

# Marshall Memo 200

A Weekly Round-up of Important Ideas and Research in K-12 Education  
September 10, 2007

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## Quotes of the Week

"Over time, students determined to avoid homework discover that they can outlast most teachers in a battle of wills."

Bruce Jackson (see item #1)

"We don't need the arts in our schools to raise mathematical and verbal skills. We already target these in math and language arts. We need the arts because in addition to introducing students to aesthetic appreciation, they teach other modes of thinking we value."

Ellen Winner and Lois Hetland (see item #3)

"None of us should make the error of assuming that a child who is hostile to us at the start, or who retreats into a sullenness and silence or sarcastic disregard for everything that's going on around him in the room, does not have the will to learn and plenty of interesting stuff to teach us too..."

Jonathan Kozol in *Phi Delta Kappan*, September 2007 (Vol. 89, #1, p. 13), no e-link

"[M]ost people I know share some common characteristics: They want to be part of a winning team; they want to be appreciated; they want support and love; they want their opinions to matter; they want to be treated fairly; and they want to work for the common good... I do believe that folks are inherently good, and that a credible leader will bring out the best in them."

Captain Erik Orient, U.S. Marine Corps in *Wharton Leadership Digest*, Sept. 2007 (Vol. 11, # 11, p. 1), <http://leadership.wharton.upenn.edu/digest/index.shtml>.

"The leader's role is to develop human talent and to unleash and focus individual and organizational energy. Leaders increase positive energy by paying attention to their own sources of energy and by connecting people to larger purposes, to one another, and to their own 'best selves.'"

Dennis Sparks in *EDge*, September/October 2007 (Vol. 3, #1, p. 3), no e-link available

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## 1. A Theory About Homework

In this *Kappan* article, recently retired California teacher Bruce Jackson puts forward an intriguing hypothesis on why the “good homework habits” that we strive to give students in elementary school fall apart when they get to high school.

As an urban high-school teacher, Jackson noticed a stubborn resistance among a number of promising students to doing his geometry homework. Students who started the year with significant gaps in their math education really needed to study and do problem sets every night. If they did that, it was entirely possible for them to overcome their math deficits and pass. But very few did their homework, and as a direct result, most of them failed, even though they said they wanted to go to college. “Why would so many students willingly waste a year sitting through geometry class and earn zero credits toward graduation?” Jackson wondered. All they had to do was spend 40-50 minutes a day at home – and there was free tutoring available at lunch and after school. *What were they thinking?*

When asked directly, Jackson says, these students “offer a charming variety of excuses, evasions, defensive maneuvers, *mea culpas*, and doleful expressions, many well practiced from prior confrontations with parents or counselors. Almost all say that to succeed they would need to start doing all their homework. They further insist that they want to be successful.” But then they didn’t follow through. Jackson began to believe that this behavior pattern originated in elementary schools and operated in ways that students and adults didn’t fully grasp. Here’s his theory:

- In elementary school, homework is usually assigned without a strong belief that it improves achievement (research confirms that K-5 homework has little impact), but with the goal of instilling “good work habits” and responsibility. School boards, superintendents, and principals insist on homework and many parents expect it, so elementary schools are firmly in this pattern. The problem, says Jackson, is that doing homework becomes a sign of childhood dependency and submission to adult authority. “Good boys and girls obediently do their homework; rebellious boys and girls do not. Parents and schools with the necessary will power and resources can ensure that their third-graders *will* do their homework. Most 8- and 9-year olds, after all, will submit to sufficiently adamant adults, at least for a while. But homework isn’t intrinsically pleasurable, and the seeds of future rebellion are sown. Along with the other indignities of childhood, homework has become something to be outgrown. Like broccoli or

lima beans, it can be endured until one gains enough size, strength, and mental agility to create persuasive cover stories for what happened to it.”

- In middle school, the rebellion against homework picks up steam, especially among boys getting homework assignments from female teachers. “Young males in American society are under intense social pressure to show rebellious, risk-taking behavior,” writes Jackson, “and for boys with few positive male role models, the need to establish masculine credentials by rejecting ‘feminizing’ submission to authority is particularly strong.” The peer group begins to see doing homework as a liability: “only nerds, grinds, and other social ‘losers’ maintain such ‘goody-goody’ habits,” says Jackson. “Even moderate zeal around homework risks affecting contact with friends and limiting access to the currency of social interchange: ‘what’s hot’ on the Web and in film, TV, video games, music, gossip, and consumer goods.” When homework compliance starts to fall off, teachers are often so overwhelmed with the number of students that they don’t follow up. Teachers may keep students who don’t do homework after school, but this punishes teachers as much as it does students, and many lose the will to continue. “Over time,” says Jackson, “students determined to avoid homework discover that they can outlast most teachers in a battle of wills.”

- As fewer and fewer students do homework, teachers are caught in a self-reinforcing cycle. If lessons depend on students doing homework, and few students are doing it, the lessons will flop. So teachers tend to assign non-essential homework – busywork or “skills review”. Here’s the cycle:

- Fewer students doing homework
- Less classwork based on homework
- Less homework that matters
- Even less reason for students to do homework.

“Once this powerful feedback loop is in place,” says Jackson, “individual efforts to counter it are often self-defeating. Students still completing homework become more isolated and less able to justify their actions to their friends or themselves. Teachers trying to emphasize homework face a double load: one lesson plan for those who have done the assignment plus a separate one to keep the rest occupied and out of trouble. How much easier to give up and go with lesson plans that minimize the importance of homework.”

- In high school, except for a small number of seriously college-oriented students, the culture has internalized the very opposite of what we thought we were teaching. “‘Good homework habits’ are now an unhappy memory from early childhood dependency,” writes Jackson. “Obedience to parents and teachers is problematic and rarely practiced outside their immediate presence. Students have furthermore learned that homework is not really important to passing courses, that it’s mostly make-work to keep them busy, that nothing serious happens if they don’t do it. Finally, except for those in the ‘brains’ crowd, taking homework seriously has become incompatible with their hoped-for social identity. For most students, the prevailing norm is to ‘get by without showing off,’ and far too many figure they can get by without doing much homework.”

- The real tragedy of this, says Jackson, is that in high school, homework really *is* important! And it's a social leveler too, allowing students with weaker academic backgrounds to compete with better-prepared peers and make it to college. But the students who need it the most are the least likely to do it.

So what is to be done? Alfie Kohn and others decry "excessive" homework and advocate abolishing it in the elementary grades or cutting way back. Jackson concedes that children from well-to-do families might do fine without homework, given their ready access to books, the Internet, recreational programs, the arts, and college expectations. "But for families without these class-based resources," he says, "how else but through homework can students catch up academically with their more advantaged peers? Alfie Kohn worries about over-homeworked children 'missing out on their childhood.' Yet students in the low-income areas where I've worked spend long hours in homes where television, video games, or older siblings are the only babysitters, and outside, the streets are unsafe. If this childhood is to be 'protected' from the intrusion of homework, what chance do these students have of matching their middle-class peers in academic proficiency?"

Jackson thinks he has the solution: making elementary homework meaningful and enjoyable. Here are some components:

- A well-designed home reading program that gets students hooked on independent reading, builds a self-sustaining reading habit that doesn't depend on obedience, tokens, or rewards, and cuts down on TV viewing and video game use.
- Giving homework assignments that provide recognition and an academic payoff in school and help internalize the idea that individual effort outside school pays off. "No one seriously contends that virtuoso performances in music or sports are achieved without extensive practice," says Jackson. "Why should academic performances be different?"
- Assigning projects that don't "feel" like homework and motivate students to produce high-quality products. Such long-term work, says Jackson, "may do far more for building an academic identity than any number of stars, happy faces, or letter grades." "Despite the ambiguities of research," he writes, "carefully planned homework can be a great equalizer at the elementary level" and can serve as the foundation for a different and far more productive homework dynamic in middle and high schools.

Jackson concludes with a call for better research – and says the best insights for improving homework may come from action research by middle- and high-school teachers. He urges them to get to know their students and parents, loop with their students for as many years as possible, seek to understand the conditions under which homework gets done, and strive to make the homework they assign "truly doable, worth doing, and in some way rewarding to the students themselves."

"Homework Inoculation and the Limits of Research" by Bruce Jackson in *Phi Delta Kappan*, September 2007 (Vol. 89, #1, p. 55-59), no e-link available

## 2. Strategies for Turning Around a Culture of Despair

In this *Harvard Education Letter* article, former principal and coach Elizabeth City describes the reaction she got when she showed up for her first school meeting as a coach, full of energy and ideas and carrying a batch of homemade blueberry muffins: “I hate you already,” said a veteran teacher who had been teaching longer than City had been alive and believed the eager-beaver coach was bringing “change” and “improvement” to a school that didn’t need either. City swallowed hard and moved on with the meeting – and began to think about the best ways to work in this kind of school. Here is her list of conditions that might undermine the effectiveness of an outside coach:

- The school isn’t ready to make good use of outside assistance.
- The school’s schedule doesn’t have times when teacher teams can meet.
- Teachers and other staff are overwhelmed with discipline and non-instructional issues.
- Teachers are so focused on deciding *what* they’re going to teach tomorrow that they can’t focus on *how* they are going to teach it.
- The school has a fragmented approach to professional development, with multiple topics and no clear priorities.
- The school lacks vision and hope. Staff don’t have: (a) a belief that change is necessary; (b) a belief that success is possible; and (c) a belief that they are a necessary part of that success. “When there is little belief that teaching matters for learning or that students are capable of great things,” writes City, “all the coaches in the world may not be able to convince teachers to examine and improve their practice.”

To change a culture like this, she says, the school leader needs to focus on shifting these negative beliefs and providing evidence that students are capable of success and teachers can contribute to that success. School leaders should work on “generating demand for professional development before investing heavily in instructional improvement,” says City. “Small investments can catalyze shifts in hope that ripple through schools, helping students and teachers see not only that something different is possible, but that it is possible *for them* and *because of them*.” She recommends a three-pronged strategy, focusing on:

- *Shifting students’ vision of what is possible* – One principal threw herself into getting all students to apply to at least one college. Not trusting her guidance counselor for this task, the principal wrote recommendations for every student, cajoled and arm-twisted students to apply, and brought in outside help to support them in the application process. In the end, all but one student applied and all applicants had at least one acceptance. This showed teachers what students were capable of and spurred them to prepare them for college-level work.

- *Pursuing high-visibility “big wins” that showcase success and shift the school’s center of gravity toward hope and vision* – In one school, a coach organized an essay contest and worked closely with students as they wrote and revised their drafts. The whole school gathered for the award ceremony, the mayor and superintendent gave out prizes, and the winners read their essays. Afterward, a teacher said, “I didn’t think my kids could write like that, but if her kids can do it, mine can, too. I want to start working with that writing coach.”

- *Intervening and looking at data* – One school instituted a new policy of giving an incomplete to students with grades below C- and requiring them to make up the work until they had a grade. Teachers were surprised that most students actually completed the work they needed to do to receive at least a C-. “In a situation where there is little belief that something different is possible,” writes City, “data may work better to show something different *after* it happens than to show that something *needs* to happen.”

“Is Coaching the Best Use of Resources?” by Elizabeth City in the *Harvard Education Letter*, September/October 2007 (Vol. 23, #5, p. 8, 6), no e-link available

### **3. Eight Ways that Arts Classes Can Broaden Children’s Education**

In this thoughtful *Boston Globe* article, professors Ellen Winner and Lois Hetland pooh-pooh the notion that arts education produces higher test scores. True, students who are involved in the arts do better in school and on the SAT, they say, but “correlation isn’t causation.” Their own research found no evidence that arts training is what’s causing scores to rise.

But there are plenty of other good reasons to teach the arts in school, they say. In a recent study in Boston-area schools, Winner and Hetland found that high-quality programs teach a set of skills that are rarely addressed in the rest of students’ programs and are crucial to their future development as students and people:

- *Developing artistic craft* – Students learn the specific skills of different kinds of art.
- *Persistence* – Students in good programs work on projects for extended periods of time and persevere through frustration.
- *Expression* – Students are urged to move beyond technical skill to create works that express emotion, atmosphere, and their own voice and vision.
- *Making connections* – Students are constantly asked to find links between the classroom and the real world outside, past and present.
- *Observing* – Visual arts students are trained to look more carefully and objectively at the world and get past their preconceptions.
- *Envisioning* – Students are taught to form mental images and use them to guide actions and solve problems.
- *Innovating through exploration* – Arts classes put a high value on breaking the mold – experimenting, taking risks, or just mucking around to see what can be learned.
- *Reflective self-evaluation* – Arts classes are not a break from thinking, as many believe, but involve heavy-duty nonverbal and verbal thinking. Good art teachers push their students to engage in reflective self-evaluation, step back, analyze, judge, and sometimes reconceive their projects, asking questions like, “Is that working? Is this what I intended to do? Can I make this better? What’s next?”

“We don’t need the arts in our schools to raise mathematical and verbal skills,” conclude Winner and Hetland. “We already target these in math and language arts. We need

the arts because in addition to introducing students to aesthetic appreciation, they teach other modes of thinking we value.”

“Art for Art’s Sake” by Ellen Winner and Lois Hetland in *The Boston Globe*, September 2, 2007, [http://www.boston.com/news/globe/ideas/articles/2007/09/02/art\\_for\\_our\\_sake?mode=PF](http://www.boston.com/news/globe/ideas/articles/2007/09/02/art_for_our_sake?mode=PF)

#### **4. Uncovering the Hidden Intelligence of Children with Autism**

In this thought-provoking *Newsweek* article, reporter Sharon Begley suggests that conventional I.Q. tests may seriously underestimate the intelligence of autistic children. Tests like the Wechsler require a child to interact with a stranger who asks a series of questions – a dynamic that bring out one of the key weaknesses of children with autism. Most do poorly on such tests, with many scoring in the mentally retarded range, and this can have lifelong implications. Using conventional tests to assess autistic children, says Michelle Dawson of Rivière-des-Prairies Hospital in Montreal, “is like giving a blind person an intelligence test that requires him to process visual information.”

Dawson and her colleagues decided to try a different kind of intelligence test – one that didn’t require social interaction. They conducted a study in which autistic and non-autistic children were tested with the Wechsler and then the Raven’s Progressive Matrices test, in which students got brief instructions and then were able to work by themselves. The differences were stark. Non-autistic children showed no differences between the two tests, but autistic children, on average, scored in the 30<sup>th</sup> percentile on the Wechsler and the 56<sup>th</sup> percentile on the Raven’s. On the Wechsler, no autistic children scored in the “high intelligence” range; on the Raven’s, fully one-third did.

According to Steven Stemler of Wesleyan University, the Wechsler measures “crystallized intelligence” – what a child has learned – while the Raven’s measures “fluid intelligence” – the ability to learn, process information, ignore distractions, and reason. Stemler argues that the Raven’s is a truer measure of intelligence.

The results of this study suggest that many autistic children have a burning intelligence that’s not being tapped. Why haven’t parents noticed? A scientist who has an autistic son says that one reason may be that parents “welcome a low score, which brings their child more special services from schools and public agencies.” Another explanation, says Morton Ann Gernsbacher of the University of Wisconsin, is the conventional view of what intelligence looks like. “We often think of intelligence as what you can show, such as by speaking fluently,” she says. “Parents as well as professionals might be biased to look at that” – rather than seeking a hidden intellectual spark.

“The challenge is to coax that spark into the kind of intelligence that manifests itself in practice,” writes Begley. But autism experts may be steering parents and teachers in the wrong direction. “Many experts dismiss autistics’ exceptional reading, artistic or other abilities as side effects of abnormal brain function,” she reports. “They advise parents to steer their child away from what he excels at and obsesses over, such as letters and words and details, and toward

what he struggles with, such as faces and the big picture.” On the contrary, says Dawson (who is autistic), autistics should be encouraged to build on their strengths.

