Marshall Memo 567

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 29, 2014

In This Issue:

Quotes of the Week

"Kids who are active and fit do better in school, better on achievement tests, better on measures of brain health."

James Sallis (see item #6)

"We are teaching kids to take care of themselves beyond school."

Lisa Daly (*ibid*.)

"When we yell at them, ban them from the room, use sarcasm, hit them, humiliate them, scold them, disrespect them, don't listen to their side of the story, or attack their dignity, we are giving them the tools they will use with other children, other adults including teachers, and us… The same is true when we show love, kindness, honesty, and caring."

Richard Curwin in "What Do We Really Teach Our Children?" in *The Jerusalem Post*, December 23, 2014, http://www.jpost.com/landedpages/printarticle.aspx?id=385550

"Adolescents are the impertinent explorers of the great 'What if?'… Put simply, teens often resist in school because they need to, they can, and they should… When we recognize that we sometimes provoke our students' resistance, we can learn to see their opposition as a form of engagement, and even an expression of hope… How educators (mis)interpret and respond to adolescent resistance in school can have a profound effect on students' academic achievement, interpersonal behaviors, and life trajectories."

Eric Toshalis in "Learning from Student Resistance: Mistakes Educators Make and How to Avoid Them" in *Harvard Education Letter*, January/February 2015 (Vol. 31, #1, p. 8, 6-7), www.edletter.org

"Every time you make a mistake, become confused, or struggle, you make me a better teacher."

A "growth" mindset teacher to her students (see item #4)

1. Carol Dweck on Fixed and Growth Mindset Thinking Among Teachers

In this article in *Educational Horizons*, Stanford professor Carol Dweck applies her "mindset" theory to the problem of teacher attrition – almost half of new teachers leave the classroom within five years. All too many teachers, she says, have a "fixed" mindset about the profession – either you're born to be a great teacher or you're not. Here are some of the agree/disagree statements Greg Gero of Claremont Graduate University used with teachers to ascertain their mindset:

- The kind of teacher someone is, is something very basic about them and can't be changed very much.
- Teachers can change the way they teach in the classroom, but they can't really change their true teaching ability.
- Some teachers will be ineffective no matter how hard they try to improve.
- No matter how much natural ability you may have, you can always find important ways to improve.
- Every teacher, no matter who they are, can significantly improve their teaching ability.
- The value of trying new teaching methods outweighs the risk of making a mistake.
- I discuss problems in my classroom teaching with others in order to learn from them.

Teachers who agreed with the first three statements had a "fixed" mindset and often got discouraged when they encountered difficult students and learning problems in their early weeks in the classroom. "So," says Dweck, "instead of rolling up their sleeves, using every resource at their disposal, and assuring themselves that they could only get better, they probably concluded that they didn't really have the talent in the first place or that the kids were intractable – and fled."

Teachers who agreed with the last four statements had a "growth" mindset. They cared more about learning than about having a good reputation as a teacher. They didn't believe that a perfect, error-free lesson defined them as a good teacher. These teachers behaved in strikingly different ways than those with a fixed mindset:

- They engaged in more professional development, read more professional literature, and constantly picked up ideas and teaching techniques.
- They observed other teachers and volunteered to have well-regarded teachers teach demonstration lessons with their students.
- They confronted their teaching problems head-on and asked for feedback from supervisors and colleagues.

Teachers with a fixed mindset feared being judged negatively and were reluctant to be observed by others or collaborate with colleagues. They assumed it was their job to go it alone and that innate talent was the most important factor in success.

Dweck tells the story of one of her Stanford students who started teaching in a tough New York City school and had a horrible first year. "I naively thought that since I was young, energetic, educated, and driven, I would be a rock star," this teacher wrote to Dweck. Working "maniacally long hours" and seeing no progress in her students, she thought about quitting. But she remembered growth mindset thinking and set small, measurable targets. "Instead of a goal of 'an amazing classroom with remarkable academic gains,' I had to set goals like, 'this week, everyone will line up safely for the bathroom' or 'today, the green group will identify a triangle.' The class excelled at accomplishing these little goals, and slowly, our big goal of 'an amazing classroom with remarkable academic gains' started to materialize." She began to video herself, flinching at what she saw but making daily improvements in how clearly she gave directions and how often she smiled. By her fifth year of teaching, every one of her fourth-graders passed the state math test, with 90 percent of them earning the top score of 4.

