Marshall Memo 1017

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 1, 2024

In This Issue:

Quotes of the Week

"We have more information at our fingertips than ever before, but most of that information is of little value. Worse, a considerable amount of it will just lead our thinking astray."

David Ludden (see item #1)

"Of all the things that can boost emotions, motivation, and perceptions during a workday, the single most important is making progress in meaningful work."

Teresa Amabile and Steven Kramer, quoted in "Why It's So Hard to Get Things Done" by Adi Ignatius in *Harvard Business Review*, Jan./Feb. 2024 (Vol. 102, #1, p. 12)

"One danger is that social media not only reflects real-world disparities, it could also exacerbate them."

Pamela Paul (see item #5)

"Women have to learn how to support themselves so they can marry the men they love, not the men who take care of them."

Norma Kamali on her mother's advice, in a "Life's Work" interview with Alison Beard in *Harvard Business Review*, January/February 2024 (Vol. 102, #1, p. 152)

"Aristotle believed the body was perfect at age 35, the soul at 49."

Alison Beard quoting Chip Conley in "Can We Make Middle Age Less Miserable?" in *Harvard Business Review*, January/February 2024 (Vol. 102, #1, pp. 146-147)

"I commit to living a life more focused on my eventual eulogy than my current résumé."

Chip Conley (quoted in *ibid*.)

"Kaleidoscope or chrysalis, second act or atrium, bridge or winding path, maybe middle age isn't so bad after all?"

Alison Beard (*ibid*.)

1. Five Strategies for Better Thinking

In this *Psychology Today* article, Karolina Lempert (Adelphi University), Eva Krockow (University of Leicester), Ellie Xu (University of Southern California), Albert Rothenberg (Harvard Medical School), and David Ludden (Georgia Gwinnett College) suggest five ways (each author taking one) to think more clearly, efficiently, and creatively:

• *To make better choices, maximize options*. Asked to decide on a restaurant, we're likely to choose the one that comes most quickly to mind, but given a longer list or a few moments to brainstorm, we're likely to come up with a tastier meal. "Our memories are efficient," says Lempert, "but they are also limited; if we create or seek out fresh menus before we make decisions, we might end up happier."

• *For better plans, use backward design*. In the sitcom *Friends*, Rachel is celebrating her 30th birthday and thinks about how she can reach her goal of being married and a mother of three children:

- She wants to have her first child by 35.
- So she'll need to get pregnant by 34.
- That means getting married by 33, at least one year before getting pregnant.
- She needs 1.5 years to get to know the guy and 1.5 years to plan the wedding.
- So she needs to meet her future husband by 30 – this year!
- That means breaking up with boyfriend Tag, who's not ready for such a commitment.

Rachel was using *backward induction*, says Krockow, which "relies on analytical thinking and perspective taking, or the ability to imagine your situation at a later point in time." This is a helpful strategy for "approaching any long-term goal that might appear unattainable in the moment," she says, and should be promoted and taught more widely.

• *To manage overload, reframe*. Imagine planning a special dinner party for five close friends and having two of them cancel at the last moment. Here are several possible ways of dealing with the anger and disappointment:

- Rumination – Thinking over and over about the reasons the two friends cancelled out;
- Emotional suppression – Pushing down the negative feelings;
- Cognitive reappraisal – Focusing on feeling grateful for the friends who will attend.

It's also possible that you're so upset and overwhelmed that you can't think clearly. You're beyond what psychologists call the "thinking threshold" and need to distract yourself by taking a run, engaging in a hobby, or using a breathing relaxation technique and mindfulness meditation. But if and when you can call on rational faculties, cognitive reappraisal is more helpful than rumination and suppression.

This is not true in every fraught situation. If you've failed a physics midterm exam, reframing the situation – *The midterm is only 40 percent of my grade and this is not the end of the world* – is not the best way to gear up to using a more-effective study method for the final.

• *To boost creativity, think of opposites*. Janus, the Roman god who always looks in diametrically opposite directions, embodies an unusual strategy for creative thinking. The Janusian process has four phases:

- The motivation to create something new;
- A deviation or separation from the usual, accepted way of proceeding;
- Actively entertaining two or more contradictory ideas;
- Constructing a new theory, discovery, artwork, or practice.

