Marshall Memo 708

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 23, 2017

In This Issue:

Quotes of the Week

"Due to the constant temptation to check their smartphones, today's students are spending less time on their schoolwork, taking longer to complete assignments, and feeling more stressed in the process."

Larry Rosen (see item #1)

"An emerging line of research suggests that a short walk in a natural setting may be the best way to restore students' flagging attention."

Eileen Merritt in "Going Outdoors: A Natural Antidote for Attention Fatigue?" in *Phi Delta Kappan*, October 2017 (Vol. 99, #2, p. 21-25), www.kappanmagazine.org; Merritt can be reached at emerritt2@asu.edu.

"Research in the last few decades has complicated our view of manipulatives. Yes, they often help children understand complex ideas. But their effectiveness depends on the nature of the manipulative and how the teacher encourages its use. When these are not handled in the right way, manipulatives can actually make it harder for children to learn."

Daniel Willingham (see item #3)

"There's no way to know what'll happen Friday when so much changes on Monday."

Norman Eng on planning a week's lessons in advance (see item #4)

"Trust matters for learning. The more children trust their peers, the more likely they are to take the risks necessary to learn."

Jennifer Hauver James, Jessica Kobe, and Xiaoying Zhao (see item #6)

"So long as schools merely reflect the inequities that exist in society at large, they have limited capacity to serve as sites of powerful learning for all children."

Jennifer Hauver James, Jessica Kobe, and Xiaoying Zhao (*ibid.*)

1. More Advice on Teen Smartphone Use

"Due to the constant temptation to check their smartphones, today's students are spending less time on their schoolwork, taking longer to complete assignments, and feeling more stressed in the process," says Larry Rosen (California State University/Dominguez Hills) in this *Kappan* article. Have we reached the saturation point? "Sadly, I don't think we are there yet," says Rosen. "The smartphone is still only 10 years old, and many of us are still falling deeper into our obsessive relationship with these devices." Some data from recent studies:

- College students unlock their phones at least every 15 minutes, look at them about five minutes each time, and spend a total of 4½ hours a day glued to their devices.
- Online conversations are teens' lifeblood, accounting for much, if not most, of their social lives.
- Teens are constantly multitasking, even though they know it's not efficient.
- When teens have their phones taken away, they become highly anxious.
- Phone-related anxiety is closely linked to poor academic performance and sleep deprivation.
- About 80 percent of teens say they rarely if ever sleep well, usually because they have a smartphone at their bedside and check it before going to sleep and during the night.
- The average adolescent finds it difficult to study for 15 minutes at a time.
- During a 15-minute stint of studying, teens spend at least five minutes in a state of distraction.
- 80 percent of high-school teachers and 63 percent of elementary teachers say technology is making students less able to sustain attention.
- Office workers are interrupted (or interrupt themselves) every 3-5 minutes, take as much as 20 minutes to get back to work, and feel stressed by having to work faster to make up for the lost time.

Rosen has these suggestions for messages that educators and parents should be giving kids:

• *Your brain needs an occasional "reset."* Elementary-age children should spend no more than a half hour at a time on a device, followed by a break at least that long. Preteens and adolescents should spend no more than 90 minutes at a time with technology, followed by at least 10-15 minutes on an activity that calms their brain – going outside, exercising, listening to music, meditating, taking a shower, having an in-person conversation with a friend, playing a musical instrument, practicing a foreign language.

• *Build stamina for studying without technology*. Treat this like any kind of strength training, says Rosen: start off easy and gradually increase the amount of time without a tech break. He suggests 15 minutes at first, turning off all websites and apps that aren't relevant to

the study topic, setting an alarm, and placing the phone within sight, face down. When the alarm goes off, the student can check for messages and notifications for a minute, then set another 15-minute alarm. When the student can tolerate 15 minutes, perhaps finishing a paragraph when the alarm goes off rather than immediately grabbing the phone, push the time to 20 minutes, then 25, and so on. During this strength-building sequence, it's helpful for the teen to notify friends that there might not be an instant response to messages so they don't keep texting.

• *Sleep is sacred*. Nine hours is the recommended amount for high-school students, and kids should know that melatonin is naturally secreted in the hours before bedtime to produce sleepiness – unless they're peering at a blue-light device. Ways to keep the melatonin pumping: use a pink-light setting in the hour before bedtime, or listen to familiar music or TV shows, read a paper book, and ramp down mental effort.