Dweck says that teachers stuck in the fixed mindset see underachieving, unmotivated, disruptive students as threats to their self-concept as good teachers. "But in a growth mindset, those students are challenges," she says; "they're opportunities to hone your skills, increase your understanding, and become a better teacher." Growth mindset teachers believe, "Every student has something to teach me" and some even tell their students, "Every time you make a mistake, become confused, or struggle, you make me a better teacher."

Is the fixed mindset fixed? No! says Dweck: "Research has shown that it's never too late to develop a growth mindset about your abilities. The first step is to get in touch with your fixed mindset. We all have some of it tucked away somewhere, and it's important to acknowledge that." It says things like:

- *You'd be able to do this easily if you were a good teacher.*
- *You'll never be as good as that teacher.*
- *You'll never be able to get these students to learn this.*
- *If you take that risk and it doesn't work out, you'll lose your status/control/respect.*
- *You see, you took a risk and failed; don't try that again. Stick to what you know.*
- *Why not face the facts; you're just not cut out for this.*

These are thoughts from the fixed-mindset perspective. Hear them out, maybe share them in a discussion group with colleagues, and realize you're not alone. Then start talking back with growth-mindset thinking:

- *Nobody is good at this right away. It takes experience.*
- *I really admire that teacher. Maybe I can ask her to observe my class and give me feedback.*
- *Maybe other teachers have some good ideas about how to teach this material more effectively.*
- *Maybe I need to find some new strategies or set different goals.*

Dweck suggests taking the mindset test http://bit.ly/MindsetTest to get a handle on the specific areas where you can change your thinking about growth and achievement. "[U]nderstand that you have a choice," she concludes. "Even when you feel anxious or discouraged, you can choose to act in a growth-mindset way… You recognize that the growth of your skills is in your hands, and you choose to make that happen."

"Teachers' Mindsets: 'Every Student Has Something to Teach Me'" by Carol Dweck in *Educational Horizons*, December 2014/January 2015 (Vol. 93, p. 10-14), www.edhorizons.org

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2. Learning to Be "Adaptively Authentic" As a Leader

In this *Harvard Business Review* article, INSEAD professor Herminia Ibarra says that authenticity – being true to oneself – is often seen as an important leadership trait. But being too rigid about "who one is" can cause problems when leaders take on new challenges, work with colleagues with different cultural backgrounds, and are pushed to operate outside their comfort zones. Ibarra says her research has shown that "the moments that most challenge our sense of self are the ones that can teach us the most about leading effectively. By viewing ourselves as works in progress and evolving our professional identities through trial and error, we can develop a personal style that feels right to us and suits our organizations' changing needs."

Interviewing dozens of leaders who have taken on a new challenge, Ibarra found two psychological styles:

- "Chameleons" adapt quickly to the demands of the situation, trying on different approaches like new clothes until they find a good fit. They are often successful but run the risk of being seen as faking it, lacking a moral center.
- "True-to-selfers" express what they genuinely think and feel, but this may be unhelpful in some situations and prevent them from developing in new and better ways.

Leaders always have to manage the tension between being authoritative and approachable, says Ibarra: "Getting the balance right presents an acute authenticity crisis for true-to-selfers, who typically have a strong preference for behaving one way or the other." She tells the story of a new manager who told her subordinates that the job felt scary and she needed their help to be successful. This came across as too vulnerable, undermining her credibility and effectiveness.

True-to-selfers can also be at a disadvantage when a new leadership role requires them to sell ideas to diverse stakeholders, which may feel artificial and political – good ideas should sell themselves. And true-to-selfers tend to have difficulty accepting negative criticism – they take it personally, as an attack on who they are. "Such a rigid self-concept can result from too much introspection," says Ibarra. "When we look only within for answers, we inadvertently reinforce old ways of seeing the world and outdated views of ourselves."