It turns out that many creative thinkers have used this approach to make a conceptual or artistic breakthrough, including Einstein with his General Theory of Relativity (picturing a man falling from the roof of a house that was both static and in motion at the same time) and the playwright Eugene O'Neill, who conceived the main character of *The Iceman Cometh* wishing for his wife to be both faithful and unfaithful at the same time.

• *To maintain focus, separate the wheat from the chaff*. "We have more information at our fingertips than ever before," says Ludden, "but most of that information is of little value. Worse, a considerable amount of it will just lead our thinking astray." We need to engage in "critical ignoring," he says, intentionally controlling our intake to reduce exposure to low-quality information and enable better decisions. Three strategies:

- Self-nudging – Like a dieter banishing unhealthy foods from the house, keep attention-grabbing items in your digital environment out of sight and limit random browsing.
- Exploring laterally – Open a new tab next to an unknown item or a potentially misleading headline to find out more about the source and uncover a possible hidden agenda.
- Not feeding the trolls – "We all know that there are malicious actors on the Internet whose goal is to spread false information and hurtful rumors," says Ludden. "It can be tempting to respond to them to try to set the record straight. But trolls don't care about that. They just care about provoking your emotions, so instead of rewarding them with your attention, ignore or block them."

"5 Laws of Great Thinkers" by Karolina Lempert, Eva Krockow, Ellie Xu, Albert Rothenberg, and David Ludden in *Psychology Today*, January/February 2024 (Vol. 57, #1, pp. 38-45); the authors can be reached at kmlempert@adelphi.edu, emk12@leicester.ac.uk, epxu@usc.edu, Albert_Rothenberg@hms.harvard.edu, and dludden@ggc.edu.

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2. How Leaders Respond to Unexpected Events

In this *Harvard Business Review* article, Nitin Nohria (Harvard Business School) says he's often asked, "Can leadership be taught?" His usual answer is that people's innate artistic, athletic, and leadership ability varies, "but just as good coaches and teachers can help athletes

and musicians realize their full potential, good educators can help people become better leaders."

A few years ago, someone challenged this response: *What about handling events a leader can't anticipate? Can that be taught?* There's huge variation here, says Nohria, all the way from Volodymyr Zelensky's remarkable and unexpected leadership after the Russian invasion of Ukraine to the way Jimmy Carter was undone by the Iran hostage crisis. Is this quality amenable to instruction?

A 2018 study found that CEOs spend about 36 percent of their time in reactive mode [it's probably higher for K-12 school leaders], so dealing with unexpected events is an essential leadership skill. To get a handle on how leaders should think about this key area, Nohria created a matrix with two axes:

- How events initially present themselves (vertical)
- How significant they will become over time (horizontal)

The matrix helps leaders decide which category issues fall into, craft appropriate responses, and communicate their priority to the rest of the organization. Here's Nohria's advice on figuring out which quadrant an event is in and how to respond:

• *Normal noise* – "A certain level of unpredictability and variability is natural in any organization," says Nohria. "This generates a constant stream of positive and negative issues that demand attention." But many small issues are likely to remain small, and the leader's task is not to be distracted and drawn in by these events. Leaders need to rely on their subordinates to handle these matters, resolve to treat them as routine, and check in with a "trust but verify" mindset.

• *Siren songs* – Significant issues that are likely to diminish over time – The leader's task (as with Odysseus and the sirens tempting him and his sailors onto the rocks) is to not overreact, remain vigilant, watch and wait. "The key to siren song situations is equanimity," says Nohria. "It can be helpful to sleep on a matter for a day or two and let the steam blow off to see if things calm down. More time often allows more information to come in – which can be extremely valuable."

• *Whisper warnings* – Small issues that appear small but might become significant – The leader's task here is to distinguish them from normal noise, see the potential for escalation, and nip them in the bud. These might be rumblings among colleagues, morale issues, or other signs of well-founded discontent or distress.

• *Clarion calls* – Crises and other significant issues likely to remain significant – In these situations, says Nohria, "leaders must always keep a hand on the steering wheel and lead the organization forward. They must show empathy for the people affected by events but also find ways to navigate the stress, anxiety, and other emotions they may personally feel."

