Marshall Memo 363

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 6, 2010

In This Issue:

Quotes of the Week

"In the United States, professional development is not tightly linked to the instructional agenda of the school, so it is often incoherent and many teachers avoid participation."

Vivien Stewart in "Raising Teacher Quality Around the World" in *Educational Leadership*, December 2010/January 2011 (Vol. 68, #4, p. 19)
http://www.ascd.org/publications/educational-leadership/dec10/vol68/num04/Raising-Teacher-Quality-Around-the-World.aspx

"A school's schedule should be a tool to further priorities rather than an impediment to change. Your schedule is not a sacred document."

Richard and Rebecca DuFour (see item #8)

"Too much information can distract rather than inform a person."

Michael Donhost (see item #6)

"Teaching students to perform on a multiple-choice test, regardless of who developed it, looks vastly different from teaching students to achieve on authentic performance assessments."

Michael Donhost (*ibid*.)

"Small-group collaboration is not innate. It has to be learned."

Deanna Day and Sally Kroon (see item #3)

"A portion of our A and B students were not the ones who were gaining the most knowledge but the ones who had learned to do school the best."

Katie Berglund, Minnesota principal (see item #5)

1. What Teach for America Has Learned About Highly Effective Teaching

(Originally titled "Leadership, Not Magic")

In this *Educational Leadership* article, Steven Farr of Teach for America describes the key findings of his organization's study of exemplary teachers. "Our most effective teachers show that great teaching is *leadership*," he says. "In every highly effective classroom, we find a teacher who, like any great leader, rallies team members (in this case, students and their families) around an ambitious vision of success. We find a teacher who plans purposefully and executes effectively to make sure students reach that vision, even as that teacher also continues to learn and improve." Here are the key elements:

• *Setting big goals* – For example, Crystal Jones focused her first graders on reading, writing, and doing math like third graders, and Taylor Delhagen got her high-school history students working toward applying for and succeeding in college. This contrasts to the vaguer and less ambitious targets set by less successful teachers – "I want my kids to learn as much as they can each day."

• *Getting students invested in learning* – Highly effective teachers create and maintain a welcoming environment in which students can take risks, build strong relationships, use role models, and strive for academic success. They get students to abandon the idea that they're "dumb" and commit to working hard. When Farr asked one fifth grader what she was learning, she said politely, "Can you ask me later? I'm kind of busy."

• *Planning backwards* – Exceptionally successful teachers are clear about exactly what their students need to know and be able to do by the end of the year, divide the year into units, plan a logical sequence of skills, plan assessments for each unit, and then prepare lessons. They also systematically manage student behavior and use every minute of classroom time.

• *Executing effectively and making on-the-spot adjustments* – When great teachers see that a lesson isn't working, they analyze the situation and use a repertoire of skills to make mid-course corrections and get to their objective.

• *Continually improving* – Exemplary teachers push themselves to do better and analyze their mistakes, even reviewing videotapes of lessons to tweak elements that aren't working. "Teachers who are getting the greatest results treat their classroom as a laboratory," says Farr.

• *Working relentlessly* – The best teachers find ways of increasing instructional time and getting more resources. They work with students before and after school and on Saturdays. They apply for grants and scrounge extra resources.

From his analysis of Teach for America's most effective corps members, Farr draws several conclusions:

- Much higher performance is within reach for many teachers. The practices of the best teachers can serve as a road map for their colleagues.
- "Certain mindsets and beliefs are necessary for success," says Farr. These include a willingness to take responsibility for students' learning and unwaveringly high expectations.
- Great teaching by itself will not solve educational inequity. Teachers can make an enormous difference, but for systemic and long-range change, they need support from the school and the community.

"Leadership, Not Magic" by Steven Farr in *Educational Leadership*, December 2010/January 2011 (Vol. 68, #4, p. 28-33); Farr is available at steven.farr@teachforamerica.org; article at http://www.ascd.org/publications/educational-leadership/dec10/vol68/num04/Leadership,-Not-Magic.aspx. Farr's book, *Teaching as Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap* (Jossey-Bass, 2010) has a companion website with videos of teachers in action and other helpful resources: http://www.teachingasleadership.org.