• *Cut down on the number of alerts and notifications*. It may not occur to teens that they can de-activate apps that aren't of strong interest, cutting down on distracting notifications. Rosen says he's amazed at the number of apps he uses each day, often without even thinking.

• *Carve out tech-free zones*. These might include the dinner table, restaurant meals, the car, the family den, and the bedroom. During the day, teens might need occasional one-minute breaks to check their phones and keep FOMO (fear of missing out) under control.

"The Distracted Student Mind: Enhancing Its Focus and Attention" by Larry Rosen in *Phi Delta Kappan*, October 2017 (Vol. 99, #2, p. 8-14), www.kappanmagazine.org; Rosen can be reached at lrosen@csudh.edu.

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2. New Jersey Eighth Graders Grapple with Global Challenges

(Originally titled "Middle Schoolers Go Global")

In this article in *Educational Leadership*, Mark Wise (West Windsor-Plainsboro Schools) and author/consultant Jay McTighe describe an end-of-year project in which eighth graders in Wise's New Jersey district grapple with some of the world's most challenging problems. Working in five-person teams, students spend a week studying and making recommendations about a chosen topic, including the cycle of poverty in Latin America, microfinance as a strategy for empowering community entrepreneurs, the water crisis in Nepal, and refugees' plight in Syria. The week culminates with each team presenting to an audience of local community leaders, nonprofit managers, and international development experts, the aim being to convince them to "fund" the project. Panelists score students' presentations (which aren't formally graded by teachers).

The whole Global Challenge project is backwards-designed from the district's learning outcomes, among them: becoming a globally aware and responsible citizen, collaborative team member, and information-literate researcher. Students choose projects based on their interests, passions, and talents. During the project week, students have team time during social studies, math, science, and language arts classes. Each teacher involved in the program oversees five teams using a detailed checklist, but students are "completely self-directed," say Wise and

McTighe, "fully in charge of their own time, and determine how they define and analyze the problem."

This level of independence was a deliberate decision after teachers concluded that in the early years of the program, educators were over-scaffolding students and depriving them of the learning that would come from making more decisions (and mistakes) themselves. One student affirmed the wisdom of this approach: "I think one of the biggest strengths I'll be taking with me as a learner is the ability to work on my own without the step-by-step guidance given by a teacher."

On presentation day, evaluation teams are trained with criteria and exemplar videos, deployed to a number of middle-school classrooms, and each team watches five student groups present for ten minutes each, using their chosen medium. Judges must reach consensus on the key criteria (Is the presentation clearly defined? Does it use sound reasoning? Is it feasible and likely to address the problem?) and give students feedback and the panel's decision on whether the project is "funded." The top-scoring third of teams are rewarded with a 30-minute Skype videoconference with international experts in their area.

After several years of implementation, educators and their external partners have these take-aways:

• *Students can be motivated to work hard and learn without grades*. The challenge, interest level, and relevance of the projects, along with presenting to an external audience, motivate students to commit extraordinary effort, even with summer vacation just around the corner.

• *Clearly-identified outcomes and expectations are important*. Students enjoy the freedom of project week, but the explicit guidelines and guardrails help to direct effort.

• *The projects challenge students to apply skills and knowledge*. "An important feature of the Global Challenge is that it requires students to transfer their learning to a 'messy' problem on their own," say Wise and McTighe. "It is through authentic tasks that we see evidence of true problem solving."

• *Effective rubrics focus on impact*. Evaluators look at how well students convinced their audience, not on the effort, attitude, and methods they used.

• *Assessment drives improvements in classroom instruction*. When surveyed, a strong majority of eighth-grade teachers said the project has influenced the way they teach and assess during the year, including: more opportunities for students to apply their learning to new and complex problems and open-ended scenarios; more research and critical appraisal of information; more student collaborative work; more analysis and interpretation of data and developing arguments from evidence; and more communicating to diverse audiences using varied media.

"Middle Schoolers Go Global" by Mark Wise and Jay McTighe in *Educational Leadership*, October 2017 (Vol. 75, #2, p. 12-18), http://bit.ly/2xUGsDE; the authors can be reached at mark.wise@ww-p.org and jay@mctighe-associates.com; here is the district's website for the Global Challenge project: http://markwise8.wixsite.com/globalchallenge

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3. Daniel Willingham's Cautionary Notes on Manipulatives

"Research in the last few decades has complicated our view of manipulatives," says Daniel Willingham (University of Virginia) in this article in *American Educator*. "Yes, they often help children understand complex ideas. But their effectiveness depends on the nature of the manipulative and how the teacher encourages its use. When these are not handled in the right way, manipulatives can actually make it harder for children to learn."

Willingham says recent research has shown that two prominent theories that supported the use of manipulatives have been proven wrong, while a third theory is likely correct, but comes with caveats.

• *Debunked theory #1: Young children need to learn via concrete objects*. Jerome Bruner and Jean Piaget believed that children went through a concrete operations stage from 7-12, learning by manipulating physical objects, and then became proficient at abstract reasoning around age 12. But researchers have found that young children are capable of abstract mathematical and scientific thinking. "When counting," says Willingham, "they assign one numeric tag to each item in a set, they use the same tags in the same order each time, they claim that the last tag used is the number of items in the set, and they apply these rules to varied sets of objects." Young children can also understand categories (like living things), so it's not true that their thinking needs to be tethered to specific objects (a cow).

• *Debunked theory #2: Physical movement is central to thought*. According to this theory, there's a difference between learning the word *kick* and actually kicking a ball, and the latter is better for learning the word. But research with computer-based simulations of vocabulary learning has shown that physical movement isn't essential. "These findings don't mean that movement is completely unrelated to cognition," says Willingham, "but they make it doubtful that movement underpins the efficacy of manipulatives."

• *A plausible theory: Manipulatives help children understand and remember new concepts by serving as analogies to familiar ideas*. "Manipulatives are used so often in math and science," says Willingham, "exactly because those subjects are rife with unintuitive concepts like number, place value, and velocity." Slicing a pizza into eight parts links to a child's experiences and uses the pieces as a metaphor for the abstract idea of fractions. "The data that posed a problem for other theories are no problem here," Willingham argues. "This theory doesn't predict that children can't think abstractly, and it doesn't accord any specific role to moving the body. Indeed, this theory sits comfortably with other studies showing that embedding problems in familiar situations helps students, even if there is nothing to manipulate physically or virtually."

Now we're moving in the right direction, he says, but there are three important considerations for getting the biggest instructional bang for the buck from manipulatives:

• *Don't under-manage or over-manage*. "When children are given little guidance in the hope that they will, in the course of loosely structured exploration, discover key concepts in math and science, outcomes are usually disappointing," says Willingham, "compared with situations using more explicit instruction." But if teachers lead children through every step, doing too much for them, learning will fall short.

• *Manipulatives can be confusing if they remind children of irrelevant information*. For example, using toy animals as counters makes children think of toys to be played with, distracting them from the desired analogy. Using a pie to teach fractions triggers memories of eating a pie and makes the manipulative less effective for teaching the meaning of slices. Using Cuisenaire rods with action figures painted on them distracts from comparing the length of the different rods. "Thinking of an object as having two meanings overwhelms working memory in young children," says Willingham. "[M]anipulatives that are perceptually rich draw attention to themselves…" Teachers need to focus children's attention on the relevant features, which usually means keeping manipulatives simple (popsicle sticks) and not freighted with other associations.

• *Transfer is the ultimate objective, and it won't happen by itself*. Students need to outgrow manipulatives as they move up through the grades. "We expect using pizza manipulatives will give students the conceptual understanding of fractions that they will then transfer to the symbolic representation," says Willingham, "so they won't need a manipulative for a fraction with a denominator of 10,000. We expect that the conceptual knowledge will successfully apply to other concrete representations, like calculating how many books can fit on a bookshelf. Alas, it's not so simple."

The most worrisome finding in recent research is that students who seem to be doing best using manipulatives are least proficient at applying what they've "learned" in a new, less concrete situation. Students often don't make the connection; proficiency with manipulatives stays mentally separate from symbolic representation. Willingham suggests two ways of addressing this challenge:

- Concreteness fading – The teacher introduces a concept with a perceptually rich manipulative (stuffed animals for number concepts) and then moves to animal stickers, then plain circular stickers, and then square blocks forming a number line.
- Consistency – "It's tempting for a teacher to use stickers as counters one day, Cheerios another, and so on," says Willingham. "It adds some variety and would, it would seem, boost student engagement." But using a consistent physical analogy may be more effective, reducing the memory load for students and allowing them to benefit fully from their previous work.

"Ask the Cognitive Scientist: Do Manipulatives Help Students Learn?" by Daniel Willingham in *American Educator*, Fall 2017 (Vol. 41, #3, p. 25-30, 40), http://bit.ly/2h0IlaV; Willingham can be reached at willingham@virginia.edu.

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4. A Way of Crystalizing a Lesson Plan in One Sentence

In this *Cult of Pedagogy* article, Norman Eng describes how he wrestled with the burden of writing full lesson plans every day, for every class, five days a week. "There's no way to know what'll happen Friday when so much changes on Monday," he says. And who has *time* to write all those lesson plans in advance? After a while, he defaulted to jotting notes on what he wanted to teach each day of the week and amending his plans as needed.

But that was less than ideal. Eventually, he hit upon the idea of formulating lesson plans on three things:

• *The What* – What do I want my students to know (or do) by the end of class? What is the content knowledge or skill to be learned? – for example, evaluating the credibility of online sources.

• *The How* – What method, strategy, tool, or activity will ensure they reach the goal? Often it will be a hands-on activity – for example, students will evaluate the credibility of online sources by working in groups to triangulate and address critical questions such as, *Does the author cite or provide links to research?*

• *The Why* – So what? What is the ultimate purpose for learning this content or skill? What's in it for students? How will they benefit? Well, students need to be proficient at evaluating the credibility of online sources so they can make better decisions down the road. The WHY question also helps formulate a good lesson opening or hook – for example, *With so much out there, how do you decide what information to trust online?*

Eng likes to boil all this down to a one-sentence lesson plan: Students will be able to evaluate the credibility of online sources by working in groups to address a critical question so that they will be prepared to make better decisions as they explore the Internet. Here's how this would play out in the lesson's details:

- Opening: Ask students about their experiences searching for information online.
- Mini-lesson: Ask them to think about better ways to find information and teach them how to triangulate.
- Guided practice: Model your "think-aloud" process for triangulating information by searching online for, *Is climate change real?*
- Activity: Students apply the same triangulating strategy to another topic – for example, *Do vaccines cause autism?*
- Closing/assessment: Why is good judgment so important in the information age?

Eng addresses some likely questions about this super-short lesson planning format:

• *What if I'm required to write and submit full lesson plans?* The one-sentence What/How/Why is the lesson objective. "Once established," says Eng, "it's fairly straightforward to flesh out… Remember to bookend your lesson with the WHY."

• *Isn't the one-sentence lesson plan really just a lesson objective?* Ideally, lesson objectives would include the What, How, and Why, but they often don't. The How and Why push us to think from the students' perspective and make it easier to plan the lesson opening, activities, and closing.

• *What if I'm required to write lesson plans based on standards?* "Then your WHAT is already done," says Eng. If there's a Common Core or other standard for the lesson, turn it into a one-sentence lesson plan.

• *What if I'm having trouble figuring out the WHY?* Asking this question spurs us to think about the underlying theme or Big Idea. For example, what's at the heart of just-in-time operations management? *Efficiency*. What's behind the 1989 Tiananmen Square protest?

Injustice. Why does oxidation matter? Certain foods go bad (a half-eaten apple turning brown) and there are ways to avoid that. If you're really stuck with the WHY, says Eng, just Google it.

"Introducing the One-Sentence Lesson Plan" by Norman Eng in *Cult of Pedagogy*, October 15, 2017, https://www.cultofpedagogy.com/one-sentence-lesson-plan/

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5. Tapping Into Creative and Metaphoric Thinking in the Classroom

In this article in *AMLE Magazine*, Anita Stewart McCafferty (University of Southern Maine) says she realized several years ago that in her middle-school and university teaching, she was asking lots of *What*, *Why*, *How come*, and *So what* questions but rarely *What if…?* Looking at the four types of prompts teachers can potentially use, it was the fourth that she was not using:

Mastery prompts – *What? Who? When? Where?* Students are asked to:

- Recall important facts and details;
- Summarize key ideas;
- Remember and describe key content and skills.