Here is his three-part framework for action to help leaders respond to the full spectrum of unfolding events:

- *Sensing* – Staying attuned to what's happening in the organization, being out and about, recognizing patterns, gathering different perspectives, and making meaning of events as they unfold.

- *Sizing* – Thinking about which of the four quadrants events fall into – distinguishing between normal noise, siren songs, whisper warnings, and clarion calls.
- *Responding* – When action is required, coming up with a plan, delegating responsibility, and overseeing execution. Like chess players, says Nohria, leaders need to "imagine different scenarios and do their best to maintain several strategic options for as long as possible."

"As much as leaders must craft a vision and align and motivate the organization around it," he concludes, "they must also sense, size, and respond to unfolding events." Handling unexpected situations poorly can have immense costs – for the organization and the leader.

"Leaders Must React" by Nitin Nohria "Leaders Must React" by Nitin Nohria in *Harvard Business Review*, January/February 2024 (Vol. 102, #1, pp. 51-55)

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3. Student Self-Talk and Classroom Success

In this *American Journal of Education* article, Benjamin Uhrich (University of North Carolina/Charlotte) and seven colleagues say that "self-talk is ubiquitous in human beings and plays a role in virtually all learning functions… [It's a] free-flowing internal dialogue that guides our behavior and future thoughts, for better or for worse."

The researchers studied college students' use of self-talk when faced with difficult situations, and its effect on their:

- School satisfaction – How happy students were with their educational experience;
- Self-efficacy – Students' belief they were capable of successfully achieving goals;
- Academic performance – Success at reasoning, cognitive development, planning, motivation, self-regulation, metacognition, executive function, and grades.

Uhrich et al. analyzed 1,092 self-talk responses from 177 undergraduates at a small liberal arts college in the southeastern U.S. Here are some examples:

- *I am thinking I can handle this.*
- *I can do this if I keep trying.*
- *I am so worried. But I need to focus now.*
- *This is not what I was planning on, but oh well, it is what it is. I'll have to get started studying immediately and make sure to eliminate as many distractions as I can. The key is not to stress out more than is necessary. Just keep calm and let's take a deep breath and get to it.*
- *This class is the worst. I feel like I'm going to die. I'm bored and feel like I'm wasting my time with this class.*
- *Oh s---, I'm screwed. This test will ruin my grade in the class and absolutely kill my GPA. Why didn't I study before today? I always do this to myself. I never should have taken this class. I hate this school.*
- *I'm so dumb.*

What were the results of the study? Uhrich and colleagues found that downbeat self-talk had a negative effect on students' school satisfaction and self-efficacy, but not on their grades and GPA. As for positive inner speech, the researchers found "consistent and robust relationships between self-talk and academic satisfaction, self-efficacy, and performance." Students can use constructive self-talk to regulate thoughts, feelings, and behaviors, which will boost school satisfaction, a growth mindset, and grades.

The researchers' conclusion for K-12 as well as college settings: "Self-talk is a unique and influential construct that should be of interest to academics and practitioners across the disciplines of psychology and education… Self-talk is not a mere repackaging of personality traits, nor skills or strategies people use to optimize their performance… Interventions that promote adaptive self-talk in the context of the school setting have the potential to be transformative."

"The Power of Inner Voice: Examining Self-Talk's Relationship with Academic Outcomes" by Benjamin Uhrich, Sandra Rogelberg, Steven Rogelberg, John Kello, Eleanor Williams, Shahar Gur, Leann Caudill, and Miles Moffit in *American Journal of Education*, November 2023 (Vol. 130, #1, pp. 31-60); Uhrich can be reached at benjaminuhrich@hotmail.com.

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4. Middle-School Girls Dealing with Gendered Harassment

In this article in *Urban Education*, Johari Harris (University of Virginia/Charlottesville) and Ann Kruger (Georgia State University/Atlanta) report on their study of seventh-grade girls' experience with sexual harassment in a K-8 charter school – and how adults responded. This school, located in a low-income urban community in the Southeast, had several unique features:

- Looping – Students spent two or more years with the same teacher.
- Continuity – Most of the girls in the study had been at the school since second grade.
- Homogeneity – The students were 98 percent African American, as were 80 percent of teachers and two of the three school leaders.
- Cultural responsiveness – Assemblies, student projects, and professional development focused on cultural pride, critical thinking about current events, and elimination of bias.
- Beyond academics – Beginning in fifth grade, the girls had been involved in social emotional learning, values activities, media literacy, cheerleading, community events, and tours of a nearby HCBU.
- School leaders and most teachers were women and took a special interest in the middle-school girls.

