized word means and hunt for the definition.
- Key terms *preceded* by a definition – For example, *Planets follow an elliptical path called an orbit as they travel around the sun*. Again, students need to check up on their comprehension and re-read if necessary.
- Pronoun referents – Students are often confused by pronouns, which can refer to one of several nouns from the preceding text – for example, *There are two ways astronomers detect planets orbiting distant stars. <u>They</u> measure the stars' magnitude, or brightness, and rotation change. These are clues that a planet is tugging at <u>them</u>*. Teachers need to prompt students to identify the referent of each pronoun until they start prompting themselves.
- Appositives – Informational texts frequently place key terms and their definitions in the same sentence, a construction called an appositive – for example, *Rays, <u>gray streaks thousands of miles long</u>, show where meteors struck the moon, making debris splash out across the surface*. Struggling readers need to be prompted to see that the appositive is preceded by an invisible equals sign – *Rays <u>are</u> gray streaks thousands of miles long…* It's helpful to have students use cloze exercises and think aloud as they work with sentences like this.
- Text enhancements – Students also need to learn how to use pictures, diagrams, charts, bold text, and italics in informational texts. When these features aren't present, they need to supply their own by underlining, highlighting, and sketching illustrations. And when a book can't be written in, students need to know how to use sticky notes.

"We found that after 15 tutoring sessions, our sixth graders were just beginning to adopt the re-reading activities that we practiced with them," conclude Hedin and Conderman. "Although they still required a great deal of support, we found it encouraging that they were willing to re-read to make meaning in collaboration with their tutors."

"Teaching Students to Comprehend Informational Text Through Re-reading" by Laura Hedin and Greg Conderman in *The Reading Teacher*, April 2010 (Vol. 63, #7, p. 556-565), no e-link available; the authors can be reached at lhedin@niu.edu and gconderman@niu.edu.

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6. Bullying and a School's "Ecology"

In this *Education Week* article, Debra Viadero reports on researchers' insights into the "ecology" in which bullying takes place – the role that bystanders, teachers, parents, and other adults can play in sustaining or suppressing it. A Canadian study of school playground behavior found that bystanders were enablers in 85 percent of bullying incidents. When students stood around watching or laughing, that tended to prolong the victimization. Other studies suggest that bullies are often supported by their friends and rarely act in isolation. Aggressive youth seek out and befriend aggressive peers – hence the prevalence of bullying on sports teams, cliques, and fraternities.

Teachers and other staff in schools can subtly support bullying if they don't intervene or if they model the behavior themselves – for example, a teacher humiliating a student for the entertainment of the class. Some staff members seem to be oblivious to bullying, as is revealed by statistics from a recent study conducted by Wichita State University professor Sabina Low and her colleagues in 33 elementary schools:

- 93 percent of teachers said "students in this school generally get along with each other", but only 59 percent of grade 3-5 students in the same school agreed.
- 25 percent of upper-elementary teachers said that students pushing, shoving, or tripping weaker students was a problem, versus 58 percent of students in the same school.
- 25 percent of teachers said teasing, spreading rumors and lies, or saying mean things to classmates was a problem, versus 58 percent of students.

It's possible that studies like this over-report bullying, especially if students don't have a clear definition and aren't asked to cite specific incidents. A more effective approach, says University of Virginia/Charlottesville professor Dewey Cornell, is conducting school-climate surveys in which students are asked to identify peers who are victims of bullying. When a name comes up three or more times, that student is referred to a school counselor.

It's important to repeat school climate surveys at regular intervals, says Cornell. "It's like crab grass in your lawn. It comes back, and each year there's a new group of students, so it really requires continuous monitoring." Which students are most commonly victimized? Those who are obese, homosexual, or have disabilities are most frequently bullied, but beyond those, it varies. "In some schools, the smart kids are the most victimized," says University of Nebraska/Lincoln professor Susan Swearer. "There are others where the smart kids are doing the bullying. It goes back to the nature of the school community… There's such diversity across schools and across the country that it's really hard to say what works in one school is likely to work in another… If the culture is one where athletes are doing the bullying, there can be an intervention around coaches and athletic teams."

"Bullying will be reduced and/or stopped when prevention and intervention programs target the complexity of individual, peer, school, family, and community contexts in which bullying unfolds," says Swearer in the February 2010 issue of *Educational Researcher*. She recommends a multi-pronged approach – a stern posture by the administration, prevention efforts, promoting positive social behaviors among students, one-on-one counseling for victims, and direct efforts to target bullies and other victims. Bullies should be required to attend three-hour positive-behavior training on Saturdays rather than being suspended, says Swearer.

"Studies Probe 'Ecology' of Bullying" by Debra Viadero in *Education Week*, May 19, 2010 (Vol. 29, #32, p. 1, 18-19), e-link for subscribers only

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7. A Texas Principal Describes Her Opening Moves

In the current issue of *The Learning Principal*, Valerie Von Frank interviews Leslie Whitworth about her first year as principal of a 600-student elementary school in Austin, Texas – a year in which the school went from "unacceptable" to "recognized" in Texas school ratings, with 75 percent of students achieving proficiency. Whitmore says that when she arrived, there was a pervasive belief in the school that the students didn't have what it took to achieve. She also found many teachers using worksheets and working in isolation. "I got right in teachers' business to get rid of a worksheet philosophy," she says. She also worked closely with two instructional coaches and set up grade-level teams in which each teacher had a clearly defined role:

- An instructional facilitator who took the lead on curriculum, curriculum planning, etc.
- A positive behavior support facilitator who coordinated classroom management strategies;
- A business facilitator who took care of ordering supplies, turning in money for field trips, and gathering lists and forms from the team;
- A campus improvement facilitator who worked with other teams on schoolwide initiatives.

"I communicate with one representative for each grade level," says Whitmore, "which streamlines communication. Anybody can talk to me at any time, but this system solves simple things much more quickly."

Whitmore also began sending a weekly electronic staff bulletin to take care of routine business (kudos, what's going on around campus, deadlines for things that are due, teaching tips, thoughts about a professional book), which freed up time at staff meetings to talk about teaching and learning.

"A lot of teachers left," says Whitmore. "They were not interested in this culture. We had to make some changes to get results. We got it done in one year with a different way of delivering instruction. I had a list of non-negotiables. We went from worksheets to guided instruction very quickly… When teachers saw their kids start to learn, their beliefs started to

change. We had a miraculous blossoming of kids. All of a sudden, kids started to learn when we changed how we were teaching."

"'We Had a Miraculous Blossoming of Kids'" – An Interview with Leslie Whitworth by Valerie Von Frank in *The Learning Principal*, Spring 2010 (Vol. 5, #3, p. 2), no e-link

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8. The Importance of a Good Teacher-School "Match"

Will a teacher who is effective in one school be equally effective in a different school? It depends, says Cornell University economist Kirabo Jackson in this intriguing National Bureau of Economic Research paper based on student and school-level data from North Carolina between 1995-2006. A lot depends on how well the teacher's style and beliefs "match" the prevailing ethos of the school – for example:

- Effectiveness working with low-SES versus more affluent students;
- Use of direct instruction versus an inquiry approach;
- Comfort working in a high-accountability versus a low-accountability school culture.

Jackson says that about a quarter of what we now attribute to teacher quality should really be attributed to how well the teacher meshes with a given school's environment. The matching effect is especially pronounced in math – that is, math teachers produce better student achievement when they move to a school that better matches their profile.

"Match Quality, Worker Productivity, and Worker Mobility: Direct Evidence from Teachers" by Kirabo Jackson, National Bureau of Economic Research Working Paper #15990, May 2010; this paper can be purchased for $5 at http://papers.nber.org/papers/w15990; spotted in *The Education Gadfly*, May 20, 2010 (Vol. 10, #19)

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9. Short Item:

Rethinking math instruction – This TED lecture features high-school teacher Dan Meyer: http://www.ted.com/talks/dan_meyer_math_curriculum_makeover.html

"Math Class Needs a Makeover" by Dan Meyer in the TED series.

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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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Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Catalyst Chicago
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
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
New York Times
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
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
Theory Into Practice
Tools for Schools