Understanding prompts – *Why? How?* Students are asked to:

- Ask questions;
- Use logic, reason, debate, and inquiry to explore ideas;
- Focus on concepts, big ideas, and generalizations.

Interpersonal prompts – *How so? So what?* Students are asked to:

- React to, empathize, reflect on, and explore feelings;
- Learn about things that affect people's lives;
- Make personal connections to the content.

Self-expressive prompts – *What if?* Students are asked to:

- Make connections and associations;
- Think divergently;
- Imagine and create;
- Think metaphorically;
- Generate possible solutions.

By not using this last kind of prompt, McCafferty says, "I clearly missed opportunities for my self-expressive learners to share their unique ways of thinking about and linking concepts and ideas, and just as important, I missed ongoing opportunities to help all students develop their metaphoric thinking skills across varied content and curricula."

So McCafferty became an apostle of metaphoric thinking, which she believes opens students' and educators' minds to unseen connections and deeper thinking and writing. She recommends starting small, for example, asking students to think of an object that reminds them of a quality and why. Students jot their thoughts, share them with a partner, and then she calls on every student to see what they've come up with. As an exit ticket, McCafferty suggests: *Was today's work session more like a soccer match, watching a beautiful sunset, riding a bike, writing a poem, climbing a mountain, or playing a video game? Please explain*

your thinking. "Without exception," she says, "every time I have engaged learners in this type of thinking task, an emotional reaction occurs in the learning environment. 'Oh, that's so clever.' 'I never would have made that connection.'" Students come up with all kinds of associations and are fascinated with what other classmates come up with.

Here's a more tactile approach that McCafferty began using with many of her classes and presentations. She dumps out the contents of two baskets and lets students or adult participants look at the objects – for example, a flashlight, bow, pliers, paint brush, squishy ball, ribbon, coins, locket, dongle, keys, elastics, chopsticks, decorative balls, yarn, hammer, tweezers, bandages, battery-operated candle, perfume, lip balm, floss, batteries, random toys, baseball, puzzle pieces, dice, marbles, variety of student artwork, small containers, watch, alarm clock, timer, sticky notes, printed out quotes and pictures, mirror, magnifying glass, whistle, seeds, screwdriver, duct tape, pom-poms. She then asks everyone to pick an object that best connects to the topic of the day (leadership, for example) and explain why.

"Their responses are stunning and insightful," says McCafferty. "They articulate how 'hard' the task is and how it stretches their thinking. They are delighted by their peers' responses… This is divergent thinking about how unlikely items or ideas are similar. Comparative thinking is often a precursor to evaluative thinking and decision-making. Self-expressive questions and tasks push learners into deeper thinking beyond surface recall or surface level analysis, asking them to imagine or create something new."

"So go ahead," urges McCafferty. "Grab a basket or a recyclable shopping bag and begin filling it with an eclectic assortment of items or photos. Present it to your learners with an invitation for them to think metaphorically. Be prepared to be awed by their insightful responses."

"Duct Tape and Pom-Poms" by Anita Stewart McCafferty in *AMLE Magazine*, October 2017 (Vol. 5, #4, p. 6-9), http://bit.ly/2yLPjdj; McCafferty is at anita.stewart@maine.edu.

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6. Insights from Fourth-Graders About Classroom Discussions

In this *Teachers College Record* article, Jennifer Hauver James (Randolph-Macon College) and Jessica Kobe and Xiaoying Zhao (University of Georgia) report on their close analysis of 18 inner-city fourth graders' ideas about a classroom discussion on how to spend money allocated for new playground equipment. Here's what the researchers concluded:

• Students' attitudes going into this classroom discussion ranged from wanting simply to survive, to keeping the peace, to feeling confident about taking part and influencing decisions.

• "Trust matters for learning," say James, Kobe, and Zhao. "The more children trust their peers, the more likely they are to take the risks necessary to learn."

• Children draw on past experiences with their peers and the classroom dynamic to decide whether or not to participate in classroom dialogue. "They make important decisions about *how*, *when*, and *if* to act in light of their read of the context," say the authors.

