Marshall Memo 707

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 16, 2017

In This Issue:

Quotes of the Week

"Historians aren't very happy with Ken Burns. He's a simplifier; we complicate. He makes myths; we bust them. And he celebrates the nation, while we critique it… We pretend we don't envy his fame and fortune, but of course we do. We're like high-school kids who don't get asked to the prom, then say they never wanted to go in the first place."

Jonathan Zimmerman in "What's So Bad About Ken Burns?" in *The Chronicle of Higher Education*, October 13, 2017 (Vol. LXIV, #7, p. A52), http://bit.ly/2yNT7vK

"What schools must stop doing is teaching the puzzle pieces and then never letting students put the puzzle together."

Susan Riley in "The 'A' in STEAM Completes the Puzzle" in *Education Week*, October 4, 2017 (Vol. 37, #7, p. 22), subscriber availability at http://bit.ly/2ypruGe

"Smartphones have become so entangled with our existence that, even when we're not peering or pawing at them, they tug at our attention, diverting precious cognitive resources. Just suppressing the desire to check our phone, which we do routinely and subconsciously throughout the day, can debilitate our thinking…"

Nicholas Carr (see item #1)

"With optimism, trepidation, and, at times, annoyance, we've witnessed young people's digital dexterity and astonishing screen stamina."

Sarah McGrew, Teresa Ortega, Joel Breakstone, and Sam Wineburg in "The Challenge That's Bigger Than Fake News" in *American Educator*, Fall 2017, http://bit.ly/2xMa6wE

"Young adolescents – due to their impulsivity, neurological make-up, and inclination to push physical boundaries – are primed to make interesting and potentially harmful decisions about their own health."

Dru Tomlin in "Culture and Community" in *AMLE Magazine*, October 2017 (Vol. 5, #4, p. 5), www.amle.org

1. What Smartphones Are Doing to Our Minds

"The smartphone is unique in the annals of personal technology," says Nicholas Carr in this *Wall Street Journal* article. "We keep the gadget within reach more or less around the clock, and we use it in countless ways, consulting its apps and checking its messages and heeding its alerts scores of times a day." What makes the smartphone so captivating? "Imagine combining a mailbox, a newspaper, a TV, a radio, a photo album, a public library, and a boisterous party attended by everyone you know, and then compressing them all into a single small, radiant object. That is what a smartphone represents to us. No wonder we can't take our minds off it."

But smartphones can also foster anxiety and undermine performance. "[E]ven hearing one ring or vibrate, produces a welter of distractions that makes it harder to concentrate on a difficult problem or job," says Carr. "The division of attention impedes reasoning and performance." One study found that when a person isn't able to answer a ring or vibration, blood pressure spikes, the pulse quickens, and problem-solving skills decline. Researchers have found negative effects in five areas:

• *Test performance* – In a 2015 experiment at the University of California/San Diego, 520 undergraduates took tests of fluid intelligence and available cognitive capacity. Subjects were divided into three groups:

- The first placed their cell phones in front of them on the desk.
- The second stowed their phones in pockets or handbags.
- The third left their phones in another room.

Students whose phones were in view got the lowest scores; those whose phones were in another room did best; and students whose phones were in their pockets or handbags scored in the middle. Interviewed afterward, almost all students said they hadn't been distracted by or even thought about their phones while taking the tests – but that obviously wasn't true for two-thirds of them. A similar study found that students with phones in sight made more errors on a test.

• *College lectures* – A study at the University of Arkansas found that students who brought cell phones with them to classes and exams scored a full letter grade lower (whether or not they checked their phones during classes) than those who left phones back in their dorms. Another study came up with similar results, and revealed that the more heavily students relied on their phones in their everyday lives, the greater the cognitive penalty when they tackled

mentally challenging tasks. A researcher said the areas most affected were learning, logical reasoning, abstract thought, problem solving, and creativity.