Begley concludes with these words: “The problem of a lurking intelligence that won’t be coaxed out by the usual education and parenting methods is not necessarily unique to autistics. It makes you wonder how many other children, whose intellectual potential we’re too blind to see, we’ve also given up on.”

“The Puzzle of Hidden Ability” by Sharon Begley in *Newsweek*, August 20/27, 2007 (p. 50), no e-link available. Dawson’s study is reported in *Psychological Science*.

## **5. What High Schools Can Do to Prepare Students for College Writing**

In this *Education Week* article, college economics professor Steven Horwitz reports on an ACT, Inc. study about the differing perceptions of high-school teachers and college professors on students’ writing proficiency. Most high-school teachers said they were pleased with their graduating seniors’ writing, but college professors emphatically disagreed. According to the professors, many college freshmen, in addition to needing work on basic grammar, sentence structure, and punctuation, are weak in the critical-thinking skills needed to write college research papers.

Horwitz has a theory about the origins of this second deficit. “The Internet and other technologies divert attention from the basic skills of evaluating sources critically and gracefully integrating them into an argument of the student’s own making,” he writes. “New college students who have grown up in the world of the Internet are often very good at the brute mechanics of finding sources, but they are largely unaware of the differences between peer-reviewed, scholarly sources and popular sources like *Time* magazine.” He and his colleagues find that new college students often turn in papers that are collections of summaries from online sources with some good quotes. In college courses, they need to go well beyond that. They must be able to articulate a thesis, assess competing arguments, and come to their own conclusions, with quotes that support their argument.

Horowitz has the following suggestions for what high-school teachers can do to truly prepare students for college-level writing:

- Give students short, focused assignments that teach them how to recognize and evaluate various types of sources and the difference between Internet information and what they find in library databases.
- Ask students to briefly research a controversial topic, identify different people’s positions on the topic, and spell out the core of their disagreements. This exercise doesn’t necessarily mean students have to develop their own position on the issue.
- Teach students how to use sources ethically and accurately and avoid plagiarism. This applies to Internet research as well as textbooks and other print materials.
- Don’t ask students to write long papers. Horwitz believes that “assigning longer papers before the basic research skills are developed will retard students’ development and put unnecessary pressure on them to plagiarize to make the page length.”

High-school graduates who have had this kind of preparation, Horwitz concludes, “will find college-level work much easier, and college professors can begin to focus on cultivating the truly independent learners and critical thinkers that an information-rich society needs.”

“Are Our Graduates College-Writing Ready? What High Schools Could Do to Help” by Steven Horwitz in *Education Week*, September 5, 2007 (Vol. 27, #2, p. 27)  
<http://www.edweek.org/ew/articles/2007/09/05/02horwitz.h27.html>

## 6. New Online Computer Games

In his regular *Kappan* column, education professor Royal Van Horn shares the three keys to a successful computer game:

- It includes a goal or challenge;
- It offers the user adequate control;
- It is built around a mystery or fantasy.

He then lists a number of educational games he’s evaluated:

- Persuasive Games, which has 18 games available, including: Points of Entry: An Immigration Challenge, Food Import Folly, and Fatworld (a nutrition game). To check out these games, go to <http://www.persuasivegames.com>.

- The Nobel Prize Committee’s games on the accomplishments of various recipients of its prizes, including Laser (physics), Conductive Polymers (chemistry), The Ear Pages (medicine), Lord of the Flies (literature), Nuclear Weapons (peace), and Trade (economics, appropriate for middle-school students, says Van Horn). See <http://nobelprize.org>.

- Public Broadcasting System (PBS) has a number of games, including interactive quizzes: The Immigration Myths and Challenges Quiz. Check it out at <http://www.pbs.org/independentlens/interactive.html>.

- Newseum, a seven-story museum in Washington, D.C. dedicated to news reporting past and present. The site has an interactive news quiz that’s updated regularly and a display of the front pages of more than 500 newspapers from around the world. Check it out at <http://www.newseum.org/newsmania>.

- United Nations World Food Program, with an interactive game called Food Force. It’s at <http://www.food-force.com>.

“Technology: Educational Games” by Royal Van Horn in *Phi Delta Kappan*, September 2007 (Vol. 89, #1, p. 73-74), no e-link available

## 7. Setting Up Classroom Blogs

There’s no substitute for good science teaching, say education professor Michaela Colombo and high-school teacher Paul Colombo in this *Kappan* article. But they believe that well-planned blogs can be a major step toward differentiating instruction for special-needs students and English language learners. Widely-available software makes it easy for teachers to set up blogs, and if they are willing to put in the time up front, the benefits are significant. Specifically:

- Blogs expand instructional time for students who need more time.
- Blogs can take advantage of user-friendly formats to reinforce strategies, introduce new topics and concepts, review important class points, review for tests, and provide enrichment.
- Blogs can use text, audio, and video files archived on Web pages for easy student access.
- Blogs can provide pronunciation guides for ELL and special-needs students.
- “Vodcasts” can be particularly helpful for special-needs students, reprising PowerPoint presentations and breaking each lesson down into unit objectives, main points, vocabulary, reading strategies, etc.

The Colombos recommend easy-to-use, free blogging set-up sites, including <http://www.wordpress.com> and <http://www.blogger.com>. They also mention free software: Apple’s iTunes: <http://www.apple.com/itunes>, Audacity: <http://audacity.sourceforge.net/download>

“Blogging to Improve Instruction in Differentiated Science Classrooms” by Michaela Colombo and Paul Colombo in *Phi Delta Kappan*, September 2007 (Vol. 89, #1, p. 60-63), no e-link

## **8. Underestimating the Ability of Shorter Kindergarten Boys**

A new study reports that kindergarten teachers often underestimate the ability of boys who are shorter than their classmates. Researchers Julia Smith and Nancy Niehmi looked at the test results of 9,000 boys across the U.S. and found that many teachers believed that boys who were below average height (or just shorter than their classmates) were less skilled in reading, math, and general knowledge than the boys’ test results indicated. This was true even after controlling for age and SES. Smith and Niehmi expressed concern that teachers’ perceptions could become a self-fulfilling prophecy and lead to inappropriate referrals to special education and remedial services.

“Teachers Underestimate Short Boys’ Intelligence” by Debra Viadero in *Education Week*, September 5, 2007 (Vol. 27, #2, p. 4) <http://www.edweek.org/ew/articles/2007/09/05/02report-1.h27.html>. The article appeared in the July/August issue of the *Journal of Educational Research*. The article can be purchased at <http://www.heldref.org/jer.php>.

## **9. Short Items:**

*a. Supporting students with cancer* – Inspired by the critically acclaimed documentary, *Lion in the House*, a new website has information to help educators and fellow students support children who are battling cancer (there are about 40,000 in the U.S.). The site includes information on service-learning projects, blood drives, etc. Check it out at <http://www.mylion.org>.

Spotted in *PEN Weekly NewsBlast*, September 7, 2007

***b. High-school lesson plans on race*** – Four lesson plans on building racial understanding can be downloaded for free at <http://www.racebridges.net/schools?mw1>. Field-tested in Chicago schools, the 45-minute lessons focus on:

- Examining issues of identity and having students commit to making personal changes in behavior.
- Using personal stories to reflect on the Thanksgiving holiday and America's acceptance of difference.
- Exploring the meanings of "race" and "racism" and thinking about how students might personally work to overcome their own biases.
- Enhancing a sense of community in the classroom and promoting a broader sense of community.

Spotted in *PEN Weekly NewsBlast*, September 7, 2007

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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](mailto:kim.marshall8@verizon.net)*

# About the Marshall Memo

## ***Mission and focus:***

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

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

## ***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.

## ***Website:***

If you go to <http://www.marshallmemo.com> you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

## ***Publications covered***

*Those read this week are underlined.*

American Educator  
American School Board Journal  
ASCD, CEC SmartBriefs  
Atlantic Monthly  
Catalyst Chicago  
Chronicle of Higher Education  
CommonWealth Magazine  
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  
NASSP Bulletin  
New York Times  
New Yorker  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teachers College Record  
TESOL Quarterly  
Theory Into Practice  
Tools for Schools