Marshall Memo 435

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 7, 2012

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Quotes of the Week

"Better thinking about assessment can help us change our culture of teaching and learning from 'know and be able to do' to 'understand and be able to explain.'"

Paul Zavitkovsky (see item #1)

"[D]eeper understanding typically starts by letting go of something you already 'know' so you can reincorporate that knowledge into a deeper, more comprehensive system of explanation."

Paul Zavitkovsky (*ibid*.)

"[S]tandardized testing doesn't have to be the Darth Vader of school reform. Released test items and full reports of student responses can actually deepen the way we think about teaching and learning in ways that other forms of assessment cannot."

Paul Zavitkovsky (*ibid*.)

"One of the most commonly reported challenges in rearing children with disabilities is a feeling of a loss of control."

Caitlin Edwards and Alexandra Da Fonte (see item #2)

"Our perspective is that all teachers who are willing to be behavior detectives can learn to identify why challenging students behave in a certain way, what school factors contribute to the behavior, and what strategies will lead to more appropriate, constructive behavior for school and for life."

Jessica Minahan and Nancy Rappaport (see item #4)

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1. Getting Assessment Right in the Common Core Era

"Better thinking about assessment can help us change our culture of teaching and learning from 'know and be able to do' to 'understand and be able to explain,'" says former Chicago principal and University of Illinois/Chicago leadership coach Paul Zavitkovsky in this thoughtful article in *Catalyst Chicago*. He approves of the Common Core State Standards and believes they will help us move students toward deeper understanding and higher-order intellectual skills. But more-demanding curriculum standards aren't just about adding to what our students already know. "[T]he evidence from modern learning science points in a different direction," says Zavitkovsky. "It says deeper understanding typically starts by letting go of something you already 'know' so you can reincorporate that knowledge into a deeper, more comprehensive system of explanation."

For example, despite what we learned about the solar system in school, most Americans still believe that the Earth gets warmer in the summer because it moves closer to the sun, and gets cooler in winter because it moves further away. "That's a good guess, but bad science," he says. "One explanation for why we keep getting this one wrong is that most of us aren't very smart. A better explanation is that common sense and intuition trump formal knowledge until there's a compelling reason to let intuition go."

Zavitkovsky draws the analogy to curriculum standards. For generations, our intuition told us that school is about adding skills and information and filling gaps in students' knowledge, and over the last two decades, we've created thousands of state standards and hundreds of assessments. "So we trusted our intuition, we doubled down on our bet, and we lost," he says. "Now we have a choice. Do we double down again, or do we let go of some comfortable intuitions and start putting our money on a different horse?"

Zavitkovsky says four well-worn intuitions are part of our current approach to curriculum and assessment. "If we don't find a way to get past them," he says, "they'll kill the Common Core."

• *Intuition #1: Mastery of skills and procedures is the main show.* Not so! TIMSS (Third International Math and Science Study) videotapes of teachers around the world showed that higher-achieving countries regularly engage students in an active struggle to understand core math concepts and procedures – while U.S. teachers spend large amounts of time reviewing material and practicing mathematical procedures without expecting students to grasp the underlying concepts.

• *Intuition #2: Commercial test design is objective, precise, and scientific.* No Child Left Behind led states to define standards of what students should know and be able to do and hire testing companies to produce items that matched. The content strands and tests that emerged, says Zavitkovsky, "reflect a skill-based mindset that is out of sync with modern

learning theory and runs contrary to the goals of the Common Core. An old adage in systems theory is that, 'Your system, any system, is perfectly designed to produce the results you're getting.' In recent years, we've done a more perfect job of designing our system so that it reduces what we teach to discrete skills and procedures. Without confronting that bias, we will continue to assess and report learning in ways that will doom the Common Core."

• *Intuition #3: The best way to improve assessment at scale is to do that job for teachers so that teachers have more time to "just teach."* A striking irony of the No Child Left Behind era is that, just as we were outsourcing assessment to test companies, research showed that frequent, high-quality on-the-spot assessment in classrooms is one of the most powerful ways to improve teaching and learning. Finland picked up on that finding, prioritizing it in teacher development, and has vaulted from the middle of the pack to being one of the highest-achieving nations in the world. Meanwhile, the U.S. seems to be repeating previous mistakes, with the PARCC and SMARTER consortia producing multi-state tests without working to help teachers improve their classroom assessments.

• *Intuition #4: Standardized testing is inherently sterile and inauthentic*. Some educators have jumped to the conclusion that we should abolish large-scale tests. Not so fast! says Zavitkovsky, citing Grant Wiggins's recent article pointing out that the best test items reveal student misconceptions and require interpretation and transfer (see Marshall Memo 328). The problem with state assessments has less to do with the items than with how the results are reported, says Zavitkovsky. "Reporting that pre-packages results for teachers denies teachers access to more nuanced aspects of student thinking that hold the key to deeper learning."

"The surprising implication of Wiggins's analysis," he continues, "is that standardized testing doesn't have to be the Darth Vader of school reform. Released test items and full reports of student responses can actually deepen the way we think about teaching and learning in ways that other forms of assessment cannot. They can also give us better insights about how to improve local assessment practices in ways that directly support the goals of the Common Core." Analysis of assessment data should do more than produce lists of who should be taught what tomorrow, he says. It should "support collective analysis and adult learning. The purpose of that learning is to produce more *thoughtful and challenging assignments* that can only be created by classroom teachers and collaborative teacher teams."

The Common Core standards pose the biggest challenge to American schools since the Progressive Era of John Dewey, Zavitkovsky concludes. "To succeed where Dewey and others have failed, we need to build coordinated systems of local and external assessment that work together to support ambitious learning by students and adults. Insisting on more thoughtful reporting of state and district assessments will be an important first step toward scaling up improvement of local assessment, where the pay-offs can be huge and where the potential for improvement is enormous."

"Testing and the Common Core" by Paul Zavitkovsky in *Catalyst Chicago*, Mar. 12, 2012, http://www.catalyst-chicago.org/news/2012/03/19/19935/testing-and-common-core

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2. Five Ways to Collaborate With Families of Students with Disabilities

"Families' involvement in their children's education stands out as one of the greatest predictors of growth and well-being for students with disabilities," say Caitlin Edwards (Nashville Public Schools) and Alexandra Da Fonte (Vanderbilt University) in this *Teaching Exceptional Children* article. "Not surprisingly, when teachers strive to build working partnerships with families of students with disabilities, home-school collaboration, and, in turn, student achievement increase." Here is their five-point strategy:

• *Be positive, proactive, and solution-oriented*. "When working with students with disabilities," say Edwards and Da Fonte, "remember that despite the challenges presented, raising children with a disability is no less rewarding or fulfilling than raising children without disabilities." Their suggestions:

- Send home a concise, easy-to-read description of your classroom expectations at the beginning of the year, along with consequences for meeting and not meeting them.
- Call families in the first week of school to share at least one positive thing their child has done.
- Ask families about children's strengths and areas of need.
- Share three positive comments about each student for each critical comment.
- Share a regular homework schedule with parents.
- Ask parents to return a signed cover sheet for all important items sent home.
- Include clear directions with homework assignments.
- Do research on the specific disabilities of children in your class.
- When discussing problems that have arisen, always present ideas for solutions.

Strong bonds with families really matter, all aimed at supporting each child.

• *Respect families' roles and cultural backgrounds in their children's lives*. Families know their children best, and tapping into that knowledge and families' unique backgrounds is vital.

- Ask families for information on their children – likes and dislikes, accomplishments, struggles, strategies that have worked in the past.
- Ask about any disability-specific information.
- Ask about accommodations they make for their child at home.
- Discuss students' total needs – social, academic, behavioral, health-related.
- Make sure families know they can have an interpreter at meetings.
- Attend a community event or activity in which the family participates.
- Ask families if there is anything more they can tell you to better serve their child.

The keys here are outreach and respect.

• *Communicate consistently, listen to families' concerns, and work together*. Families want teachers to be in touch:

- Send families information on the child's performance.
- Let families know about delays in testing and the implementation of new services.
- Whenever possible, talk about the student without referring to the disability.

- Give families a schedule of when you are available by phone and your standards for responding to messages (e.g., 36 hours for phone calls and e-mails, one school day for notes).
- Ask families if they would like to set up a regular phone call each week.
- Contact families promptly about concerns.
- Stay in constant contact with students' general-education teachers.
- Talk to families about home-school connections, for example, a home-school folder, a teacher web page, or regular reports to parents.

The bottom line: parents feel in touch and on top of their child's progress.