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2. Improving Teacher Supervision and Evaluation

(Originally titled "Evaluations That Help Teachers Learn")

Author/consultant Charlotte Danielson begins this *Educational Leadership* article with a critique of traditional teacher evaluation systems:

- They use outmoded evaluation criteria, usually in the form of checklists.
- They use simplistic evaluation labels like *Needs Improvement, Satisfactory,* or *Outstanding* that don't tell teachers very much and often lead to grade inflation, with most teachers getting the highest ratings.
- The same instrument is used for novice and more experienced teachers.
- There's no assurance of inter-rater reliability, meaning that a teacher might get a high rating in one school and a low rating in another.
- Evaluation is usually a paternalistic, one-way process that is "done to" teachers and often feels punitive.

Quality assurance is one major purpose of teacher evaluation. Principals and superintendents must be able to look citizens in the eye and say, "Everyone who teaches here is good – and here's how I know." For that to happen, and for teacher evaluations to be useful for decisions about tenure, promotion, and dismissal, three things must be in place:

• A consistent definition of good teaching – Danielson modestly mentions her own Framework for Teaching, which is a four-level rubric of four domains of teaching: planning and preparation, classroom environment, instruction, and professional responsibilities.

• A shared understanding of this definition – Teachers, mentors, coaches, and supervisors use a common vocabulary for talking about what goes on in classrooms.

• Skilled evaluators – "Evaluators must be able to assess teachers accurately so teachers accept the judgments as valid and the public has confidence in the results," says Danielson.

Professional development is another major purpose for teacher evaluation. "A commitment to professional learning is important, not because teaching is of poor quality and must be 'fixed,'" says Danielson, "but because teaching is so *hard* that we can always improve it… Just as in other professions, every teacher has the responsibility to be involved in a career-long quest to improve practice."

The challenge is combining the quality assurance and professional development aspects of teacher evaluation. Danielson says the design of the traditional process militates against a successful blending. The administrator typically observes a lesson, writes it up, and then tells the teacher what was good and what needs to be improved. The problem is that the administrator is doing all the work and it's a one-way street. "The process violates everything we know about learning," says Danielson, "– that learning is done by the learner through a process of active intellectual engagement." That's why so many teachers find evaluations unhelpful.

To solve this problem, evaluations must involve teachers in self-assessment, reflection, and professional conversation with the evaluator. Danielson suggests that administrators share their detailed notes with each teacher after observing a class, give the teacher time to read and reflect, and then have a two-way conversation in which the teacher can fill in the administrator on the bigger picture of the class and the subject matter and engage in give-and-take on what was effective and what needs to be improved. All this takes place in the context of the district's detailed definition of good teaching.

Danielson and her colleagues have piloted this approach in the Chicago Public Schools and gotten positive reactions. Teachers and administrators appreciate having a consistent definition of good teaching, getting training on those criteria, having opportunities to engage in meaningful conversations about practice, and elevating the level of discourse (previously, teacher/principal conversations often focused on tardiness and turning in lesson plans).

Danielson has found that the biggest challenge is training administrators. "Our findings have been somewhat humbling," she says. "Even after training, most observers require multiple opportunities to practice using the framework effectively and to calibrate their judgments with others. A second challenge is for administrators to find the time to get into classrooms and have follow-up conversations with teachers. Danielson believes these conversations are immensely valuable and that administrators with "careful setting of priorities and judicious scheduling of both observations and conferences can make the best use of the time available."

She also mentions the value of brief, informal classroom observations, which, she says, "yield plenty of information for reflective conversation and require far less time than formal observations do."

"Evaluations That Help Teachers Learn" by Charlotte Danielson in *Educational Leadership*, December 2010/January 2011 (Vol. 68, #4, p. 35-39); Danielson is available at charlotte_danielson@hotmail.com. The article is available at http://www.ascd.org/publications/educational-leadership/dec10/vol68/num04/Evaluations-That-Help-Teachers-Learn.aspx

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3. Online Literature Circles in a Vancouver Middle School

In this *Middle School Journal* article, Washington State University/Vancouver professor Deanna Day and sixth-grade teacher Sally Kroon describe the implementation of online literature circles in Kroon's classroom. They planned and organized three rounds of online literature circles and compared this approach to three rounds of face-to-face circles.