"The evidence that our phones can get inside our heads so forcefully is unsettling," says Carr, "Smartphones have become so entangled with our existence that, even when we're not peering or pawing at them, they tug at our attention, diverting precious cognitive resources. Just suppressing the desire to check our phone, which we do routinely and subconsciously throughout the day, can debilitate our thinking…"

• *Personal connection* – A study at the University of Essex in the U.K. asked 142 participants to have private one-on-one chats for ten minutes. Half of the subjects had a phone in the room, half did not. Subjects were then given an assessment measuring affinity, trust, and empathy. "The mere presence of mobile phones," said the researchers, "inhibited the development of interpersonal closeness and trust" and diminished "the extent to which individuals felt empathy and understanding for their partners." The effect was most striking when a personally meaningful topic was discussed.

• *Memory* – Studies have found that ready access to information via Google and other search engines, plus how easy it is to jot ideas into our devices, leads us to make less of an effort to remember information because we can always look it up. But the fact that we are storing less information in long-term memory is a problem. In an 1892 lecture, William James said that "the art of remembering is the art of thinking." Carr agrees: "Only by encoding information in our biological memory can we weave the rich intellectual associations that form the essence of personal knowledge and give rise to critical and conceptual thinking. No matter how much information swirls around us, the less well-stocked our memory, the less we have to think with."

• *Gullibility* – In a 2013 *Scientific American* article, Daniel Wegner and Adrian Ward said we may be suffering from delusions of intelligence, confident that we know stuff because we can access it so quickly. When we can quickly find information, we feel as though we ourselves generated the information. "The advent of the 'information age' seems to have created a generation of people who feel they know more than ever before," said Wegner and Ward, even though "they may know ever less about the world around them." This may be why so many Americans believe lies and half-truths spread through social media by foreign agents and other bad actors. "If your phone has sapped your powers of discernment," said Ward, "you'll believe anything it tells you."

"When we constrict our capacity for reasoning and recall or transfer those skills to a gadget," concludes Ward, "we sacrifice our ability to turn information into knowledge. We get the data but lose the meaning. Upgrading our gadgets won't solve the problem. We need to give our minds more room to think. And that means putting some distance between ourselves and our phones."

"How Smartphones Hijack Our Minds" by Nicholas Carr in *The Wall Street Journal*, October 6, 2017, available to subscribers at http://bit.ly/2ylEZsP

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2. A Proactive Approach to Classroom Cell Phone Use

"Part of teaching digital citizenship is knowing where your students are in their understanding of privacy, safety, etiquette, identity, empathy, and security online," says Liz Kolb (University of Michigan) in this article in *Edutopia*. The average age for first acquiring a cell phone in the U.S. is 10, and many children arrive in school with little guidance on when to use their devices. Setting expectations for classroom cell phone use needs to be done early in the school year, Kolb believes. Her suggestions:

• *Have an open discussion*. Here are some questions teachers might ask to build students' awareness:

- How do you feel about your cell phone and the activities you do with it?
- What do you do with your cell phone and why? (If you don't have one, what would you like to do?)
- Which apps and websites are your favorites?
- What are some inappropriate ways cell phones are used? What is poor cell phone etiquette?
- How can cell phones help you learn? To gather information, collaborate on school projects, or evaluate websites?
- How can cell phones distract from learning?
- What don't teachers understand about the way you use your cell phone?
- How can we work together to create positive mobile mental health?

Discussing these questions may be the first time students have thought through how their phones affect their lives in and out of school.

• *Use a "stoplight" management system*. This is a way of giving students a heads-up on how cell phones will be used (or not used) as they walk into a classroom:

- Red light – A symbol on the door tells students that devices will not be used that day and need to be turned off and placed face down in the upper right-hand corner of desks, or in backpacks, or in a pocket holder on the teacher's desk.
- Yellow light – Cell phones will be used for part of the lesson, but must be set to silent/vibrate and face down in the upper right-hand corner of desks until use is permitted. This allows the teacher to quickly scan the room for compliance and makes it harder for students to peek at text messages and social media during all-class instruction.
- Green light – Students know that phones will be an active part of the lesson and should be turned on and set to silent or vibrate and placed face up in ready position for use throughout the class.

This signals clear expectations as students walk into each class, and opens opportunities for specific uses of cell phones as part of instruction.

• *Draft a class contract*. Kolb suggests a discussion about why limits are important and possible consequences for violations. Students then reach consensus on a class contract that's sent home for student and parent signatures. The contract might be revised as the year progresses.