• *Consider simple, natural supports that meet each child's individual needs*. Some ideas:

- Ask families what supports they use at home and how the child responds.
- Discuss accommodations and modifications you are considering.
- Communicate with families about behavior management strategies you're considering.
- Be flexible in changing accommodations, modifications, and strategies.
- Avoid using generalizations, for example, "I have boys, I know what they're like."
- Ask families if they need supports at home.
- If families need information, put them in touch with helpful resources.

Families appreciate when educators take their ideas and suggestions seriously, and generally welcome expert advice.

• *Empower families with knowledge and opportunities for involvement in the context of students' global needs*. "One of the most commonly reported challenges in rearing children with disabilities is a feeling of a loss of control," say Edwards and Da Fonte. Their advice:

- Create a packet of information on local services for people with disabilities, along with costs.
- Provide information on local support groups for families of students with disabilities.
- Frequently give families opportunities to make choices about their children's education – for example, subject areas to focus on in homework, types of homework that work best, individualized reinforcers.
- Ask families to share the types of information about their children they find most valuable.
- Offer parent training and education nights to address specific concerns – for example, managing behavior at home, summer activities, vacation activities.
- Encourage school and community organizations to involve and support children with disabilities.

"The 5-Point Plan Fostering Successful Partnerships with Families of Students with Disabilities" by Caitlin Edwards and Alexandra Da Fonte in *Teaching Exceptional Children*, January/February 2012 (Vol. 44, #3, p. 6-13), http://www.highbeam.com/doc/1P3-2553965401.html ; Da Fonte can be reached at dafonte@vanderbilt.edu.

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3. What Counts Most in Second-Language Instruction

In this article in *Review of Educational Research*, a team of eight researchers led by Quentin Dixon of Texas A&M University synthesize research to answer four questions about second-language (L2) acquisition:

• *What are optimal conditions for L2 acquisition?* In situations where second-language learners are in a majority, optimal conditions include higher family SES and parent and grandparent education, strong home literacy practices, opportunities for informal L2 use, well-designed and well-implemented educational programs specifically designed for L2 learners, and sufficient time for L2 literacy instruction. Schools can contribute by:

- Encouraging home literacy practices by sending home books and other materials and prompting parents to read to their children (in either the home language or English) and taking children to the library;
- Promoting informal L2 use by mixing L2 learners with L1 speakers and organizing integrated extracurricular activities;
- Ensuring the classroom programs and lesson plans follow research-tested designs and are well implemented;
- Providing sufficient time for literacy development in the L2.

For L2 learners in a foreign language setting, there is less research, but it appears that explicit instruction helps students, especially in learning grammar; that intensity of L2 instruction makes no difference; and that using academic content to teach the L2 may be beneficial to building L2 vocabulary.

• *Why are some L2 students noticeably more successful than others?* Two key factors are motivation (girls are generally more motivated to learn the second language than boys) and aptitude (with memory for text being the strongest predictor for younger students and analytical ability being strongest for older students). Other factors include first-language skills and feeling comfortable in the classroom setting.

• *What are the characteristics of successful L2 teachers?* Proficiency in English appears to be a key factor, as is a desire to teach well, classroom organization, and proficiency in students' native language, but the authors say that more research is needed on key instructional qualities in L2 instruction.

• *How long should it take for an L2 learner to succeed academically in grade-level work in English?* For L2 learners in majority English classrooms, one California study found that in two years, 80 percent of students had reached intermediate status on state assessments, but it took seven years for 80 percent of students to reach proficiency in listening, speaking, reading, and writing. Arriving in American classrooms at a younger age gave L2 children some advantages in pronunciation, grammar, and ultimate attainment, but children who enter in later grades learn more quickly and efficiently. Previous education in the first language is a big advantage for L2 students entering American schools. The linguistic gap between students' native language and English was also a factor – for example, it's easier for Dutch students to learn English than Korean students.

For L2 students in foreign-language settings, the saying "younger is better" isn't true. An early start is helpful, but even teenagers can make excellent progress, if not to native-like proficiency.

The authors conclude by calling for further research, especially on the teacher characteristics that are most important to successful L2 learning. "What personality traits, attitudes, or competencies should educators look for in recruiting future L2 teachers?" they ask. "Which of these characteristics are potentially malleable, and how could pre-service teacher education programs promote them?"

"What We Know About Second-Language Acquisition: A Synthesis from Four Perspectives" by Quentin Dixon, Jing Zhao, Jee-Young Shin, Shuang Wu, Jung-Hsuan Su, Renata Burgess-Brigham, Melike Unal Gezer, and Catherine Snow in *Review of Educational Research*, March 2012 (Vol. 82, #1, p. 5-60), http://rer.sagepub.com/content/82/1/5

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4. Dealing Successfully with Students Who Have Mental-Health Challenges

In this *Harvard Education Letter* article, Jessica Minahan (Newton (MA) Public Schools) and Nancy Rappaport (Harvard Medical School) report that about 10% of American students have a psychiatric disorder or psychological stressor linked to poverty, domestic violence, abuse, or neglect. Many are disruptive, irritable, argumentative, clingy, and sexually inappropriate, and a significant number are failing academically.

Minahan and Rappaport believe that schools can change these grim outcomes – especially in the elementary grades. Here are their recommendations:

• *Understanding behavior* – "Even though students' behavior can look bizarre and disruptive," they say, "their actions are purposeful and are their attempts to solve a problem." For example, a student pushing a classmate away from a computer may be an awkward attempt to make a friend. Teachers need to be "behavior detectives", identifying why students behave as they do, what school factors might be contributing, and what strategies will lead to more appropriate behavior. Teachers can learn to observe a pattern of behavior, form a hypothesis, and intervene effectively before calling in a specialist or writing an IEP.

• *Punishments* – "Over time, we have discovered that one of the most powerful ways to help teachers is to show them how changing their own actions can help guide students toward behavior change," say the authors. Being lectured, called out in class, or sent to the office gives negative attention to troubled students. Teachers can break the cycle by building in one-on-one time, perhaps spending a few minutes with the student reading from a favorite book.

• *Replacement behaviors and skills* – "When students act inappropriately," say Minahan and Rappaport, "it is the job of the teachers to teach them a suitable replacement behavior as a first step toward building the necessary skills to behave appropriately." For example, a student who rudely refuses to read aloud might be taught to hold up a card that says, *I pass*. Replacement behaviors must address the underlying cause of the behavior and be manageable.

• *Burnout prevention* – Teachers need support from school leaders and other staff; regular meetings to discuss strategies and coordinate interventions are an important part of this.

"Be a Behavior Detective: Improving Prospects for Challenging Students" by Jessica Minahan and Nancy Rappaport in *Harvard Education Letter*, May/June 2012 (Vol. 28, #3, p. 8, 6-7), http://www.edletter.org; the authors' new book is *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (Harvard Education Press, 2012)

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5. Shaping Children's Behavior with Well-Chosen Words

"Our words and tone of voice have a profound effect on children," say Chip Wood and Babs Freeman-Loftis in this *Responsive Classroom Newsletter*. Making good choices not only benefits troublesome students but also helps other students within earshot. Some specific suggestions:

• *Conveying high expectations* – "Good morning, Shayna! I'm so glad you're here today. Thank you for remembering to walk safely in the hall." versus "Shayna, don't even think about running to your classroom this morning. I'm watching you!"

• *Naming specific behaviors* – An art teacher might say "Beautiful work!" or "Your hopes and dreams display shows that you put careful thought into what you want to learn in art this year; your illustrations show so much detail."

• *Using a warm but professional tone* – "Lamar, I noticed that you invited Eric into your game when you saw him standing alone. You really remembered our rule about including everyone." Wood and Freeman-Loftis suggest avoiding baby talk like "We're being so good today" or sentimental language like "Honey, you're just the best little includer."

• *Emphasizing description over personal approval* – "You were friendly and safe on the bus today, and the ride was more pleasant for everyone" versus "I like the way you were safe and friendly today."

• *Finding positives to name in all students* – "Clayton, your teacher says you've had a great morning. You stayed focused during writing time and used some strategies to help you finish all your other work."

• *Drawing attention to progress* – "Billy, you caught yourself and stopped talking when Jackson was sharing. You're getting better at holding onto your ideas until it's your turn to talk."

• *Being direct and avoiding sarcasm* – "Samantha, you're in fourth grade. Our first graders follow rules better than you. Why am I not surprised by your behavior?" versus "Samantha, stop. Walk to your classroom. I'll watch you from here."

"Want Positive Behavior? Use Positive Language" by Chip Wood and Babs Freeman-Loftis in *Responsive Classroom Newsletter*, Summer 2012 (adapted from the authors' book, *Responsible School Behavior: Essentials for Elementary School Leaders*)

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6. Dealing with a Rival in the Workplace

In this *Harvard Business Review* article, Brian Uzzi (Northwestern University) and Shannon Dunlap (a New York City-based journalist) suggest an approach to dealing with an

intense rivalry in the workplace – for example, someone who is threatened by your skills or resents your being given a promotion. "Because rivalries can be so destructive," say Uzzi and Dunlap, "it's not enough to simply ignore, sidestep, or attempt to contain them." It's essential to build trust, but that's easier said than done. Trust is based on emotion as well as reason, and if negative emotions are present, the "thinking" part of the brain doesn't function as well and the rival won't respond to reasonable arguments ("Come on, we need each others' strengths to be successful"). The answer? Using a three-step process they call the "Three R's":

• *Redirection* – The first step is redirecting the rival's negative emotions away from you. For example, a newly appointed Xerox executive took the man who thought he should have been given the job out to lunch (versus having the conversation in his office) and said, "I didn't put you in this position. Xerox put us both in this position." Another way of redirecting negative energy is talking about things you and your rival have in common.

• *Reciprocity* – "The essential principle here is to *give before you ask*," say Uzzi and Dunlap. Over lunch, the new Xerox executive promised to support his rival's leadership development and advancement in the company and said he was going to include him in executive-level meetings, providing visibility, credibility, and connections. This gesture tacitly invited a reciprocal gesture – the rival sharing his extensive technical knowledge. "Reciprocity involves considering ways that you can immediately fulfill a rival's need or reduce a pain point," say Uzzi and Dunlap. "Live up to your end of the bargain first, but figure out a way to ensure a return from your rival without the person's feeling that pressure."

• *Rationality* – Immediately following the first two steps, this is a direct appeal for positive partnership. Over lunch, the new Xerox executive told his rival he needed him, or someone like him, to reach his goals, and he needed to know by the time they finished the meal whether the rival would work with him. This made it clear that he saw his rival as a valuable, but not indispensable, ally. "When rationality follows redirection and reciprocity," say Uzzi and Dunlap, "it should push your adversary into considering the situation from a reasoned standpoint, fully comprehending the expectations and benefits, and recognizing that he is looking at a valued opportunity that could be lost."

Of course, the two men didn't walk out of the restaurant as full-blown collaborators, but using this approach, say the authors, "a potentially debilitating rivalry was transformed into a healthy working relationship and, in time, a strong partnership."

What if the Three R's don't work? Uzzi and Dunlap suggest working with a third party whom the rival trusts, looking for well-timed opportunities to try the strategy again, and, if nothing is improving, cutting your losses and seeking other allies.

"Managing Yourself: Make Your Enemies Your Allies: Three Steps to Reversing a Rivalry at Work" by Brian Uzzi and Shannon Dunlap in *Harvard Business Review*, May 2012 (Vol. 90, #5, p. 133-137), http://hbr.org/2012/05/make-your-enemies-your-allies/ar/1

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7. Should Rookie Managers Be Collaborative or Bossy?

"Nobody likes to be bossed around," says Clarkson University professor Stephen Sauer

in this *Harvard Business Review* article. "Numerous studies, including my own, have shown that a collaborative management style is usually best." But this doesn't seem to apply to rookie leaders who are perceived as having lower status because of their age, education, experience, or other factors. They do better when they take charge, set a clear direction, and get subordinates working on their agenda. "For these bosses," says Sauer, "it pays to be bossy."

Here's the psychology behind this counterintuitive finding. New bosses are immediately sized up by subordinates – age, years of experience, graduate-school education, etc. – and if they seem unimpressive, a collaborative leadership style is taken as a sign of weakness. But if the new leader is directive and assertive, subordinates take that as a sign of confidence and revise their opinion upward [provided, of course, that the new boss's directives make sense and are strategically wise].

With leaders who are seen as seasoned, knowledgeable, and competent, a bossy leadership style turns people off. "High-status leaders who give orders are viewed as less confident and less effective," says Sauer, "and the performance of their teams suffers."

This suggests that newly-arrived leaders should do a reality check on how they are perceived by their subordinates. If they're seen as experienced and competent, they should reach out for suggestions and empower their people; if they're seen as inexperienced and of questionable competence, they should set the agenda and give clear direction. Only after their status has risen should they introduce a more collaborative leadership style.

"Why Bossy Is Better for Rookie Managers" by Stephen Sauer in *Harvard Business Review*, May 2012 (Vol. 90, #5, p. 30), http://hbr.org/2012/05/why-bossy-is-better-for-rookie-managers/ar/1

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8. What Kind of During-the-Day Break Is Most Energizing and Helpful?

In this *Harvard Business Review* interview, Portland State University professor Charlotte Fritz talks about her surprising research finding that although longer breaks from work (vacations, weekends, overnight, lunch breaks) are helpful to job performance, "micro-breaks" in the heart of the work day boost vitality and productivity only if they're work-related. Here are some activities that Fritz says are helpful during the work day (she studied people in a software company and a consulting firm):

- Writing a to-do list;
- Setting a new goal;
- Seeking feedback;
- Doing something to make a colleague happy;
- Learning something new.

And these did not contribute to productivity or make people feel less fatigued:

- Getting a glass of water or a cup of coffee;
- Taking a walk outside;
- Surfing the web;
- Listening to music;

- Making weekend plans.

"The idea seems to be that when you're in the middle of work, you'll do better and feel better if you focus just on work," says Fritz. Lunch breaks are different; a variety of activities in the middle of the day helps boost energy and focus in the afternoon.

What about vacations? Fritz says the research is clear that genuine detachment from work improves health, sleep, and life satisfaction and combats burnout, especially if people gain a sense of mastery, like learning a new hobby or climbing a mountain. But there are two caveats. First, the vacation effect fades after a couple of weeks back at work, even if the vacation was long – probably because work piles up while you're away and it's stressful to have to deal with the backlog. "This suggests one big vacation a year is not the right model," says Fritz. "You'll get the same beneficial effect more often if you take three short vacations."

Second, too much detachment has a negative effect on performance. "So you can't totally check out," she says. "That just means that you don't thrown the phone out the window. You just shut it off at night."

The interviewer closes by saying, "I'm totally worn out by this interview and still have two hours of work left. I would get a cup of coffee or go to the gym, but you've ruined all that." Fritz replies, "Don't be silly. Go praise a colleague, finish your work, and then at the end of the day, go to the gym, detach, and relax."

"Idea Watch: Coffee Breaks Don't Boost Productivity After All", an interview with Charlotte Fritz in *Harvard Business Review*, May 2012 (Vol. 90, #5, p. 34-35), http://hbr.org/2012/05/coffee-breaks-dont-boost-productivity-after-all/ar/1

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9. Looking Over Your Shoulder Isn't Good for Your IQ

This "Stat Watch" item in *Harvard Business Review* reports a study conducted by Read Montague (Virginia Tech and University College London) on the impact of competition on IQ scores. When 70 adults took an online IQ test and were continuously shown how they were doing compared to peers, everyone's performance declined and the bottom 20 performers plummeted by 17 points. Social sensitivity definitely affects performance, and the notion that IQ is a stable, predictive measure is highly questionable.

"Stat Watch: IQ Performance Anxiety" in *Harvard Business Review*, May 2012 (Vol. 90, #5, p. 30); to sign up for delivery of the Daily Stat, go to http://www.hbr.org/dailystat.

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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 43 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).

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Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
<u>ASCD, CEC SmartBriefs, Daily EdNews</u>
Better Evidence-Based Education
Ed. Magazine
EDge
Education Digest
<u>Education Gadfly</u>
Education Next
<u>Education Week</u>
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher (TESOL)
<u>Harvard Business Review</u>
<u>Harvard Education Letter</u>
Harvard Educational Review
JESPAR
Journal of Staff Development
Kappa Delta Pi Record
Language Learner (NABE)
Middle Ground
Middle School Journal
<u>New York Times</u>
<u>Newsweek</u>
<u>PEN Weekly NewsBlast</u>
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
<u>Reading Research Quarterly</u>
Reading Today
Rethinking Schools
<u>Review of Educational Research</u>
<u>Teachers College Record</u>
Teaching Children Mathematics
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
<u>The New Yorker</u>
The Reading Teacher
The School Administrator
Theory Into Practice