"Small-group collaboration is not innate," say Day and Kroon. "It has to be learned. We also believe discussing books does not come naturally for middle-grades students. Some need to be taught how to think about a book and then how to discuss it." Kroon carefully prepared her students before launching the online discussion. She began the year by reading a chapter of *There's a Boy in the Girls' Bathroom* (Sachar, 1987) aloud every day, leading discussions on content and style, and teaching students the skills of literary analysis and teamwork. As the book unfolded, Kroon had students jot their thoughts on sticky notes – "I like" statements, favorite quotes, literary elements – and begin to discuss their notes in small groups. She led discussions on collaborative group work – contributing, being an active listener, and respecting differences – and then had a fishbowl in which one group modeled discussing a chapter while the rest of the class observed, took notes, and debriefed afterward.

Next, Kroon had her classes read *The Color of My Words* (Joseph, 2000) and asked students to discuss chapters in small face-to-face groups in which students used the norms modeled in the fishbowl. She also taught several mini-lessons on netiquette, web safety, rules against cyberbullying, and how discussing a book online differs from in-person circles. Day and Kroon then chose a grade-appropriate discussion website, Think Quest (http://www.thinkquest.org), got signed parent permission from students, and assigned passwords and message boards.

In November, Kroon launched the first of three online literature circles (the other two were in March and June; the third round included poetry). She introduced a theme ("fitting in" or "overcoming challenges"), did brief book talks on twelve books dealing with the theme, and allowed students to quickly browse the books (reading the back cover and a page in the middle). Students then filled out a secret ballot naming the three books they most wanted to read, and Day broke students into groups of 4-5 students by book choice. Groups got their books and met to figure how many pages they needed to read each day to complete their book in time for their online discussion in two weeks. Students then read their books for 15 minutes a day during Silent Sustained Reading time and did additional reading for homework, using sticky notes to mark pages that were interesting and jot notes on connections, questions, good lines, and anything else they wanted to share with their group. Just before the first online discussion, students were given time to read through their sticky-note comments and put a star on those that would make good conversation starters.

The online literature circles took place in the school's computer lab and lasted an hour the first time and longer (by popular demand) the second and third times. After each round, students completed a digital extension product on their book (for example, a TuxPaint picture of a character and PowerPoint presentations with quotes and reactions to the book), looked at each others' products, and answered questions about how the discussions had gone on the

teacher's Think Quest web page. Based on students' products and comments and face-to-face interviews, Day and Kroon concluded the following about online literature circles:

• *Students loved the activity*. "The idea of discussing books virtually was exciting and different," say Day and Kroon. Students cheered when the project was introduced, eagerly read and commented on their books, and reveled in the online discussions. "I can't believe we get to do this in school," said one student. "I was much more comfortable sharing my ideas because I wasn't afraid of people laughing at me," said another. A third: "You can ask questions that you would never ask out loud." Another said, "Discussing books online allows many conversations to be going on at the same time. This allows us to talk about more topics, and everyone learns more." And another: "There was never a dull moment because the questions kept pouring in. Everyone had something to say, and we didn't have to wait turns to talk." A larger percent of students participated in the online discussions (some continued the discussion on their home computers), reluctant readers were more active, the quality of extension projects was quite high, and the enthusiasm generated by the online discussions carried over to students' general reading and participation in regular class discussions.

Students overwhelmingly preferred online to face-to-face literature discussions, but in interviews, saw the virtue of doing both. "I would like a combination of both," said one student. "With the face-to-face you can look in the actual eyes of the people you are talking to. Online is a little more comfortable, because you can say anything you want. I think it would be good to have a little bit of both."

• *Students overcame initial challenges with the technology*. There was some initial confusion about how to discuss a book online. "I was confused at first, because not everyone is on the same topic and people are jumping from subject to subject," said one student. But as the discussions progressed, students worked things out and got used to the backwards scrolling of the discussion (the most recent comments appear at the top of students' screens). A number of students said the challenging of getting their thought into the discussion improved their typing skills. After initial confusion about who was in each group (each group was scattered around the computer lab), Day and Kroon gave students bookmarks on which to write the names of their group members – with the correct spelling of each name.

