

# Marshall Memo 468

A Weekly Round-up of Important Ideas and Research in K-12 Education

January 14, 2013

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## Quotes of the Week

“Failure to prepare is preparing to fail.”

John Wooden, UCLA basketball coach (see item #2)

“Don’t look for the big, quick improvement. Seek the small improvements one day at a time. That’s the only way it happens – and when it happens it lasts.”

John Wooden (*ibid.*)

“If you’re going to change the school’s culture, you need to find the influencers.”

J.B. Schramm of College Summit (see item #5)

“Teachable moments are really quite special, and they don’t come along that often. A teacher who wastes a teachable moment, therefore, commits a pedagogical sin of omission.”

James Popham (see item #3)

“Teachers need to know they are being observed by the right people, with the right skills, and a sufficient number of times to produce trustworthy results.”

Steven Cantrell and Thomas Kane in the MET Project’s final report (see item #1)

“For too many years, we have maintained a language-learning strategy that simply does not work.”

David Young and J.B. Buxton (see item #6)

“[W]e need to make English classrooms vibrant places where compelling conversations about great works of literature take place every day. They need to be spaces where anyone who didn’t do the homework reading feels left out.”

Carol Jago in “What English Classes Should Look Like in Common Core Era” in *The Washington Post Answer Sheet*, Jan. 10, 2013, <http://wapo.st/13iSQsh>

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## 1. The Measures of Effective Teaching Project Issues Its Final Report

In this report, lead authors Steven Cantrell and Thomas Kane say, “Teaching is too complex for any single measure of performance to capture it accurately.” The best approach, they believe, is for principals to combine data from three sources:

- Classroom observations
- Student perception surveys
- Student achievement gains

MET researchers looked into a fourth metric – teachers’ content knowledge (as measured by the Content Knowledge for Teaching tests) – and found that it didn’t pass their test for validity. “MET project teachers who performed better on the CKT tests were not substantively more effective in improving student achievement on the outcomes we measured,” they say. “This was true whether student achievement was measured using state tests or the supplemental assessments of higher-order thinking skills.” Teachers’ content knowledge *is* important, but current metrics aren’t robust enough to be part of MET’s calculations of teacher effectiveness.

In the report, Cantrell and Kane answer three questions that arise from MET’s basic recommendations:

- *Can we accurately predict which teachers will get better student results?* The short answer is yes. MET researchers identified teachers in several districts who earned good evaluations using the three criteria above; arranged for random assignment of students for 2010-11 at specific grade levels; and found that students in higher-rated teachers’ classrooms did significantly better than students whose teachers had lower ratings. “In addition,” report Cantrell and Kane, “we found that more-effective teachers not only caused students to perform better on state tests, but they also caused students to score higher on other, more cognitively challenging assessments in math and English... Great teaching does make a difference.”

- *How much weight should be placed on each of the three measures?* MET researchers found that weighting teachers’ past state test-score gains more heavily created the strongest correlation with their current students’ state test-score gains. But looking at students’ results on more-sophisticated tests (similar to those that will be used to assess Common Core standards), they found that different weighting schemes all produced about the same correlations. And when it came to reliability, heavy weighting of state test scores was the *least* accurate. The MET team also worried that weighting test scores too heavily would create perverse incentives for test prep and deemphasizing other important parts of the curriculum. All this led Cantrell

and Kane to advocate for a balanced weighting of the three elements, with test-score gains counting for between 33 and 50 percent.

One thing is clear: evaluating teachers by combining classroom observations, student perception surveys, and student achievement gains is far better than what most schools are currently using to determine teachers' salaries and make retention decisions (years of teaching experience and possession of a master's degree). "On every student outcome – the state tests, supplemental tests, students' self-reported level of effort, and enjoyment in class – the teachers who excelled on the composite measure had better outcomes than those with high levels of teaching experience or a master's degree," say Cantrell and Kane.