"3 Tips for Managing Phone Use in Class" by Liz Kolb in *Edutopia*, September 11, 2017,

https://www.edutopia.org/article/3-tips-managing-phone-use-class; Kolb can be reached at elikeren@umich.edu.

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3. A Big-Picture Look at Students' K-12 Journey

In this *Kappan* article, Kim Marshall shares a visual display of the proportionate amount of time a student moving from kindergarten through 12th grade spends with each teacher (click the article link below to see the graphic). Some takeaways:

• *There are a lot of cooks in the kitchen*. At least 66 different educators work with each student through the grades, and that doesn't include pullout and push-in teachers, administrators, athletic coaches, nurses, counselors, custodians, cafeteria attendants, security officers, tutors, volunteers, and others. All told, there might be as many as 100 adults contributing to a student's education.

• *It's a team effort*. All these educators' efforts combine to prepare students for their future lives – "all those lessons, discussions, worksheets, lectures, demonstrations, projects, labs, compliments, reprimands, push-ups, museum visits, homework assignments, quizzes, and tests that teachers orchestrate period by period, day by day, week by week, month by month, year by year," says Marshall, "totaling about 15,000 hours… Everyone contributes in some small way to growing students up."

• *Self-contained elementary teachers have more time with students*. "For good or ill, elementary teachers can have a major effect on individual children," says Marshall, "while middle- and high-school teachers see more students less often, affecting four or five times as many students in a less time-intensive, more subject-specific way."

• *Some teachers have an outsize effect*. Marshall's son David was inspired by a high-school history teacher to shift from what seemed like an inevitable science-math trajectory (he's now a high-school history teacher). Conversely, one of Marshall's acquaintances was told by a second-grade teacher that his handwriting was atrocious and he would never amount to anything. Decades later, this man still broods on the comment and is painfully self-conscious about his handwriting. "It's impossible to predict which teachers will have this kind of life-changing effect on which students," says Marshall, "but we know it happens in every school."

• *Good teaching really matters*. This is especially true, studies show, when students have several effective teachers in a row – and the opposite is true when students have several less-effective teachers in succession. Rick DuFour and Mike Mattos said it well: "The key to improved student learning is to ensure more good teaching in more classrooms more of the time." Students with any kind of disadvantage – a learning disability, learning a new language, conflicts at home, childhood trauma – particularly need effective instruction.

• *The supervisory challenge is daunting*. Many school administrators work with 25-35 teachers, and given that each one teaches about 900 lessons a year, meaningful supervision seems impossible. "And yet," says Marshall, "the whole K-12 enterprise comes down to the quality of each lesson, accumulating over time." A lot depends on teachers' professionalism,

training, and judgment – and on supervision, support, and collaboration that principals orchestrate.

• *Coordination is key*. Given the number of adults interacting with students within each school – and the tendency of some teachers to close their classroom doors and do their own thing – it's especially important that school leaders bring curriculum coherence to the enterprise. Robert Marzano calls it "a guaranteed and viable curriculum," so students learn what matters most and don't waste time on what they already know. "Balancing the need for a solid grade-by-grade curriculum with the benefits of creativity and innovation at the classroom level (the perennial loose-tight dialectic) is one of the trickiest parts of the principal's job," says Marshall.

• *Every student should be known*. In the elementary grades, a lot rests on the shoulders of homeroom teachers. In middle and high schools, grade-level teams take on this challenge, making connections between subject areas and keeping an eye on each student's intellectual and personal growth. School leaders strive for "synergy," says Marshall, "making all those adults' contributions to students' lives add up to more than the sum of their parts."

• *Progress is seldom dramatic*. Student learning is often frustratingly slow, and Hollywood-style epiphanies don't happen too often. Teachers need patience, diligence, sometimes-irrational faith, and plenty of support.

• *Schools are only part of the story*. Educators' impact is enhanced when they make connections to what's going in students' outside lives: family and home environment, homework, TV, Internet, friends and social media, after-school sports and other programs, music lessons, religious instruction, and more. "Educators somehow have to connect as many of the strands as possible," Marshall concludes, "making sure that every child has the support to grow into a well-educated, decent human being."

"The Big Picture: How Many People Influence a Student's Life?" by Kim Marshall in *Phi Delta Kappan*, October 2017 (Vol. 98, #2, p. 42-45), http://www.kappanonline.org/marshall-how-many-people-influence-student-life/

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4. Structuring Lessons So Students Struggle Productively and Collaborate

(Originally titled "Turning Teaching Upside Down")

In this *Educational Leadership* article, math educator and writer Cathy Seeley remembers the logical, straightforward way she was taught to teach math: explain the concept, guide students as they work with examples, and then have them apply what they've learned as they work independently. The problem with this pedagogy is that it "may set students up for frustration and failure," says Seeley, "especially when they're faced with challenging problems they haven't been taught how to solve."

The alternative is what Seeley calls *upside-down teaching* – teacher-structured but with students doing most of the work. Here's how it works: the teacher presents a problem students don't already know how to solve, provides support as they wrestle with it, and then joins with them to connect their solutions to the mathematical goal. As students work, the teacher

circulates, asks questions to clarify students' thinking, and makes strategic decisions about which students should share their work, and in what sequence. The upside-down lesson reverses the conventional I-We-You sequence. Now it's:

- You tackle a problem.
- We talk together about your thinking and your work.
- I help connect the discussion to the lesson goal.

"The focus is on students coming up with ideas, solutions, approaches, and models," says Seeley, "even as the teacher facilitates the discussion…" It's important to create a climate where it's okay to make mistakes, students listen to each others' contributions, and the ultimate solution is a group endeavor.

Why is this approach effective? Because, says Seeley, "constructively struggling with mathematical ideas can engage students' thinking and help them learn to persevere in problem solving." Upside-down teaching also helps students develop a growth mindset – the belief that they can get smarter through effort, strategy, and persistence.

The key to launching such lessons is a "low-floor, high-ceiling task" – with multiple entry points so all students can access the task at some level, and also plenty of depth. As students work, the teacher circulates and might say:

- *How did you decide to divide by seven?*
- *Can you draw a picture of what you just said?*
- *Let me know when you've decided between your three different models.*

When the class comes back together, students present their findings and the teacher asks clarifying questions, facilitates the discussion, makes good use of errors and misconceptions, and finally makes explicit the connections between students' work and the mathematical goal of the lesson. Seeley describes four examples of upside-down lessons, with a video of each:

• Second graders watch a video of the Cookie Monster grabbing an unopened package of cookies, eating several, and putting the package back on a kitchen counter. "What did you notice about the video?" asks the teacher. "What did you wonder?" The question: How many cookies were eaten? Students work in pairs, the class reconvenes, and the teacher highlights different approaches and summarizes with a subtraction equation. http://bit.ly/22dMIic.

• A sixth-grade teacher shows students she can achieve the perfect shade of purple paint by mixing 2 cups of blue paint with 3 cups of red paint. Students are challenged to figure out, and model with colored cubes and drawings, how many cups of red and blue paint would be needed to make 20 cups of perfect purple paint. http://bit.ly/1Od4lbH.

• A 12th-grade teacher has students examine a tire from her car, noting its dimensions and characteristics, and then asks what would happen if someone replaced her tires with bigger ones – how would the car's speed, gas mileage, odometer accuracy, and the space the car would take up on the road or in a parking space be affected? http://bit.ly/2yuzCY3.

• A pre-calculus teacher draws a graph on the board with coordinates labeled in two different colors and tells students there might be an error in the coordinates shown in red. http://bit.ly/2hK2tgR.

"Turning Teaching Upside Down" by Cathy Seeley in *Educational Leadership*, October 2017 (Vol. 75, #2, p. 32-36), http://bit.ly/2gb1rup; Seeley can be reached at cseeley@utexas.edu.

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5. Boosting the Proficiency of High-School English Language Learners

In this *Teachers College Record* article, Rhonda Bondie and Akane Zusho (Fordham University) report their study of teachers in a South Bronx high school working with a small group of ELL students with disabilities in a high-stakes testing environment. "With few years before aging out of public schools, adolescent English language learners must race to acquire a new language while learning academic skills to pursue career and college goals," say Bondie and Zusho. The teachers they observed used the mastery-oriented ALL-ED program (All Learners Learning Every Day) with some success.