"These dynamics," say Harris and Kruger, "likely contributed to a level of confidence and authority many of the girls exhibited; they did not shy away from addressing concerns with teachers and administrators."

The researchers organized eight in-person sessions with a majority of the school's seventh-grade girls. Here's what emerged:

• *Verbal harassment* – Girls reported boys singing misogynistic lyrics to them, making off-color jokes, and directing unwanted comments at girls' bodies, ignoring explicit requests for respect and claiming it was all a joke. Harris and Kruger comment on the "Jezebel" stereotype of black females common in rap and R&B music and videos, and the girls' "conflicted relationship with hip-hop music, which often portrays black women in hyper-sexualized ways."

• *Physical harassment* – Less frequent but definitely present was inappropriate touching by boys, sometimes stemming from a dare. "That doesn't mean you have to do it!" said one girl who, like her friends, often angrily objected. As girls described these incidents, say Harris and Kruger, the tone was "of mild irritation and resignation… accustomed to these occurrences despite the discomfort they felt… more fatigued and irritated than enraged or frustrated… Simply put, they demanded more and knew they deserved better."

• *Teacher responses* – Girls said that teachers "don't listen to us," "don't take our concerns seriously," and "don't do anything." They described teachers laughing off incidents they reported, in one case saying the boy was just a "perv." An assistant principal suggested that girls should empathize with and tolerate a boy engaging in sexually inappropriate behaviors. "Despite the school's careful professional development efforts on cultural sensitivity," say Harris and Kruger, "teachers still responded in dismissive, insensitive ways that reproduce sexual stereotypes about black females *and* males."

The girls' "experiences and related frustrations," say Harris and Kruger, "confirm quantitative and qualitative research findings that point to the invisible nature of black girls in school settings. Their very real concerns went unheeded by adults, forcing them to take matters into their own hands… This sends the problematic message that black girls are ultimately responsible for everyone's sexuality, not just their own."

It's most unfortunate, say the authors, that staff at this school sent the message *It's just the way it is*. "Given the dynamic nature of romantic and sexual interest during adolescence, it is the responsibility of the adult staff, not the students, to communicate and reinforce clear expectations regarding sexual harassment. Regardless of background, girls should not have the onus of controlling/disciplining their aggressors."

Educators need training "to understand what sexual harassment is and implement the most effective measures to address it," say Harris and Kruger. There should also be conversations that support girls in developing an "oppositional gaze" and other tools of resistance. "These conversations and activities can begin with explicit interrogations of the historical, social processes that contribute to their present-day realities."

There must also be conversations with all boys about acceptable and unacceptable behaviors, say the authors. "These conversations need *not* be punitive. It is unsurprising that boys reproduce actions that reinforce a patriarchal society considering the sweeping reach of toxic masculinity. What needs to be carefully explained, however, is how these actions diminish the perpetrators' own humanity alongside that of their victims.

"In line with restorative justice practices and initiatives, these conversations should be meaningful and provide a space where boys are held accountable and supported as they

navigate the complex and sometimes unforgiving terrain of masculinity… This is especially important for black boys who are vulnerable to negative, often rigid, representations of black masculinity, just as black girls are similarly vulnerable to negative beliefs and expectations linked to their gender and race."

"'We Always Tell Them, But They Don't Do Anything About It!' Middle School Black Girls' Experiences with Sexual Harassment at an Urban Middle School" by Johari Harris and Ann Kruger in *Urban Education*, December 2023 (Vol. 58, #10, pp. 2543-2569); the authors can be reached at jh9zn@virginia.edu and ackruger@gsu.edu.