What about a hypothetical district that uses only classroom observations to evaluate teachers? Once again, the combined three-way evaluation approach is significantly more accurate. "Even with four full classroom observations (two by one observer and two by another), conducted by observers trained and certified by the Educational Testing Service, the observation-only model performed far worse than any of our multiple measures composites," say the authors.

• *How can we maximize the accuracy of teacher supervision?* "Classroom observations can be powerful tools for professional growth," say Cantrell and Kane. "But for observations to be of value, they must reliably reflect what teachers do throughout the year, as opposed to the subjective impressions of a particular observer or some unusual aspect of a particular lesson. Teachers need to know they are being observed by the right people, with the right skills, and a sufficient number of times to produce trustworthy results."

The MET team found that multiple short observations increase reliability and make more efficient use of administrators' time. In fact, observers watching the first 15 minutes of a class saw a significant amount of what they would have seen staying for the full class. Researchers found that bringing in observers from outside the school is a useful check against "in-school bias", and that peer observers can provide useful insights. "Our results also suggest," say Cantrell and Kane, "that it is important to have at least one or two full-length observations, given that some aspects of teaching scored on the Framework for Teaching (Danielson's instrument) were frequently not observed during the first 15 minutes of class."

[The basic model proposed by the MET study makes perfect sense, but I continue to have concerns about four areas: (a) Cantrell and Kane seem not to have considered the possibility of principals making multiple short visits to the beginning, middle, and end of teachers' classes during the year, thereby getting an accurate sampling of full lessons; (b) They are wedded to the traditional model of teacher evaluation and don't take into account the distortions introduced by announced classroom observations (the dog-and-pony show); (c) They haven't explored the downside of principals using rubrics to give feedback to teachers after each observation, nor how principals can effectively coach and develop teachers during the year; and (d) They haven't factored in possible misuses of test-score evaluation of teachers when districts use less-sophisticated assessments than were possible in the MET study. See my November 2012 *Educational Leadership* article for further discussion of these points (at [www.marshallmemo.com](http://www.marshallmemo.com), click on Kim Bio/Publications): K.M.]

“Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project’s Three-Year Study” by Steven Cantrell and Thomas Kane, January 2013; full findings and related reports are available at [www.metproject.org](http://www.metproject.org).

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## **2. John Wooden, Teacher Extraordinaire**

In this intriguing article in *Quest*, Bradley Alan Ermeling (University of California, Los Angeles) shows how John Wooden, the legendary UCLA basketball coach, used four key insights on teacher inquiry. Wooden always insisted that everything he did with his highly successful teams from 1946 to 1975 he learned teaching high-school English in the 1930s. Here’s what he did with his teams and how it relates to all teaching:

- *Identify and define important and recursive instructional problems specific to the local context.* In other words, teachers should tackle problems that have immediate relevance to their students’ learning challenges. At the beginning of every basketball season, Wooden zeroed in on one area of team weakness. “The goal was to uncover all he could learn about the particular topic and apply that to his teaching through testing, refinement, and elaboration,” says Ermeling. “Like any classroom context, Wooden and his coaching staff were responsible for a whole ‘curriculum’ of important subject matter to cover over the course of the year (rebounding, passing, team defense, free-throw shooting). He worked diligently to teach well all of the fundamentals, but he chose one specific area at a time to slow down and focus his deeper professional growth and study.”

- *Prepare and implement detailed instructional plans.* “The details are where the complexities of teaching reside and where teachers confront the various instructional choices that will positively or negatively influence student outcomes,” says Ermeling. Wooden was famous for his “lesson plans,” and he often said, “Failure to prepare is preparing to fail.” Wooden planned by the year, week, and day, his planning time was sacred, and everyone knew not to interrupt.

- *Use evidence to drive reflection, analysis, and next steps.* More important than ultimate results – state tests, basketball games won – are formative assessments, which can be used to evaluate the impact of plans and actions and drive continuous improvement. “Student work, student interviews, student questionnaires, checklists, self-assessments, portfolios, systematic classroom observations, test results, audio or video recordings from the classroom, are all potential sources of data that teachers might use to inform their investigations of a selected problem,” says Ermeling. Wooden kept a record of every practice in a loose-leaf notebook, and before every session, he gave 3x5 index cards with instructions to his coaches and managers. They wrote observations, ideas, and improvements on the back, and after each practice, he would meet with his staff and make decisions on what to do next.

- *Persistently work toward improvements.* “In teaching, coaching, or any profession,” says Ermeling, “one of the under-emphasized features of continuous improvement is the goal-oriented persistence required over a period of time to understand/resolve a dilemma and discover specific cause-effect findings about teaching and learning.” Wooden studied books and articles, observed other coaches, tested detailed plans for practices, and refined his ideas.

His investigation of free-throwing revealed a set of basic techniques (feet a little wider than shoulders, balance, right-handers shooting slightly to the left of center, left-handers slightly to the right of center), not messing with what successful shooters were doing, working on free-throws at the end of practices, creating game-like pressure on players to perform when they were exhausted and in the spotlight, and not over-doing practice.

Ermeling says that studies of U.S. teachers participating in successful inquiry projects reveal three critical lenses or mindsets:

- The researcher lens – Formulating hypotheses, collecting data, and relying on evidence to make decisions and generalize from the data;
- The curriculum-developer lens – Sequencing and connecting students’ learning experiences;
- The student lens – Viewing instruction through the eyes of learners, anticipating their thinking, and using this to build students’ understanding.

“Teacher and coach education programs would do well to create opportunities and learning experiences that foster the development of these life-long inquiry skills and capacities,” says Ermeling. In addition, he lists key conditions for successful teamwork:

- Stable settings – Wooden needed his sacred planning time and teacher teams need regularly scheduled times when everyone is there.
- Trained facilitators – Every once in a while there’s a gifted leader on tap, but more often, facilitators need explicit training.
- Tested protocols – The team needs to focus on the four essential features of inquiry: identify problems, prepare and implement plans, use evidence for reflection, and persistently work toward detectable improvements.

Wooden believed that “when you are through learning, you are through... When you improve a little each day, eventually big things occur... Not tomorrow, not the next day, but eventually a big gain is made. Don’t look for the big, quick improvement. Seek the small improvements one day at a time. That’s the only way it happens – and when it happens it lasts.”

“Improving Teaching Through Continuous Learning: The Inquiry Process John Wooden Used to Become Coach of the Century” by Bradley Alan Ermeling in *Quest*, Aug. 23, 2012 (Vol. 64, #3, p. 197-208), <http://dx.doi.org/10.1080/00336297.2012.693754>; the author can be reached at [brad.ermeling@gmail.com](mailto:brad.ermeling@gmail.com).

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### **3. James Popham on Formative Assessment’s Moment in the Sun**

“Teachable moments are really quite special, and they don’t come along that often,” says assessment guru James Popham in this *Education Week* article. “A teacher who wastes a teachable moment, therefore, commits a pedagogical sin of omission.” Popham believes formative assessments are having an “advocatable moment” that educators should seize.

Why is this such an important moment for high-quality checking for understanding and follow-up in classrooms? Because of two developments:

- *The advent of Common Core State Standards* – These new grade-by-grade learning expectations won't really be clear until the PARCC and Smarter Balanced assessments come online in the spring of 2015. "Only then will U.S. educators know with certainty how the common core has been operationalized," says Popham, "and whether students have mastered the content." Teachers should be refining their formative-assessment skills now so that, when the new generation of assessments arrives, they'll be ready to continuously check the impact of their teaching during each school year.

- *Value-added teacher evaluations* – As student achievement gains become a major factor in how teacher effectiveness is measured in many states, during-the-year checking for understanding becomes even more important. "Remember, formative assessment works," says Popham. "When it is used, students learn better. By using this assessment-rooted instructional process, teachers can increase the test-based achievement of their students... 'Student growth' will be demonstrated on the tests because, in fact, student growth will have occurred."

"Formative Assessment's 'Advocatable Moment'" by James Popham in *Education Week*, Jan. 9, 2013 (Vol. 32, #15, p. 29), [www.edweek.org](http://www.edweek.org)

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#### **4. Eight Suggestions for Improving Parent-Teacher Relations**

In this *New York Times* article, sixth-grade teacher Sara Mosle says some parents are overly intrusive, which robs children of the opportunity to solve problems themselves and puts teachers on the defensive. At the other extreme is parents holding back for fear of irritating teachers and sparking retaliation against their children. Here are Mosle's ideas for a productive middle ground:

- Parents should encourage their children to take the lead in sorting out difficulties with teachers. College admissions officers tell school people that they look for students who have developed confidence and "voice."

- Parents and teachers should use e-mail and text messages only to convey simple information like appointments or scheduled absences. For anything more substantive, especially if one party is annoyed or angry, it's better to pick up the phone or speak in person. Conflicts can escalate in e-mail exchanges in ways that would never happen speaking face to face.

- Parents should not cc. the principal or other administrators when e-mailing about routine issues. "It's disrespectful to teachers and parents alike," says Palo Alto superintendent Kevin Skelly, "as it sends the message you don't think there's even a chance you can work this out on your own."

- Teachers should respond to parent communications promptly, even if it's a brief acknowledgement and a request for some time to solve a problem. For their part, parents should appreciate that teachers are busy during the day and may have other responsibilities after school. "My students know that I'm unlikely to respond to an e-mail between the hours of 6 p.m. and 9 p.m.," says Mosle, "as that's when I'm focusing on being a parent to my own child."

- Teachers should immediately apologize if they drop the ball. “Nothing is more disarming,” says Skelly, “and it’s so simple to do.”

- Teachers and parents should emphasize and build on children’s strengths. Mosle confesses that she doesn’t do this enough as a teacher, and urges everyone, “if you have something positive to say, say it early and often.”

- When there are conflicts, parents and teachers should present specific desired outcomes that will help the child do better.

- Parents and teachers should “proceed with humility,” says Mosle, taking with a grain of salt occasional bellyaching about teachers, especially by adolescents working through issues with authority. “The teenager, being a teenager, may not rank your parenting skills very high, either,” says Skelly.

“The Parent-Teacher Trap” by Sara Mosle in *The New York Times*, Jan. 13, 2013 (p. SR7), <http://opinionator.blogs.nytimes.com/2013/01/11/the-dicey-parent-teacher-duet/>

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## **5. Peer Leaders Boost Achievement in a New York City High School**

In this *Education Week Quality Counts* article, Sarah Sparks reports on how Bennett Lieberman, the principal of New York City’s Central Park East High School, reached out to unlikely peer leaders to turn around the school’s apathetic, low-achieving ethos. “If you’re going to change the school’s culture, you need to find the influencers,” says J.B. Schramm, the founder of College Summit, which was involved in the turnaround effort at Central Park East. “Most of the time, [top academic students] aren’t the most influential; often, other students look at the academic superstars and think they are from another planet.”

Lieberman’s initial efforts when he became principal in 2005 weren’t successful. He hired three guidance counselors and a social worker and started pitching the idea that students should think about post-secondary education. “It was a challenge to be brought on to promote the college-going culture because there wasn’t any,” says Joanna Nowlan, one of the counselors. “It was me basically chasing the students around, interest was so low.” That’s when Lieberman reached out to College Summit and began looking for students whom other students admired and turned to for help and advice. The school recruited among juniors, got lots of applicants, and selected peer leaders based on essays they wrote about why they wanted the positions. During senior year, the peer leaders began working with their classmates on the college application process and changed their own behavior. “Sometimes, I’ll want to argue with someone, but I think to myself: I’m a peer leader, I have to be a role model,” said one. All 13 of this year’s peer leaders have boosted their grades to above 80 percent.

The program has also had an influence on top academic students who were not selected. One high-achieving girl was passed over because she was not a team player and seemed more concerned with herself than her peers. “I’ve seen a big change in her this year,” says Nolan. “She’s more connected to other people. She was always involved in really petty drama, and I don’t see that anymore.”

The graduation rate at Central Park East has jumped from 36.5 percent in 2004 to 85.4 percent last year, and 62 percent of the 2012 graduating class enrolled in college. The school now has peer leaders for juniors, and each incoming freshman is assigned a student mentor. “It’s become a self-fulfilling prophecy,” says Lieberman. “On academics, every year we add new layers of difficulty to the kids’ programs, and our experience is they are rising to meet us.”

“Plucked from Back in the Pack, Unlikely Peer Leaders Step Up” by Sarah Sparks in *Education Week Quality Counts*, Jan. 10, 2013 (Vol. 32, #16, p. 19), [http://ew.edweek.org/nxtbooks/epe/qc\\_01102013/index.php?startid=2](http://ew.edweek.org/nxtbooks/epe/qc_01102013/index.php?startid=2)

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## **6. A Radically Different Approach to Foreign-Language Instruction**

“For too many years, we have maintained a language-learning strategy that simply does not work,” say David Young and J.B. Buxton in this *Education Week* article. “[We] seek to teach language to 100 percent of the students with a success rate of 1 percent.” Why the dismal results? Because there’s too much emphasis on grammar and translation and not nearly enough on learning to speak the language, say Young and Buxton: “If graduates of our high schools regularly reflected that, after four years of mathematics, they couldn’t solve for an unknown variable, we would be outraged. But we share a laugh when someone says, ‘I took four years of a language, but I can’t really speak it.’”

Of course there’s more to taking a course in Spanish or French or Mandarin than oral proficiency – there’s cultural awareness and sensitivity, global knowledge, and exposure to a new language. But because the typical instructional platform rarely has enough intensity or time, these courses don’t deliver oral proficiency *or* cultural knowledge.

So what is to be done? Young and Buxton believe it is possible to have it both ways if we redeploy the existing world-languages teaching positions, curriculum, and support resources to prepare students for the world in which they live – while satisfying the demands of states, businesses, and parents:

- Narrow oral proficiency goals to practical, relevant, real-life language skills, teaching a subset of the current curriculum in greater depth.
- Teach the other material in a way that helps students understand a country’s cultural identity and compare it to other countries.
- Teach global knowledge by comparing and contrasting countries that speak the target language.

“To be clear,” say Young and Buxton, “students will not leave these classes with advanced language proficiency. What they will obtain, however, are the language skills needed to travel in countries that speak the language, an understanding of other countries and cultures, and an awareness of the global issues that impact both those countries and our own.”

What about the 10 percent of students who want a higher level of oral proficiency? Dual-language instruction is best for them, say the authors. These classes make the target language the vehicle of instruction in all subjects, and studies have shown that students master

it at a much high level. A 50/50 split of English and the target language is best for ELL students, a 10/90 split is best for native English speakers.

“Language Education We Can Use” by David Young and J.B. Buxton in *Education Week*, Jan. 9, 2013 (Vol. 32, #15, p. 28), <http://www.edweek.org/ew/articles/2013/01/09/15buxton.h32.html>

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## **7. Should a Candidate Use an iPad During an Interview?**

In this *Chronicle of Higher Education* article, search consultant Shelly Weiss Storbeck describes how a candidate made heavy use of his iPad and detachable keyboard throughout an interview, taking notes and scrolling up and down as various topics came up. “Fifteen minutes into the interview,” says Storbeck, “and I knew this person had lost the entire committee.”

How come? “First, if you’re busily typing on a keyboard, you are unable to make meaningful eye contact with the committee members,” says Storbeck. “Most of our candidate’s focus – and thus, the committee’s – was on the machinery, not the candidate. A personal connection was never made.”

Second, having your head in an iPad makes you look like a college sophomore. “The need to ‘take notes’ completely disguised our candidate’s mastery of various topics,” she says.

Third, the candidate’s equipment took up space and the keyboard noise constantly distracted the committee from focusing on what he was saying.

Finally, carrying lots of stuff (iPad, case, keyboard, notebook, Starbucks coffee) keeps a candidate from shaking hands and interacting with committee members before and after the interview.

So how are you supposed to keep track of questions and record important learnings from an interview? Bring a pad of paper and a pen in case they’re not supplied, advises Storbeck. Jot a few notes during the interview and more afterward. E-mail the committee chairperson if you have additional questions.

“Remember,” she says, “the most important part of the interview is not what details you retain from it, but rather the impression you leave with the search committee.” Did you dress for the part? Did you do your homework? Were you knowledgeable about committee members? Did you answer questions succinctly and directly? Did you admit when you didn’t know something? Did you reveal a sense of humor? In short, Storbeck concludes, “Dazzle them with your preparation, intellect, presence, knowledge of the field, vision for the future of the organization, clarity of expression, interpersonal skills, and sense of humor. Leave the iPad in your briefcase.”

“iPads and Interviews: Why the Two Don’t Mix” by Shelly Weiss Storbeck in *The Chronicle of Higher Education*, Jan. 11, 2013 (Vol. LIX, #18, p. D25),

<http://chronicle.com/article/iPadsInterviews-Why-the/132331/>

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## 8. The Key to Long-Term Memory (an Oldie but Goodie)

According to memory expert Tony Buzan in his classic book, *Use Your Head* (Guild Publishing, 1974, 1982, 1984), when we learn something new (for example, in a one-hour lecture), we retain about 75 percent of the information – but that’s just short-term memory. Ten minutes later, our recollection actually improves to about 85 percent, but then it rapidly deteriorates. How do we embed the information in long-term memory? “In order to accomplish this,” says Buzan, “a programmed pattern of review must take place, each review being done at the time just before recall is about to drop.” Here are his recommendations for strategically spaced review:

- First review: 10 minutes after initial learning (lasting about 10 minutes, revising notes)
- Second review: 24 hours later (spending 2-4 minutes jotting down what’s remembered without referring to notes, then checking to see what wasn’t recalled accurately)
- Third review: 1 week later (2 minutes, using the same process as the second review)
- Fourth review: 1 month later (2 minutes, repeating the process)
- Fifth review: 6 months later (2 minutes, repeating the process)

This process will embed knowledge in long-term memory, says Buzan, where it will be “familiar in the way a personal telephone number is familiar, needing only the most occasional nudge to maintain it.” For a graph of this process, see page 59 (Figure 22) in Buzan’s book.

*Use Your Head* by Tony Buzan (Guild Publishing, 1974, 1982, 1984)

<http://www.scribd.com/doc/37453056/Use-Your-Head-by-Tony-Buzan>; see Marshall Memo 284 for another article on the “retrieval effect” on memory

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## 9. Short Item:

***Drug addiction statistics*** – According to a *New York Times* article by Roni Caryn Rabin, these are the number of users who become dependent on each substance:

- Marijuana – 10%
- Alcohol – 15%
- Heroin – 23%
- Tobacco – 32%

“Legalizing of Marijuana Raises Health Concerns” by Roni Caryn Rabin in *The New York Times*, Jan. 7, 2013, <http://nyti.ms/WvLVF1>

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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](mailto: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 42 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:***

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

## ***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  
ASCA School Counselor  
ASCD SmartBrief  
Better Evidence-Based Education  
Center for Performance Assessment Newsletter  
District Administration  
ED Magazine  
Education Digest  
Education Gadfly  
Education Next  
Education Update/Curriculum Update  
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  
Journal of Education for Students Placed At Risk (JESPAR)  
Journal of Staff Development  
Kappa Delta Pi Record  
Knowledge Quest  
Middle Ground  
Middle School Journal  
NASSP Journal  
Newsweek  
NJEA Review  
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  
Teacher  
Teachers College Record  
Teaching Children Mathematics  
Teaching Exceptional Children/Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The District Management Journal  
The Language Educator  
The Learning Principal/Learning System/Tools for Schools  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Wharton Leadership Digest