• But to a troubling degree, the researchers found, children's willingness to take part in the discussion and act on behalf of others relied "on their deeply held beliefs about gender roles and about how power and culture worked at school."

• "[W]hat we see children *do* may not reflect what they are *capable* of doing," say James, Kobe, and Zhao. Some of the children they interviewed were "incredibly thoughtful and capable of engaging in productive peer dialogue, but if they do not trust others to have their best interest at heart, we may never see what they can do… This understanding makes assessment and measurement challenging."

• The more economically disadvantaged students tended to be the most reticent about participating in the discussion. "So long as schools merely reflect the inequities that exist in society at large," say James, Kobe, and Zhao, "they have limited capacity to serve as sites of powerful learning for all children."

• "If indeed students need to participate in dialogue in order to grow in skill and appreciation for talk as a means of problem solving," say the researchers, "barriers to participation must be removed."

• All this means that "educators should take seriously the responsibility of creating spaces in which all children feel they can take the risks necessary to learn," conclude the authors. "Teachers need to become much more savvy about the ways in which individuals and groups of students are positioned within the school and classroom, and work to disrupt the narratives that define them whenever they can."

"Examining the Role of Trust in Shaping Children's Approaches to Peer Dialogue" by Jennifer Hauver James, Jessica Kobe, and Xiaoying Zhao in *Teachers College Record*, October 2017 (Vol. 119 #10, p. 1-34), https://eric.ed.gov/?id=EJ1143640; James can be reached at jenniferhauver@rmc.edu.

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7. Where Do Middle-School Math Teachers Go for Support?

"Teachers' relationships with principals, instructional coaches, and other teachers have important implications for the improvement of their instructional practice and student learning," say Dan Berebitsky (Southern Methodist University) and Christine Andrews-Larson (Florida State University) in this *Teachers College Record* article. In their four-year observational study of middle-school educators in 30 urban schools, Berebitsky and Andrews-Larson asked who was most helpful to mathematics teachers. Here's what they found:

- Instructional coaches' advice was the most sought-after by teachers, perhaps partly because coaches had more time to devote to working with teachers and had expertise.
- Coaches' advice was more often sought when they were perceived as having an evaluative role – perhaps because teachers were aware of their clout with administrators.
- Teacher colleagues were the second most sought after for advice, especially if they had more years of experience, impressive student-achievement results, and knew their stuff.

- The *quantity* of teacher team meeting time was less important than the *quality* and depth of discussion in those meetings. This was an ideal forum for master teachers to share their expertise with colleagues.
- Principals and assistant principals were seldom asked for instructional advice, even if they had math expertise.

"Given these findings," conclude Berebitsky and Andrews-Larson, "we call upon policymakers and district leaders to carefully consider how best to empower instructional leaders in the school other than the principal. If coaches are going to be sought after for advice by most teachers, then we argue it is important that district leaders ensure that only the most expert people fill those roles. In addition, the lack of centrality for principals and assistant principals does not mean that administrators do not have an important role in the instructional improvement process. They are most likely to serve in more facilitative, indirect roles, which is important for policymakers and practitioners to understand when making decisions about how principals spend their time."

"Teacher Advice-Seeking: Relating Centrality and Expertise in Middle-School Mathematics Social Networks" by Dan Berebitsky and Christine Andrews-Larson in *Teachers College Record*, October 2017 (Vol. 119 #10, p. 1-40), https://eric.ed.gov/?id=EJ1143642; the authors can be reached at dberebitsky@smu.edu and cjlarson@fsu.edu.

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8. Short Item:

a. World War I information online – Commemorating the 100th anniversary of the U.S. entry into the Great War, the Library of Congress has beefed up its website resources: digitized posters, maps of military campaigns and battles, sheet music, *Stars and Stripes* newspaper clippings, the Veterans' History Project, and more: www.loc.gov/wwi.

"Exploring Different Perspectives on World War I Through Two Responses to the Armistice" by Stephen Wesson in *Social Education*, October 2017 (Vol. 81, #5, p. 328-330), http://bit.ly/2gCG8FC

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If you have feedback or suggestions,
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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 48 years' experience as a teacher, principal, central office administrator, consultant, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 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).

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
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Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine