

# Marshall Memo 322

A Weekly Round-up of Important Ideas and Research in K-12 Education  
February 8, 2010

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## Quotes of the Week

“Fewer, clearer, higher...”

Dane Linn on the desirable qualities of common national learning standards, quoted in “Reviewers Urge Standards Fixes” by Catherine Gewertz in *Education Week*, Feb. 3, 2010 (Vol. 29, #20, p. 1, 14) [http://www.edweek.org/ew/articles/2010/02/03/20common\\_ep-2.h29.html](http://www.edweek.org/ew/articles/2010/02/03/20common_ep-2.h29.html)

“One of the deepest questions in this field is whether media multitasking is driven by a desire for new information or by an avoidance of existing information. Are people in these settings multitasking because the other media are alluring – that is, they’re really dying to play Freecell or read Facebook or shop on eBay – or is it just an aversion to the task at hand?”

Clifford Nass (see item #1)

“There is no expedient to which man will not resort to avoid the real labor of thinking.”

Sir Joshua Reynolds (quoted in #1)

“People can walk and chew gum at the same time, but not walk, chew gum, play Frisbee, and solve calculus problems.”

David Glenn (*ibid.*)

“I’m not an addict of any sort. But if I’m partial to anything, it’s distraction – little leeches sucking the focus and drive right out of me.”

College senior Daniela Werner on the allure of Facebook and MySpace (see item #2)

“There is something to like in every student, and making the effort to recognize that gem is a key to building a good relationship.”

Caltha Crowe (see item #6)

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## **1. Is Quality Learning Possible While Multitasking?**

In this intriguing *Chronicle Review* article, David Glenn explores the phenomenon of students multitasking in classrooms – rapidly shifting their attention between listening to the instructor, text-messaging, doing Facebook, and taking notes. Many intense multitaskers feel buzzed and alert, confident they are absorbing everything the teacher says, but studies show this is an illusion – they are actually missing a lot. So should teachers ban distractions from classrooms? [For example, the Wharton School at the University of Pennsylvania has instituted “concert rules” in classes: be on time, no electronics, no side conversations.] The answer to that question depends on the relationship of multitasking to learning, memory, and intelligence.

There are individual differences in people’s ability to concentrate amid distraction, but beyond a certain point, everyone’s ability to multitask breaks down. As Glenn puts it, “People can walk and chew gum at the same time, but not walk, chew gum, play Frisbee, and solve calculus problems.” Human working-memory capacity – how many facts and mental operations we can juggle at one time – is limited to about seven units. And that’s under ideal conditions. Distractions take up space in our seven slots and cut down the real information we can take in.

The finite nature of working memory is a profound bottleneck for human cognition, and there are only two ways to optimize what we take in. The first is “chunking” information so that more material can be packed into each of the seven units. The second is managing attention so unwanted stimuli don’t take up valuable space and crowd out what we are trying to learn or think about. How well people handle these two strategies really matters, because variations in working-memory capacity account for about half of human differences in reasoning and reading comprehension.

Researchers are still unsure of the relationship between working memory, intelligence, and distractibility. Does being distractible cause poor working-memory performance, or does a poorly functioning working memory make us more distractible? A useful metaphor is that when we are trying to control our attention, it’s like we have a bouncer standing outside a night club (our brain), preventing irrelevant stuff from getting in. Some researchers believe that “more intelligent” people are simply better at controlling their attention. It’s not that they have a bigger nightclub (a better brain); it’s just that they have better bouncers working the velvet rope outside.

Other studies have shown that people don’t learn as well or as deeply when they are distracted. When incoming information is competing with other stuff, it is encoded in the

“habit memory” part of the brain. When incoming information is the only thing a student is focused on, it’s encoded in the declarative system, which forms memories that are more flexible and lasting – people are more likely to be able to put it to use. This research suggests that focused attention is essential to high-level learning.

University of Michigan/Ann Arbor psychology professor David Meyer has done experiments showing how multitasking degrades what people hear and remember, and he puts his findings to work in his classroom. On the very first day of his courses, he tells his students that laptops and other electronic devices are not allowed. He also tells students not to take notes. *No note-taking!?* That’s what the man said. “I think with the media that are now available,” he says, “it makes more sense for the professor to distribute the material that seems absolutely crucial either after the fact or before the fact... If you want to create the best environment for learning, I think it’s best to have students listening to you and to each other in a rapt fashion. If they start taking notes, they’re going to miss something you say.”

Not all researchers agree with Meyer. Katherine Hayles of UCLA says that teachers need to make their peace with the new generation’s “hyper attention”, which she believes is not necessarily worse than the traditional understanding of attention. “One of the basic tenets of good teaching is that you have to start where the students are,” she says. “And once you find out where they are, a good teacher can lead them almost anywhere. Students today don’t start in deep attention. They start in hyper attention. And our pedagogical challenge will be to combine hyper attention with deep attention and to cultivate both. And we can’t do that if we start by stigmatizing hyper attention as inferior thinking.”

But other researchers push back. Stanford professor Clifford Nass has done research showing that chronic multitaskers – those who spend hours a day juggling multiple screen tasks – perform worse than otherwise similar peers on analytic questions drawn from the LSAT. He’s concerned that media multitasking may be destroying students’ capacity for reasoning. But again, there’s the question of what causes what. “One of the deepest questions in this field,” he says, “is whether media multitasking is driven by a desire for new information or by an avoidance of existing information. Are people in these settings multitasking because the other media are alluring – that is, they’re really dying to play Freecell or read Facebook or shop on eBay – or is it just an aversion to the task at hand?” He remembers a line from Sir Joshua Reynolds that his parents were fond of throwing at him: “There is no expedient to which man will not resort to avoid the real labor of thinking.”

“I don’t think that law students in classrooms are sitting there thinking, Boy, I’d rather play Freecell than learn the law,” he says. “I don’t think that’s the case. What happens is that there’s a moment that comes when you say, Boy, I can do something really easy, or I can do something really hard.”

“Divided Attention” by David Glenn in *The Chronicle Review* in *The Chronicle of Higher Education*, Feb. 5, 2010 (Vol. LVI, #21, p. B6-B8), no e-link available

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## 2. Getting Ready to Write

In this amusing *Chronicle Review* article, University of South Alabama senior and budding journalist Daniela Werner says, “When I sit down to write, I follow a time-tested, meticulous protocol that facilitates concentration on the task at hand by ensuring my personal comfort”:

- Clear my desk.
- Place a glass of water to the left of my laptop.
- Put a mug of strong coffee beside that.
- Put my digital tape recorder beside that.
- Put my notebook to my right.
- Put my pen and cell phone next to it.
- Sit on my fitness ball to practice good posture.
- Put on a generous amount of Carmex lip balm to keep my lips from drying out.
- Click on iTunes and play something empowering, like Beethoven’s Ninth Symphony.
- Check Facebook.
- Check MySpace
- Check Twitter.
- Check my bank account to make sure yesterday’s deposit went through.
- Go back to MySpace to see if Alexis ever responded to my comment.

“By now 30 minutes of precious time have passed,” says Werner, “and all I can check off my to-do list is a bit of shallow communication with friends and some deep lip moisturizing. Self-loathing kicks in, and I mentally whack myself over the head. But I’ve already clicked on my MySpace Truth Box to make sure that schmuck of a ‘friend’ hasn’t figured out that I’m the one who left him the insulting (but true) message last night. ‘What the heck is wrong with me?’ I whine to my dog, the only witness to my struggle.”

From time to time Werner has considered deleting her Facebook and MySpace accounts. “I’m not an addict of any sort,” she says, “But if I’m partial to anything, it’s distraction – little leeches sucking the focus and drive right out of me.” But she never does because she likes social networking – and distraction – far too much.

“In the meantime,” she concludes, “I’m going to keep slapping on the Carmex and plugging away at writing. Maybe a chemical in the lip balm will react with the caffeine I’m pumping and, by some freak accident, change me into a brilliant, motivated writer who can become ultra-focused in a snap. Hey, that would make a good status update.”

“Almost Time to Write. Almost Time...” by Daniela Werner in *The Chronicle Review* in *The Chronicle of Higher Education*, Feb. 5, 2010 (Vol. LVI, #21, p. B20), no e-link available

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## 3. A Push to Improve Teaching in College Classrooms

In this *Chronicle of Higher Education* article, David Glenn reports on the sense of urgency felt by many colleges to improve professors’ teaching, motivated by the large number

of students who drop out before graduation. “Without an unrelenting focus on quality – on defining and measuring and ensuring the learning outcomes of students – any effort to increase college-completion rates would be a hollow effort indeed,” says Jamie Merisotis of the Lumina Foundation for Education.

One time-honored idea is giving a “teacher of the year” award to an exemplary professor each year. But a recent survey found that only 33 percent of college instructors said that such awards motivate them to teach better – and there’s no evidence that awards build faculty morale or deepen instructors’ commitment to their institutions. One respondent said that teaching awards “sound good at first... until people start to feel overlooked, or until it’s obvious that the awards are used to make the award givers look good.”

A better idea, respondents said, is using the tenure and promotion system to reward faculty members for good teaching. But some participants at a January conference of the Association of American Colleges and Universities admonished colleagues not to wait around for that to happen. “There’s often an assumption that I can change something, but only after someone else or something else changes,” says Peter Felten of the Center for Teaching and Learning at Elon University. “But the future for liberal-arts education looks fairly stark. I would urge each of you who leave here today to ask yourselves, What are *you* doing to do to improve student learning?”

Colleges were urged to cut down on rote lecturing and get students more actively involved in learning, especially in the introductory courses in which so many students flounder. “High-impact practices can change students’ lives,” says Ken O’Donnell of California State University. “Their brains open up. After they become engaged in this way, the hell they’ll drop out.”

“College Teaching Needs to Get Better, Educators Warn” by David Glenn in *The Chronicle of Higher Education*, Feb. 5, 2010 (Vol. LVI, #21, p. A12), no e-link available

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#### **4. Teaching Morality in School**

(Originally titled “The Bridge to Character”)

In this *Educational Leadership* article, Stanford professor William Damon tells how a boy who was caught stealing money from his classmates’ backpacks was told that it was “uncooperative behavior” that would make him unpopular with his peers. “We don’t want to give your child a self-image as a thief, which could only stigmatize him,” a school official said to the boy’s mother.

Damon totally disagrees: “By consciously avoiding terms like *right*, *wrong*, and *stealing*... the school rejected moral language that could guide the student throughout his life. The message the school offered the boy was instrumental and amoral: You should avoid actions that will make you unpopular.”

Damon says there is scientific evidence that all children begin life with four innate tendencies:

- Empathy – Being able to experience another person’s pleasure or pain; even infants display this.
- Fairness – As soon as children start playing with friends, we begin to hear, “That’s not fair.”
- Self-control – Very young children are eager to regularize behavior through repetition, rituals and rules.
- Obligation – Children want to follow the directives and expectations of their caregivers.

But these tendencies can be overridden by anger and other emotions, and children don’t always make the best choices when faced with ethical challenges.

This is why it’s vital to nurture the innate tendencies with which children enter school. “[T]heir natural empathy must develop into a sustained concern for others,” says Damon, “their sense of fairness must grow into a commitment for justice, their desire for self-control must grow into a sense of personal responsibility, and their feeling of obligation must become a determination to contribute to noble purposes beyond the self. Without this kind of growth, the child’s early capacities may atrophy or take on grotesque forms.”

Damon says many schools fail to speak forthrightly to students about moral issues, especially when it comes to cheating, which is shockingly common. He suggests four messages on this issue:

- Cheating is wrong because it gives the cheater an unfair advantage over students who don’t cheat.
- Cheating violates teacher-student trust.
- Cheating breaks school rules that are necessary to preserve social order and individual rights.
- Cheating is dishonest behavior and no one wants to become a person who is known (by self and others) as dishonest.

These messages all connect to students’ innate moral sense and help guide them in moments of temptation. “When a teacher conveys such principles to a student,” says Damon, “the teacher conveys both an understanding of how decent societies work and a program for a life of good character.”

“Our research shows that youngsters learn moral truths by seeing them enacted in the lives of real people and by reflecting on how this informs their own search for direction,” says Damon. He urges schools to teach morality and civics through vivid examples close to students’ everyday lives, stories of morally admirable people, community service, and thinking about careers in helping professions. This approach is far better than dry abstract principles, a litany of “do nots”, and parrot-like recitation of virtuous words like honesty, tolerance, respect, and courage.

“The Bridge to Character” by William Damon in *Educational Leadership*, February 2010 (Vol. 67, #5, p. 36-39) [http://www.ascd.org/publications/educational\\_leadership.aspx](http://www.ascd.org/publications/educational_leadership.aspx); Damon can be reached at [wdamon@stanford.edu](mailto:wdamon@stanford.edu).

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## 5. Applying the Concept of Distributed Learning

In this article in the Harvard Graduate School of Education's *ED Magazine*, Mary Tamer reports on SpacedEd, an online learning site developed by Price Kerfoot, a former medical student who recently earned a master's degree in education. What makes this website different is that it's based on the theory of spaced learning – that we remember best when material is presented in small chunks at spaced intervals with constant feedback on what has been learned.

The website – <http://www.spaceded.com> – has courses ranging from medical topics to music theory to bartending. Here's how it works:

- A user signs up for a course (most are free).
- The user reads content material.
- The user answers questions and gets immediate feedback on whether answers are right or wrong.
- The user can also see how others did on each question.
- Additional content information and questions are sent to the user at regular intervals (perhaps two questions a day) and the feedback process is repeated.
- When questions are answered correctly twice in a row, they are no longer repeated. If questions are answered incorrectly, they are repeated every 12 days until the user gets them right.

“With the spacing effect,” says Kerfoot, “if you take information in small amounts and repeat it, it encodes that information in your memory. The second part is the testing effect, and some interesting papers show us that just by presenting people with information and then testing them on it, it encodes the information. The repetition adapts to the learner based on whether they answer their questions correctly. The focus is on mastery and retention of the material.”

Kerfoot is hopeful that the website will help K-12 students keep up during the year and avoid summer learning loss, will give teachers information on their students' level of mastery and learning patterns, and will boost the learning of others. “What we have found is that spaced education is remarkably well accepted by learners, from students to practicing physicians,” he says. “We know it works.”

“Repetition, Repetition, Repetition” by Mary Tamer in *ED*, Winter 2010 (Vol. LII, #2, p. 12)  
[http://www.gse.harvard.edu/blog/news\\_features\\_releases/2010/01/repetition-repetition-repetition.html](http://www.gse.harvard.edu/blog/news_features_releases/2010/01/repetition-repetition-repetition.html)

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## 6. Succeeding with Students Who Are Hard to Like

(Originally titled “Teaching Children with Challenging Behavior”)

In this *Educational Leadership* article, Responsive Classroom practitioner Caltha Crowe offers these suggestions for dealing with challenging behavior:

- *Find out about students before school begins.* Read their records and reach out to parents and former teachers to see what worked and what didn't work. Crowe suggests a parent

questionnaire asking what their children like to do at home and their hopes for the year ahead.

- *Pay attention to triggers.* One student has tantrums when asked to do work that feels too hard; another runs out of the room when someone disagrees with him. Knowing this allows a teacher to anticipate trouble and help students build coping mechanisms.

- *Understand developmental stages.* “If a student in the class is having behavior problems,” says Crowe, “I ask myself, Are my expectations for this student developmentally appropriate?” This might be why a girl starts to race around the room every time she is asked to work as part of a small group, or why a kindergarten boy throws himself on the floor, kicking and screaming, during whole-group lessons. Crowe says that every year she re-reads *Yardsticks: Children in the Classroom Ages 4-14* (by C. Wood, Northeast Foundation for Children, 2007) to remind herself what to expect from each age level. Eight-year-olds, for example, tend to have big ideas but need projects with clear limits to keep from getting overwhelmed.

- *Observe individual learning styles.* A girl might be good at remembering things she sees but not things she hears.

- *Notice peer relationships.* “Misbehavior and lack of academic success often grow from an unmet need to belong,” says Crowe. On the first day of each school year, she has students look for classmates who like pizza, who have a pet. She watches for interactions at recess as well, and intervenes with shy students and those who seem more comfortable with adults than their peers.

- *Learn important details.* It’s very helpful to greet students in the morning with questions like, “How’s your dog today?” Crowe gets such information from beginning-of-the-year activities, parents, and ongoing conversations.

- *Find the good in each student.* “There is something to like in every student,” says Crowe, “and making the effort to recognize that gem is a key to building a good relationship... Often it is the initially hard-to-like student, the one who requires extra effort from me, who contributes unexpectedly to our community – and to whom I become the most attached as the year progresses.”

“Teaching Children with Challenging Behavior” by Caltha Crowe in *Educational Leadership*, February 2010 (Vol. 67, #5, p. 65-67)

[http://www.ascd.org/publications/educational\\_leadership.aspx](http://www.ascd.org/publications/educational_leadership.aspx); Crowe can be reached at [info@responsiveclassroom.org](mailto:info@responsiveclassroom.org).

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## 7. A Multi-Dimensional Learning Plan

In this *Digital Directions* article on effective use of digital tools, Kathleen Kennedy Manzo lays out a diversified “playlist” for learning:

- Class lessons – Traditional lessons for the whole class to introduce a lesson or reteach material as needed;
- Assessments – Regular on-the-spot and interim assessments to check on students’ skills and academic needs;

- Skill-building games – Computer-based games focusing on developing specific skills (e.g., vocabulary or multiplication facts);
- Group projects – Students collaborate on assignments using technology and traditional research and presentation tools;
- Online courses – Virtual learning can give students access to credit-recovery or accelerated courses and enrichment and intervention activities;
- Tutoring – One-on-one or small-group sessions, on-site or virtual, help struggling students;
- Museum site visits – Tapping into outside educational resources like museums, libraries, and local historical sites;
- Blogs – Students can write blog entries to show what they have learned, outline their research, and communicate with their teachers;
- Independent research – Students guide their own learning by doing assignments outside class using online and traditional resources.

“The Personal Approach” by Kathleen Kennedy Manzo in *Digital Directions*, Winter 2010, <http://www.digitaldirections.org>.

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## **8. Robert Marzano on Effective Classroom Games**

(Originally titled “Using Games to Enhance Student Achievement”)

In this *Educational Leadership* article, Robert Marzano reports that using academic games is associated with 20 percentile-point gains in student achievement. In the research he analyzed, teachers mostly used adaptations of popular game shows like Family Feud and the \$100,000 Pyramid. For example, a social studies teacher used Jeopardy to ask questions at different levels of difficulty about Rights and Responsibilities, Culture, Economic Systems, Current Events, Geography, and the Judicial System.

Not all classroom games produce results; in fact, some hurt student achievement.

Marzano suggests the following guidelines:

- *Target essential academic content.* Otherwise, games are a waste of precious time.
- *Keep competition low-stakes.* Rewards should be inconsequential but fun – coupons to buy juice from the cafeteria vending machine, for example – and all students should experience winning and losing. Game points should never count in students’ grades.
- *Debrief.* “The most common error teachers make when using games is to add up team points and move on,” says Marzano.
- *Have students revise their notes.* After a game, students should look at their previous notes and, based on insights from the game, correct misconceptions and add missing information.

“Using Games to Enhance Student Achievement” by Robert Marzano in *Educational Leadership*, February 2010 (Vol. 67, #5, p. 71-72)  
[http://www.ascd.org/publications/educational\\_leadership.aspx](http://www.ascd.org/publications/educational_leadership.aspx)

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## 9. What Works in Sex Education?

This article in *Archives of Pediatrics and Adolescent Medicine* reports the results of a hybrid sex education course taught to about 600 African-American sixth- and seventh-graders. The 8-hour course was labeled “abstinence only,” but it contained an element not present in conventional abstinence-only courses. In addition to being advised against having sex, students were asked about their goals and dreams for the future – what would they like to be doing five, ten years from now? How would sexual involvement make it difficult or impossible to achieve some of those goals? When researchers checked in two years later, sixty-seven percent of the students who took part in the program said they had not had sexual intercourse, versus 48 percent of students in the control group.

“Efficacy of a Theory-Based Abstinence-Only Intervention Over 24 Months: A Randomized Controlled Trial with Young Adolescents” by John Jemmott III, Loretta Jemmott, and Geoffrey Fong in *Archives of Pediatrics and Adolescent Medicine*, February 2010, (Vol. 164, #2) <http://archpedi.ama-assn.org/cgi/content/short/164/2/152?home>, spotted in *PEN Weekly NewsBlast*, Feb. 5, 2010

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## 10. Short Items:

**a. A principal's blog** – In this article in *Principal*, retired Alabama principal Frank Buck lists the advantages of communicating with staff and parents through a weblog, and recommends this resource to get started: <http://yourownblogin10minutesorless.blogspot.com>.

“Improve Communication One Blog at a Time” by Frank Buck in *Principal*, March/April 2010 (Vol. 89. #4, p. 54-55); Buck can be reached at [frank@frankbuck.org](mailto:frank@frankbuck.org).

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**b. Learning disabilities website** – Learning Disabilities Online has current information and advice for parents and teachers on topics including attention deficit disorder, reading-comprehension difficulties, and speech impairments: <http://www.ldonline.org>.

“Go-To Sites: A Web Roundup” by Tim Ebner in *Digital Directions*, Winter 2010; for a running list of top websites, see <http://www.digitaldirections.org/go/topsites>.

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**c. Khan Academy** – Salman Khan uses the YouTube video-sharing platform to offer more than a thousand free 8-10-minute instructional videos on a variety of subjects: <http://www.khanacademy.org>.

“Go-To Sites: A Web Roundup” by Tim Ebner in *Digital Directions*, Winter 2010; for a running list of top websites, see <http://www.digitaldirections.org/go/topsites>.

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**d. National Lab Day website** – This website aims to connect scientists with middle- and high-school students to promote hands-on lab experiments overseen by volunteer professionals in the field: <http://www.nationallabday.org>.

“Go-To Sites: A Web Roundup” by Tim Ebner in *Digital Directions*, Winter 2010; for a running list of top websites, see <http://www.digitaldirections.org/go/topsites>.

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**e. Teaching finance website** – Online financial-literacy games are available at <http://www.digitaldirections.org/go/financegames>.

“Scoring Points in Teaching Finance” by Katie Ash in *Digital Directions*, Winter 2010, <http://www.digitaldirections.org>.

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***Do you have feedback? Is anything missing?***

*If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: [kim.marshall8@verizon.net](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 Journal of Education  
American School Board Journal  
ASCD, CEC SmartBriefs, Daily EdNews  
Catalyst Chicago  
Chronicle of Higher Education  
Ed. Magazine  
EDge  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
Essential Teacher (TESOL)  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
JESPAR  
Journal of Staff Development  
Language Learner (NABE)  
Middle Ground  
Middle School Journal  
New York Times  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teacher Magazine (online)  
Teachers College Record  
The Atlantic Monthly  
The Language Educator  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Tools for Schools/The Learning Principal