At the end of the study, students were asked for their reactions and any advice they had for teachers. Here were their main points:

- *We improve from feedback and clear goals.*
- *We need repeated, calm explanations.*
- *Speaking speed is related to student confusion or understanding.*
- *Competition does not motivate us; helping us see evidence in our work does.*
- *Welcoming questions and repetition is necessary for our learning.*

In addition, say the authors, "student perceptions of a teacher's confident expectations in their ability and noticing progress as success influenced students' report of wanting to take risks, such as speaking in English to a group of people."

Reflecting on students' advice and their experiences during the year, teachers listed their most effective instructional practices:

- Setting small, realistic goals;
- Tailoring instruction to individual students;
- Giving students time to think;
- Providing ways for students to ask for help;
- Establishing and maintaining classroom routines.

Bondie and Zusho found this approach allowed teachers to place high-stakes assessments "within a cycle of learning and feedback that together, along with many other experiences, provide evidence of growth and academic competence."

"Racing Against Yourself: High Stakes for Adolescent English Language Learners with Disabilities" by Rhonda Bondie and Akane Zusho in *Teachers College Record*, September 2017 (Vol. 119, #9, p. 1-42), http://www.tcrecord.org/library/abstract.asp?contentid=22008

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6. Supporting College Success for Students from Low-Income Families

In this *Education Gadfly* article, Ian Rowe (Public Prep Charter Schools) reviews high-school graduation and college-and-career-ready data and concludes that annual state test scores "are wholly unreliable indicators of future college success." Of course academic preparation is

important, he says, but so are two other factors that must be systematically supported by K-12 schools:

• *Character development* – Rowe salutes KIPP and Yes Prep for taking a systematic look at their graduates' trajectories in college and backwards-planning to build the non-academic strengths – grit, self-control, social intelligence, self-advocacy, zest, optimism, and gratitude – they also need to succeed in the face of formidable obstacles. Public Prep takes middle-school students for immersive, multi-day visits to college campuses to give them a vivid picture of what lies ahead and build familiarity and confidence. Students sleep over in dorms and engage in leadership development, participate in science fiction writing and other coursework with college professors, and interact with students who look like them and are on track to graduate.

• *Personal finance education* – KIPP has found that "financial fragility" is a major factor in many first-generation and low-income students' failure to enroll in and complete college. "Lack of money and adequate financial planning manifests itself in food insecurity, the inability to pay bills, and ultimately the tragic decision to defer or end enrollment," says Rowe. Public Prep sets up New York State 529 College Savings Accounts for students when they are four years old and matches $50 each year through middle school, with additional matches to incentivize perfect attendance and other behaviors conducive to long-term success. Public Prep also establishes ties with colleges and universities that are tuition free (such as West Point) or have adopted no-loan financial aid programs for needy students (including Princeton and Yale). "The message," says Rowe: "If our scholars get the grades, incredible schools await them with significant financial resources to make college affordable."

"Reject the Soft Bigotry of Low Expectations, Don't Be a Party to It, Part 2" by Ian Rowe in *The Education Gadfly*, October 11, 2017 (Vol. 17, #41), http://bit.ly/2ylEZsP; Rowe can be reached at irowe@publicprep.org.

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7. Hidden Factors in Teachers' Evaluation Ratings

In this article in *Educational Researcher*, Matthew Steinberg (University of Pennsylvania) and Matthew Kraft (Brown University) report on their study of teacher-evaluation plans in eight major school districts: Chicago, Clark County, Denver, Fairfax County, Gwinnett County, Miami-Dade, New York City, and Philadelphia. Among them, the districts use multiple measures – classroom observations, teachers' contribution to student achievement, and student perception surveys of their teachers' performance – to arrive at 4-3-2-1 ratings for each teacher.

This sounds reasonably scientific, but teachers' ultimate ratings are the product of decisions the districts made on two key design features: (a) the weight given to each evaluation component, and (b) the thresholds for excellent, proficient, mediocre, and unsatisfactory performance. Unfortunately, say Steinberg and Kraft, "little guidance has been available to inform policymakers about the consequences these design decisions may have on the distribution of teacher ratings and the proportion of teachers deemed proficient. The absence of

empirically based guidance to inform these decisions is particularly notable given that teachers' summative ratings are increasingly being used to make high-stakes personnel decisions."