• *Real-time adjustments were essential*. Day and Kroon overcame a number of glitches during and after the first round of online discussions. Some students got caught up in the novelty of chatting via computers and didn't buckle down to substantive discussions of their book. Some discussions got stuck on one point and didn't move on. There was too much active listening and fluffy filler talk, for example, "I agree" or "Good idea." A few students left the discussion to explore other websites. Some of the extension products didn't meet high standards. Day and Kroon realized that it was best to have students finish reading the whole book before having the online literature circle (having students read part of the book and splitting the discussions into two segments led to problems, including some students reading ahead and giving away the ending).

Before the second round of online literature circles, Kroon shared transcripts of the first round discussions with students, asked for reactions, led a brainstorming session on ways to

make the circles more rigorous and helpful, and gave students a bookmark with the ideas, which included saying, "I agree with you, but what did you think of…?" or "One of my sticky notes says…"

Day and Kroon highly recommend online literature circles to other teachers. They caution that success depends on careful planning and preparation of students, and they say it's very helpful to work with a colleague, as they did.

"'Online Literature Circles Rock!' Organizing Online Literature Circles in a Middle School Classroom" by Deanna Day and Sally Kroon in *Middle School Journal*, November 2010 (Vol. 42, #2, p. 18-28), no e-link available; Day can be reached at dday-wiff@vancouver.wsu.edu.

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4. Douglas Reeves on Grading Policies

"I don't know a more controversial topic in educational policy right now than student grading," says author/consultant Douglas Reeves in this *American School Board Journal* article. "It is front-page news in national newspapers, and articles about grading policy can attract angry and emotional responses from parents, teachers, administrators, and other interested citizens." Areas of contention include grading policies that are too stringent, too lenient, and inconsistent (*Is late work accepted? Are averages used? How is the final exam weighted?*).

Reeves says that the proper role of school boards with grading policy is similar to the way it should deal with school meal policies: it's inappropriate to dictate that turkey sandwiches will be served on Monday and lasagna on Thursday, but it's entirely appropriate to insist that food is safe and nutritious. With grades, Reeves believes school boards should refrain from micromanaging but should set policies to ensure that grades in all schools are:

• *Accurate* – The same piece of student work receives the same grade regardless of who the teacher is.

• *Fair* – Differences in grades should reflect variations in the quality of work, not differences in gender, ethnicity, or social class.

• *Timely* – Students and parents should be told about grades early enough to correct problems.

• *Specific* – Students should get detailed information about how to improve, not just a summative grade or comment.

Reeves says that several grading innovations have received strong support from teachers and school leaders and should be considered by school boards as part of their policy guidelines:

- Using a 4-3-2-1 grading scale instead of a 100-point scale;
- ZAP (zeroes aren't permitted) – Giving zeroes on a 100-point scale inordinately distorts students' grades. The evidence is that eliminating zeroes improves homework completion, reduces failures, and improves student discipline.
- Giving early final exams to allow students to pull up unsatisfactory work;

Reeves closes by suggesting that school boards preempt a lot of unproductive discussion by beginning any discussion about grading policies with a statement like this: "Whatever the changes made in grading policy, we guarantee that we will continue to have a high-school transcript with letter grades; we will continue to have individualized education plans for all special-needs students, and the IEP results will be an integral part of our comprehensive reporting to parents; we will maintain our commitments to accuracy, fairness, specificity, and timeliness in all grading policies; and we will make our final decisions based on overall commitment to improve teaching, leadership, and learning in our system."

"Leadership: Grading Curve" by Douglas Reeves in *American School Board Journal*, December 2010 (Vol. 197, #12, p. 48-49), no e-link available; Reeves can be reached at dreeves@leadandlearn.com.

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5. Report Cards Emphasizing Student Mastery, Not Compliant Behavior

In this *New York Times* article, Peg Tyre reports on a Minnesota middle school's discovery that about 10 percent of students who were getting As and Bs on their report cards did poorly on end-of-year state tests while 10 percent of students with Cs, Ds, and Fs on their report cards did well on state tests. Katie Berglund, the principal of this 950-student school, realized that "many teachers had been grading kids for compliance – not for mastering the course material. A portion of our A and B students," she said, "were not the ones who were gaining the most knowledge but the ones who had learned to do school the best."

So the school implemented a standards-based report card, which put the main emphasis on "knowledge" grades, computed by averaging end-of-unit test scores. Unit tests can be re-taken any time during the semester as long as students have completed all homework, and remedial classes are offered all year. There is a separate "life skills" grade for work habits, attitude, effort, and citizenship. Since implementing the new report card format, some students' grades have gone up and some have gone down; Berglund believes that current grades more accurately reflect students' mastery of what's being taught.

David Krenz, the superintendent of the district, has heard some parent complaints about the new system, but he believes that standards-based report cards are a real improvement. "Before we started this," he said, "a teacher could complain to a parent that their child slumps in the back of the classroom and doesn't bring a pencil. Now the conversation is about the fact that the child doesn't know how to calculate slope, and we can put our heads together – parents and teachers and administrator – to figure out how to help that child obtain that skill."

Patrick Grady, superintendent of schools in Potsdam, New York, another district moving to standards-based report cards, agrees. "We are getting rid of grade fog," he says. "We need to stop overlooking kids who can do the work and falsely inflate grades of kids who can't but who look good. We think this will be good for everyone."

"No More A's for Good Behavior" by Peg Tyre in *The New York Times*, Nov. 28, 2010 (p. 3); search at http://www.nytimes.com/ (registration required)

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6. Getting "Data-Driven Instruction" Right

"Too much information can distract rather than inform a person," says St. John's University professor Michael Donhost in this *Middle School Journal* article. He suggests nine key variables to making the best use of student achievement data:

• *Time* – Teachers need scheduled blocks of time to analyze and follow up on assessment information.

• *Teams* – Interim assessment analysis and follow-up works most effectively when it's done in grade-level or course teams.

• *Trust* – For teams to work effectively, there must be a common vision, an orientation toward continuous improvement, and trust that the data won't be used in a punitive fashion.

• *Assessment literacy* – "Raw, decontextualized data by itself does not provide a basis for judgment or answers to problems of student achievement," says Donhost. Teachers need to know how to interpret student achievement results, which means knowing concepts like formative (on-the-spot), interim, and summative assessments; norm-referenced, criterion-referenced, and standards-referenced tests; developmental scales; sampling; discrimination; measurement error; reliability; and score inflation. Few teacher-preparation programs do a good job with assessment literacy, so it's up to schools and districts to do the job.

• *Finding helpful data* – Donhost notes that standardized test scores arrive too late to be helpful with current students and are often instructionally insensitive. He also says that there's a lack of solid research evidence (to date) on the efficacy of interim assessments. But he believes that interim assessments can be used effectively by teacher teams to improve student achievement.

• *Aligning data systems* – Most school districts have data warehouses and software programs for analyzing student achievement results, but they rarely communicate with each other. It's vital to align these systems and create data dashboards that distill information into manageable chunks and give teachers and school leaders clear and timely information on key indicators such as student academic performance and attendance.

• *Altering instruction* – "Though adjusting teaching practice is implied in the logic of data-driven decision making," says Donhost, "it is a difficult step for many schools." Few schools have been successful in making the shift from using data to identify failures to using it to improve instruction. This is where teacher teams need guidance and support from administrators, staff developers, consultants, and researchers.

• *Teaching beyond the test* – "Teaching students to perform on a multiple-choice test, regardless of who developed it, looks vastly different from teaching students to achieve on authentic performance assessments," says Donhost. He notes that a new generation of assessments is in the works, and educators will soon have to adjust to new ways in which students will be held accountable.

• *Involving students* – "Middle-grades students can use 'kid-centric' benchmark assessment results to set educational goals and take ownership for their education," says Donhost. He believes this is the final frontier in the effective use of student achievement results.

"Data-Driven Decision Making" by Michael Donhost in *Middle School Journal*, November 2010 (Vol. 42, #2, p. 56-63), no e-link available; Donhost is at donhostm@stjohns.edu.