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5. Teen Social Media Use Varies by Race and Ethnicity

In this *New York Times* article, Pamela Paul reports on differences in teenagers' social media use by race and ethnicity. According to a recent Pew study, 55 percent of Hispanic and 54 percent of African-American kids 13-17 say they are online almost constantly, compared with 38 percent of white teens. One-third of Hispanic teens are heavy users of TikTok compared to one-fifth of black and one-tenth of white peers. With YouTube, 27 percent of Hispanic and 23 percent of black teens are obsessed, compared with 9 percent of white peers; Instagram has a similar pattern. Another study found these differences are mirrored for kids 8 to 12 years old.

Paul describes six research findings on how these differences play out in teenagers' daily lives:

• Teens of color are less likely to have access to broadband and use their smartphones versus computers to access social media, with constant pings, whizzes, and notifications. Psychologist Lucia Magis-Weinberg (University of Washington) likens phone Internet use to snorkeling, computer use to scuba diving.

• "It's culturally more acceptable in youth of color households to use technology for social and academic reasons compared to white households," said Linda Charmaraman (Wellesley Centers for Women). "Parents don't worry as much about it. There isn't as much shame about it."

• Hispanic teens often act as "digital brokers" for their parents, and WhatsApp is hugely popular with them (as it is throughout Latin America).

• The hours teens spend on phones is taking time away from sports, after-school clubs and activities, in-person socializing, and exploring the outdoors, and this is especially true for teens who have less access to those activities.

• Social media use also reduces time spent reading books and magazines, an activity linked to mental well-being and school achievement. Across the board, the percent of teens reading for pleasure has dropped precipitously, with teens of color reading less than their white peers. "In other words," says Paul, "one danger is that social media not only reflects real-world disparities, it could also exacerbate them."

• The negative impact of heavy social media use on teens' anxiety, depression, sleep, eating disorders, self-esteem, and harassment skews by social class, race, and ethnicity. "The

way social media use presents itself is as something that is actively harmful," says Akeem Marsh of the New York Foundling, a social services agency. "I think in the long term, we're going to see real differences in impact."

"We Should Talk About How Social Media Use Differs by Race and Ethnicity" by Pamela Paul in *The New York Times*, December 22, 2023

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6. Elementary Subject-Area Specialization and Teacher Turnover

In this article in *Elementary School Journal*, Kevin Bastian (University of North Carolina/Chapel Hill) and Kevin Fortner and Kate Caton (Georgia State University) report on their study of elementary school departmentalization and its role in teacher attrition. Looking at all North Carolina K-5 public elementary schools from school years 2011-12 to 2015-16, the researchers reached these conclusions:

• Teacher specialization in grades 3-5 increased by 50 percent in this time period, from 20 percent to 30 percent of teachers. The increase was steeper in grades 4 and 5, where 38 percent of teachers were subject-area specialists by 2016. In kindergarten, first, and second grades, the specialization rate stayed almost the same, hovering around 3 percent of teachers.

• The percent of grade 3-5 teachers who specialized in two subjects (usually reading/social studies and math/science) increased steadily, while the number of one-subject specialists (reading, math, science, and social studies) remained almost the same.

• Upper-grade teachers who became two-subject specialists were increasingly likely to return to the same school over this time period, while the return rate for one-subject specialists in grades 3-5 remained constant. "This supports our hypothesis," say Bastian, Fortner, and Caton, "that specialization influences teacher satisfaction and self-efficacy at a particular school site."

• The researchers say reduction in teacher attrition has a positive impact on school culture, student achievement, and district finances. Given that about 18 percent of North Carolina elementary teachers left their schools during this time period, the 1.5 percentage point reduction in attrition the study found among grade 3-5 teachers represents a decrease in school turnover of about 8 percent.

• Black teachers were more likely than white teachers to return to the same school after becoming subject-area specialists. The 5 percent reduction in attrition the researchers found for black teachers represents a decrease in turnover of about 25 percent.

• Urban and suburban schools were more likely than rural schools to report positive teacher retention. This may be a result of teachers in rural communities having fewer choices within commuting distance [and perhaps also the fact that small rural schools may not have more than one class per grade level, making specialization impossible].

Bastian, Fortner, and Caton believe that, on balance, subject-area specialization may be a "net positive" for elementary schools, promoting teacher retention in many schools without harming school-level student achievement.

However, the authors note that other studies have shown a negative effect on student achievement when elementary teachers switch from generalists to subject-area specialists. "Continued research is needed," they conclude, "to more fully assess specialization and its mechanisms, to confirm whether it is an effective strategy for reducing teacher turnover, and to further consider the range of student outcomes – for example, achievement, social-emotional well-being, relationships with teachers – that may be influenced by subject-area specialization."

"Subject-Area Specialization and Teacher Retention" by Kevin Bastian, Kevin Fortner, and Kate Caton in *Elementary School Journal*, December 2023 (Vol. 124, #2, pp. 334-366); the authors are at kbastian@email.unc.edu, cfortner2@gsu.edu, and kseymour4@gsu.edu.

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7. The Pros and Cons of Online Grading Programs

In this *New York Times* article, Jessica Grose says platforms like Schoology and Infinite Campus, which allow teachers to post students' assignments and grades, are helpful for keeping track of work and communicating with parents. But some parents are using these real-time reports to micromanage their children's schoolwork. They "see their children's grades as the ultimate reflection on themselves and their parenting," says Grose. "Even though their oversight may be well-meaning, it's blinding them to the unintended consequences of their hovering."

Mitch Foss, a veteran Colorado teacher, says that when he posts grades, he gets a stream of e-mails and texts from students and parents asking for explanations and challenging grades. The result of online grading, he's found, is a hyper-focus on grades and gaming the system, to the detriment of a dialogue about curriculum content and learning. Parents who constantly check grades aren't doing their children any favors, Foss believes. They're not allowing kids to take responsibility for their schoolwork and develop agency and the executive functioning skills needed for success in high school and college.

Some schools are taking two steps to discourage parents who are constantly checking online grades. First, they ask parents to turn off notifications so they're not pinged every time a grade is posted. Second, teachers post grades only at certain intervals. The ultimate goal, says Jennifer Breheny Wallace, author of a book on this subject, is to avoid a contentious back-and-forth about grades and focus on what's causing learning problems and what can be done to help students be happy and successful learners.

"Snowplow Parents Are Ruining Online Grading" by Jessica Grose in *The New York Times*, December 10, 2023

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8. Books on Tourette Syndrome and Sensory Processing Disorder

In this *Literacy Today* feature, South Carolina literacy specialist Marie Havran (Furman University) suggests the following books on Tourette syndrome and sensory processing

disorder (books on ADHD, autism, and dyslexia were listed in three previous Memos).

Primary grades:

- *Me and My Tourette's* by Siânna Stodd, illustrated by Gemma Denham
- *Taking Tourette Syndrome to School* by Tira Krueger, illustrated by Tom Dineen
- *Tic and Twitch: A Story About Tourette Syndrome* by Melissa Mederos, illustrated by Adam Sanford
- *Tourette Syndrome Cannot Stop Luis* by Grant Smith, illustrated by Marisa Thoman
- *Captain Starfish* by Davina Bell and Allison Calpoys
- *Headphones: A Book for Children with Autism and Sensory Disorders* by Kira Elbeyli
- *Jack the Brave Conquers the Snow* by Jeannine and Jennifer Egan
- *My Socks* by Julie Igel, illustrated by Pearly L.
- *Nicolette Goes to Dance Class: A Sensory Processing Disorder Story* by Vikki Earley, illustrated by Trinity Moss
- *Rece Takes Swimming* by Jasmine Poole, illustrated by Harriet Rodis
- *The Beach Is Loud!* by Samantha Cotterill

Middle grades:

- *Forget Me Not* by Ellie Terry
- *Insignificant Events in the Life of a Cactus* by Dusti Bowling
- *List of Ten* by Halli Gomez
- *Not If I Can Help It* by Carolyn Mackler
- *Stanley Will Probably Be Fine* by Sally Pla, illustrated by Steve Wolfhard
- *Tune It Out* by Jamie Sumner

"Children's and YA Literature: Centering Neurodiversity" by Marie Havran in *Literacy Today*, October/November/December 2023; Havran can be reached at marie.havran@furman.edu.

If you have feedback or suggestions, please e-mail kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTMI version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Cult of Pedagogy
District Management Journal
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Exceptional Children
Harvard Business Review
Harvard Ed (formerly Ed. Magazine)
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Kappan (Phi Delta Kappan)
Knowledge Quest
Language Arts
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Urban Education