Not surprisingly, Steinberg and Kraft's simulation with Measures of Effective Teaching (MET) data showed that there were major differences in teachers' ratings when the researchers tweaked districts' thresholds and the weight given to classroom observations, student achievement, and student surveys. For example, the more weight was given to value-added measures, the lower teachers' ratings, and the more weight was given to classroom observations, the higher the ratings. Small changes in weight and thresholds within a district produced significant changes in teachers' ratings. Changes in weights and thresholds had a disproportionate impact on the 70 percent of teachers whose students didn't take standardized tests (primary-grade, art, music, physical education, and most high-school subject teachers).

How are districts' teacher-evaluation design decisions made? With the best of intentions, they are made by the seat of policymakers' pants – and may also be influenced by political considerations: for example, avoiding rating distributions that are considered unacceptable or bad for teacher morale.

"The empirical findings of this article," conclude Steinberg and Kraft, "reveal the sensitivity of teacher ratings to these design features of newly implemented evaluation systems. These findings demonstrate why it is important that policymakers both understand the consequences of their design decisions and more clearly communicate how these decisions are made. Such considerations are critical in light of policy efforts to improve teacher quality and, ultimately, student achievement."

"The Sensitivity of Teacher Performance Ratings to the Design of Teacher Evaluation Systems" by Matthew Steinberg and Matthew Kraft in *Educational Researcher*, October 2017 (Vol. 46, #7, p. 378-396), http://journals.sagepub.com/doi/abs/10.3102/0013189X17726752; the authors can be reached at steima@upenn.edu and mkraft@brown.edu.

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8. Does Studying the Arts Improve Test Scores?

What is the effect of studying the arts on academic achievement? ask Howard Gardner (Harvard University) and Ellen Winner (Boston College) in this *Education Week* article. The REAP (Reviewing Education and the Arts) analysis of experimental studies from 1950-1999 showed there is no causal connection. "That result should not surprise us," say Gardner and Winner. "After all, the ways of thinking learned in the arts are really very different from the skills assessed by verbal and math multiple-choice tests or by grades in traditional academic subjects… Any plausible theory of transfer needs to be based on an understanding of the kinds of thinking skills being taught in the 'parent' domain. Only then does it make sense to ask whether one or more of those skills might transfer to learning in another domain of cognition outside the arts."

But what exactly is taught in arts classes? REAP researchers looked at serious visual-

arts programs in secondary schools and found students were being taught the following skills and habits of mind:

- Painting, sculpting, drawing, and more;
- Envisioning;
- Expressing;
- Observing;
- Reflecting;
- Challenging themselves and exploring;
- Engaging and persisting.

Much of this is potentially generalizable to other domains, say Gardner and Winner, but that needs to be demonstrated experimentally. Meanwhile, the study summarized above has provided visual arts teachers with a powerful advocacy tool. Music and theater arts teachers will soon have the benefit of researchers' analysis of their curriculum and pedagogy.

Ongoing studies will doubtless find that some artistic habits of mind are common to several areas – for example, developing a craft, imagining or envisioning multiple solutions to a puzzle, and engaging in critiques of specific works. But other habits of mind will be subject-specific – for example, learning to participate in an ensemble (performing arts); paying scrupulous attention to the conductor (classical music); and suppressing one's own personality and adopting a different persona (dramatic arts).

"[I]t will take many lifetimes to elucidate the nature of artistic knowledge and thinking," conclude Gardner and Winner, "to determine how best to nurture arts teachers as well as general teachers; and then to introduce young (and perhaps older) people to the arts – whether they are to become professional artists, amateur artists, or simply those who enjoy dabbling in the arts as audience members. The effort is worthwhile. Indeed, civilizations in the past are judged as much – if not more – for their artistry than for their other achievements."

"We Still Have So Much More to Learn" by Howard Gardner and Ellen Winner in *Education Week*, October 4, 2017 (Vol. 37, #7, p. 24-25), subscriber access at http://www.edweek.org/ew/articles/2017/10/04/the-arts-have-much-more-to-teach.html

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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, consultant, and writer, 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).

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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
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
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 Magazine