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7. A Step-by-Step Guide to Effective Use of Interim Assessments

In this *Principal Leadership* article, Towson University professor Ronald Thomas describes what he calls the Classroom-Focused Improvement Process, in which teacher teams use interim assessments to identify patterns of class-wide strengths and weaknesses, identify students who are ready for enrichment and interventions, and think about ways to improve instruction. Here is his reflection guide for this process:

Planning instruction:

- Consult state and district curriculum guides for objectives and sequence.
- Identify the prerequisite knowledge and skills students need to be successful.
- Understand the level of cognitive demand (rigor) that students need to demonstrate.
- Assemble the necessary resources for the unit.
- Give a pre-assessment and use the results to determine class and individual needs.
- Anticipate common student misconceptions.
- Plan for differentiation of content, instructional strategies, and how students will show mastery.

At the beginning of instruction:

- Share unit and daily objectives with students.
- Involve students in setting learning goals for the unit and tracking their own progress.

During instruction:

- Make connections to prior learning or related content.
- Model concepts and skills and provide exemplars of proficient work.
- Correct students' misconceptions.
- Assign work that is mostly on grade level, with appropriate scaffolding.
- Base assignments on real-world tasks.
- Vary instructional activities to meet individual student needs.
- Use graphic organizers and other non-linguistic representations.
- Use cooperative learning.
- Get students writing frequently.
- Assign purposeful homework.
- Give students specific, timely, and varied feedback on their assignments.
- Get students analyzing, synthesizing, and evaluating.
- Give students multiple opportunities to practice, review, and apply their new learning.
- Get students involved in monitoring their own progress.
- Frequently check for student understanding and modify instruction based on the results.
- Reinforce student effort and recognize success.

At the end of each unit:

- Pick the most appropriate type of assessment for the knowledge and skills taught.

- Use a variety of assessment formats, including those that mirror state assessments.
- Mirror the level of rigor in external assessments.
- Involve students in identifying next steps in their learning.

"Data Processing" by Ronald Thomas in *Principal Leadership*, November 2010 (Vol. 11, #3, p. 52-57), no e-link available; Thomas is available at rathomas@towson.edu.

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8. Creating a Schedule That Allows Struggling Students to Get Help

In this Solution Tree advertisement in *Education Week*, author/consultants Richard and Rebecca DuFour say they have spoken to many educators who agree with the general principle that students who are having difficulty should get extra help, but say their school's schedule makes it impossible. The DuFours ask these folks the following questions:

- Did you mean it when you said the purpose of your school or district is to help all students learn?
- Do you recognize that the same researchers who have found that all students can learn have also acknowledged that some students will require more time and support for learning than others?
- Do you agree that a school's schedule should reflect its purpose and priorities?
- Have you created a schedule that ensures you have access to all students who experience difficulty in order to provide them with additional time and support for learning?

"A school's schedule should be a tool to further priorities rather than an impediment to change," say the DuFours. "Your schedule is not a sacred document. If your current schedule does not allow you to provide students with something as essential to their academic success as extra time and support for learning, you should change it!"

The All Things PLC website lists over 150 schools that have succeeded in creating schedules that meet these criteria, allowing struggling students to get extra help without requiring them to miss new direct instruction (and also giving teacher teams time to meet during the school day): http://www.allthingsplc.info/evidence/evidence.php

"The Schedule Won't Let Us" by Richard DuFour and Rebecca DuFour in *Education Week*, Dec. 1, 2010 (Vol. 30, #13, p. 6), no e-link available

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9. Short Item:

Teaching websites – Here are three excellent Internet resources for teachers at different levels:

• National History Education Clearinghouse – http://teachinghistory.org - Extensive links to primary sources and guides for grades K-12.

• Library of Congress – http://www.loc.gov/teachers - The world's largest library features tools for using primary sources, with links to collections of documents and images on a range of topics as well as online training resources.

• National Archives – http://www.archives.gov/education - Multiple ways to explore interactive collections of primary sources.

Many thanks to Rich Cairn of Emerging America Collaborative for Educational Services for pointing out these websites – http://EmergingAmerica.org.

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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 41 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).

Subscriptions:

Individual subscriptions are $50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

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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
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
The School Administrator
Theory Into Practice
Tools for Schools