What true-to-selfers need is "outsight" – seeing the world as others see it and experimenting with new leadership behaviors. "To begin thinking like leaders," says Ibarra, "we must first act: plunge ourselves into new projects and activities, interact with very different kinds of people, and experiment with new ways of getting things done. Especially in

times of transition and uncertainty, thinking and introspection should follow experience – not vice versa. Action changes who we are and what we believe is worth doing… Think of leadership development as trying on possible selves rather than working on yourself – which, let's face it, sounds like drudgery. When we adopt a playful attitude, we're more open to possibilities." Ibarra suggests three ways to move in this direction:

• *Learn from diverse role models*. Learning often involves selectively imitating effective behaviors in others and making them one's own – for example, seeing how to use humor to break the tension in a meeting and getting better at shaping opinion without coming across as overbearing. The playwright Wilson Mizner once said that copying one author is plagiarism but copying many is research.

• *Focus on learning goals, not performance goals*. Constantly worrying about performance and how we will appear to others prevents risk-taking and experimentation. Those who adopt a learning orientation don't expect to get everything right the first time, constantly pick up new attributes, and keep exploring the kind of leader they might become.

• *Don't stick to a personal narrative that's no longer relevant*. We all have a history of events that shaped our identities. "Consciously or not," says Ibarra, "we allow our stories, and the images of ourselves that they paint, to guide us in new situations. But the stories can become outdated as we grow, so sometimes it's necessary to alter them dramatically or even to throw them out and start from scratch."

"The Authenticity Paradox" by Herminia Ibarra in *Harvard Business Review*, January-February 2015 (Vol. 93, #1/2, p. 52-59), http://bit.ly/1CPDbE4

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3. Skillfully Giving and Receiving Advice

In this *Harvard Business Review* article, David Garvin and Joshua Margolis (Harvard Business School) say that giving and receiving advice is a complex skill that's trickier than most people think. "The whole interaction is a subtle and intricate art," say Garvin and Margolis. "On both sides it requires emotional intelligence, self-awareness, restraint, diplomacy, and patience. The process can derail in many ways, and getting it wrong can have damaging consequences – misunderstanding and frustration, decision gridlock, subpar solutions, frayed relationships, and thwarted personal development – with substantial costs to individuals and their organizations."

Here are some of the pitfalls of advice-seeking and advice-giving:

For those seeking advice:

- *Thinking you already have the answers* – People tend to put too much trust in their own judgment and sometimes ask for advice only to validate what they already believe.
- *Choosing the wrong advisors* – People often go to like-minded colleagues who will confirm biases and incorrect beliefs. "Though friendship, accessibility, and nonthreatening personalities all impart high levels of comfort and trust, they have no relation to the quality or thoughtfulness of advice," say Garvin and Margolis.

- *Defining the problem poorly* – Advice-seekers may give too much detail, leave out important facts, or take for granted essential background information. They may also focus too much on *how* a decision will play out rather than *why* they are making it.
- *Discounting advice* – Many leaders have an "egocentric bias" and don't take advice that runs contrary to what they already believe. "Individuals in powerful positions are the worst offenders," say Garvin and Margolis.
- *Not distinguishing between good and bad advice* – People tend to embrace advice from those who project confidence, reject advice from those with whom they have personality conflicts, and distrust advice when advisors disagree among themselves. There's also a tendency to not take into account conflicts of interest, even when they're clearly declared.

<u>For those giving advice:</u>

- *Overstepping boundaries* – Giving advice that hasn't been asked for or chiming in when one is not qualified can leave a sour taste all around.
- *Misdiagnosing the problem* – "Advisors tend to avoid asking basic, probing questions because they don't want to jeopardize their expert status," say Garvin and Margolis. They may see false similarities to other situations or miss important biases in the advice-seeker.
- *Offering self-centered guidance* – It's off-putting and ineffective to frame one's advice as "how I would respond if I were in your shoes." It's important to be truly empathetic about the other person's situation.
- *Communicating advice poorly* – It can be vague, jargon-filled, or overwhelm the advice-seeker with too many ideas. "Nothing causes paralysis like a laundry list of options with no explicit guidance on where to start or how to work through and winnow the list," say Garvin and Margolis.
- *Mishandling the aftermath* – Some advisors get offended when the other person doesn't take their advice, poisoning the relationship. "The reality is that recipients rarely take one person's advice and run with it," say the authors. "More often they modify the advice, combine it with feedback from others, or reject it altogether…"

To avoid these potential pitfalls, Garvin and Margolis offer the following guidelines:

• *Stage 1: Find the right fit*. It's helpful and time-efficient to be able to turn for advice to a small group of trusted advisors with diverse perspectives who have your best interests at heart and can be relied on to tell you what you don't want to hear. Then it's a question of deciding who can be most helpful with a particular decision you have to make (whether or not to promote a subordinate, for example), providing counsel on how to navigate an unfamiliar situation, coaching on developing a particular skill (such as running meetings), and long-term mentoring on building and sustaining professional and personal effectiveness.

• *Stage 2: Develop a shared understanding*. The key here is for the person seeking advice to convey just enough information so the advisor can grasp the problem without getting lost in the weeds, see areas of discomfort and stress, and understand the goal. Advisors need to

listen actively and suspend judgment, ask open-ended questions and then more specific probes, and clarify what kind of advice is needed.

• *Stage 3: Craft alternatives*. Decision-making improves dramatically when several options are available, says Garvin and Margolis, so advisee and advisor should work to develop possible courses of action and the pros and cons of each. Here are some possible advisor roles:

- Serve as a sounding board. Restate arguments and ask questions to sharpen the issue.
- Test a tentative path. Probe the seeker's reasoning with hypotheticals and questions.
- Expand the frame of reference. Provide breadth and depth on the nature of the problem.
- Provide process guidance. Examine the interests involved and alternative steps.
- Generate substantive ideas. Increase the number and range of options being considered.

"If you're the adviser, think of yourself as a driving instructor," say the authors. "While you provide oversight and guidance, your ultimate goal is to empower the seeker to act independently… You can never fully step into the advisee's shoes, and it is important to acknowledge that clearly."

• *Stage 4: Converge on a decision*. Advice-seekers often fall prey to confirmation bias or picking the easiest solution. It's important to keep an open mind, get a second or third opinion, and test out ideas that were initially discarded.

• *Stage 5: Put advice into action and make real-time adjustments*. "Advice is best treated as provisional and contingent," say Garvin and Margolis: "It should be a cycle of guidance, action, learning, and further guidance… Skilled advising is more than the dispensing and accepting of wisdom; it's a creative, collaborative process – a matter of striving, on both sides, to better understand problems and craft promising paths forward."

"The Art of Giving and Receiving Advice" by David Garvin and Joshua Margolis in *Harvard Business Review*, January-February 2015 (Vol. 93, #1/2, p. 60-71), http://bit.ly/1HVNKnj

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4. How Middle Managers Can Successfully Advocate for a Good Idea

In this *Harvard Business Review* article, Susan Ashford (University of Michigan) and James Detert (Cornell University) report on their study of middle managers who decided to pitch an idea to their superiors. This was most likely to happen when the middle managers identified with their organization, had a positive relationship with their boss, felt psychologically safe in the organization, believed that someone above them would take action, and cared enough about the idea to invest energy in selling it. Ashford and Detert suggest the following pointers for successfully promoting an idea:

• *Tailor your pitch*. It's essential for middle managers to take into account their superiors' goals, values, and knowledge when preparing to present an idea.

• *Frame the issue*. Where does the new idea fit into the organization's priorities, values, and big-picture goals? What's on the boss's mind? If possible, it's wise to bundle the idea with related initiatives.

• *Approach the right audience*. The usual approach is to go to one's immediate boss, but what if that person is likely to sit on the idea and not follow up? There are risks to going over the boss's head, but sometimes it's the only way to get an idea moving.

• *Manage emotions on both sides*. A middle manager selling an idea can get too caught up in enthusiasm – or in frustration with existing conditions. "Though strong emotions can be channeled into a rousing appeal for action, when unregulated they're more likely to diminish the seller's influence," say Ashford and Detert. "Decision makers who detect negative emotions from subordinates offering input tend to perceive those employees as complainers, not as change agents."

• *Get the timing right*. There's a right and a wrong moment to introduce a new idea, say the authors – depending on a shift in organizational priorities, new trends or events, the arrival of a new boss, the introduction of related initiatives, or an impending deadline.

• *Involve others*. "Issue sellers are better off bringing others into their efforts than going it alone," say Ashford and Detert. They should build a coalition of people who have expertise, access to important information, personal relationships with higher-ups, and the ability to persuade others.

• *Adhere to norms*. It's important to know what kinds of data the organization's leaders like to use to make decisions, how they prefer to receive information (formally or informally), and whether they tend to support certain issues.

• *Suggest solutions*. Identifying a problem and proposing a workable solution is a winning combination, say Ashford and Detert. "Proposing a solution signals that the seller has put thought into the issue and respects leaders' time." But if events are moving rapidly and there's no solution yet, it's helpful to suggest a process for finding one.

• *Choose your battles*. Some ideas are ahead of their time and/or imply fundamental criticisms of the way things have been done. Middle managers have to ask themselves two questions: How important is the idea to the success of the organization? And how important is it to me?

"Get the Boss to Buy In" by Susan Ashford and James Detert in *Harvard Business Review*, January-February 2015 (Vol. 93, #1/2, p. 72-79), www.hbr.org

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5. Douglas Fisher and Nancy Frey on Doing Close Reading Well

"What happens when close reading fails?" ask Douglas Fisher and Nancy Frey (San Diego State University) in this article in *The Reading Teacher*. "How can teachers provide guidance with complex texts without telling students what the text means?" After observing numerous lessons in grades 3-8 classrooms and interviewing teachers who are expert at close reading, Fisher and Frey concluded that the expert teachers used nine strategies (under two broad headings) to support students reading short, challenging texts:

Scaffolds during close reading:

• *Repeated reading* – This improved understanding when teachers had students re-read

with a new question in mind or to search for evidence. Sometimes students needed to read a passage five or six times to get all the nuances.

• *Text-dependent questions* – Teachers queried their students on (a) what the text *says*, (b) how the text *works*, and (c) what the text *means*. Teachers rarely used all the questions they prepared, deciding in the moment which ones would help students unpack the text.

• *Collaborative conversations* – Close reading is not a silent or independent activity, say Fisher and Frey. It's interactive and inquiry-based, with students asking each other questions and debating interpretations of the text. Some teachers put language frames on the wall to prompt high-level discourse, for example: *I disagree because___ Was anyone confused about___? What caused___? I wonder why___ What do we think the author is trying to prove when he says___?*

• *Annotations* – Teachers had students mark up the text to highlight confusing sections, identify central ideas, ask questions, summarize, or note inferences. One teacher said, "Annotations are really about getting students to slow down and pay attention to the text… Annotating a text causes students to use their comprehension strategies, such as monitoring, questioning, clarifying, and predicting."

Contingency teaching when scaffolds don't do the job:

• *Reestablishing purpose* – If students get bogged down in a difficult text, it's helpful for the teacher to have them step back and reflect on the purpose of the lesson and what they're really looking for.

• *Prompting and cueing* – "Sometimes they just need a little hint to unlock the understanding of the text," said a sixth-grade teacher. "When we first started close reading, I didn't think that I was supposed to do that." This could be reminding students about a previous experience, asking them to pause and think about their thinking, developing an informal problem-solving procedure, or using verbal or gestural cues – all without telling students directly what the answer is.

• *Modeling* – Teachers sometimes thought aloud about how they themselves would attack a difficult text. "I'm visualizing how these events are linking together," said one teacher as she annotated the text on a document camera. "That's a context clue that is helping me to begin to understand what the term means," said another.

• *Calling time-out* – Several of the teachers Fisher and Frey observed realized that sometimes the best thing was to discontinue a close reading, collect students' texts, and shift to another activity – and during a break look at what students were writing to figure out where their thinking went astray. "Then I'll know what to teach before they attack the text again," said a third-grade teacher.

"Contingency Teaching During Close Reading" by Douglas Fisher and Nancy Frey in *The Reading Teacher*, December 2014/January 2015 (Vol. 68, #4, p. 277-286), http://onlinelibrary.wiley.com/doi/10.1002/trtr.1298/abstract; the authors can be reached at dfisher@mail.sdsu.edu and nfrey@mail.sdsu.edu.

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6. The Double Payoff of Better Physical Education Classes

In this *Harvard Education Letter* article, Laura Pappano reports on new thinking about physical education, which is moving more PE classes from dodgeball and basketball to activities that promote fitness, fun, and fairness. "We are teaching kids to take care of themselves beyond school," says Lisa Daly of the Plymouth, Connecticut schools. Not only do cutting-edge phys ed classes get more students actively involved (less sitting on the sidelines waiting your turn and no opt-out for "non-athletes"), but there's also evidence that physical activity boosts academic performance. "Kids who are active and fit do better in school, better on achievement tests, better on measures of brain health," says James Sallis of the University of California/San Diego. In one study, kids who exercised regularly outperformed a control group on executive function, working memory, response speed, cognitive flexibility, and multitasking. Pappano lists the following characteristics of new PE classes:

- A focus on wellness rather than athletics;
- Fitness games that value teamwork, build confidence, and encourage self-expression;
- More choices so students can find activities they enjoy;
- Recreational activities that students can enjoy outside of school;
- Teaching skills like throwing, catching, and kicking as physical training, not sports prep;
- More use of technology, including heart-rate monitors;
- Use of music to enhance activities;
- A fast, energetic pace, providing students with a real workout.

"The 'New PE' Aims to Build Bodies and Brains" by Laura Pappano in *Harvard Education Letter,* January/February 2015 (Vol. 31, #2, p. 4-6), www.edletter.org

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7. Short Items:

a. Grit self-assessment – This link http://bit.ly/EHGritTest has the University of Pennsylvania's survey of determination, tenacity, and long-range thinking. Check it out! And here's the TED Talk by Penn professor Angela Lee Duckworth http://bit.ly/DuckworthTED that put "grit" on the map.

"Is 'Getting Gritty' the Answer?" by Nancy Barile in *Educational Horizons*, December 2014/January 2015 (Vol. 93, p. 8-9)

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b. Rubric-making tools – This link http://bit.ly/RubricTools from *Educational Horizons* has five free tools for constructing rubrics assembled by Christopher Pappas: RubiStar, Technology General Rubric Generator, iRubric, Annenberg Learner Build a Rubric, and Essay Tagger Common Core Rubric Creation Tool.

"Bulletin Board" in *Educational Horizons*, December 2014/January 2015 (Vol. 93, p. 4)

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c. 12 Years a Slave toolkit – The National School Boards Association has partnered with New Regency, Fox Searchlight, and Penguin Books to make copies of the film, book, and study guide for *12 Years a Slave* available to U.S. high schools. Visit this website www.12yearsaslave.com to request a school toolkit, which includes parental consent suggestions and a letter from Steve McQueen, the film's director.

"Resources" in *American Educator*, Winter 2014-15 (Vol. 38, #4, p. 43)

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d. 36 formative assessment tools – This link http://bit.ly/36Tools has 36 ways of measuring students' content and skill knowledge, assembled by Kathy Dyer.

"Bulletin Board" in *Educational Horizons*, December 2014/January 2015 (Vol. 93, p. 4)

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e. ShareMyLesson resources – At www.sharemylesson.com/21stCenturyLessons, teachers can access a variety of lesson and unit plans crafted by Boston Public School educators, searchable by subject, grade, and topic. A few examples:

- Short Stories and Themes: *The Lottery*
- Citing Textual Evidence: Salem Witch Trials
- Athens and Sparta
- Greek Culture: Intro to Alexander the Great
- Statistics Questions and Data
- Introduction to Integers
- Introduction to Solving Equations

"Resources" in *American Educator*, Winter 2014-15 (Vol. 38, #4, p. 43)

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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.marshall48@gmail.com

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 44 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 64 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).

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

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- About Kim Marshall (including links to articles)
- A free sample issue

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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- A collection of "classic" articles from all 11 years

Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest