# Marshall Memo 238

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 9, 2008

## In This Issue:



## Quotes of the Week

"When you have leverage, talk. When you don't have leverage, get some. Then talk."
Thomas Friedman, *New York Times*, June 1, 2008, on negotiating with an adversary

"It seems that if you trust your gut without ever feeding your gut any facts or news or contrary opinions, if you keep your gut on a steady diet of grandiosity, ignorance, sycophants, and peanut butter and jelly sandwiches, those snap decisions can be ruinous."
Maureen Dowd, *New York Times*, June 1, 2008, on seat-of-the-pants decision-making

"Proper character development entails first and foremost acquiring the capacity to control one's impulses and to mobilize oneself for acts other than the satisfaction of biological needs and immediate desires."
Amitai Etzioni (see item #1)

"Many American high schools are organized today as if a powerful social engineer were intent on minimizing bonds between students and teachers and seeking to ensure whatever peer bonds formed would not be classroom-related."
Amitai Etzioni (*ibid.*)

"[S]cience is a language of hope and inspiration, providing discoveries that fire the imagination and instill a sense of connection to our lives and the world."
Brian Greene (see item #2)

## 1. Amitai Etzioni on Moral Education in Schools

In this article in *The School Administrator*, George Washington University sociology professor Amitai Etzioni starts by disagreeing with the notion that schools shouldn't teach values, deferring to families and religious institutions. In fact, he says, schools teach values all the time, even when they are trying to be values-neutral, and there are "next to no significant decisions a school administrator or classroom teacher can make that do not have a normative dimension."

But schools should be clear about the most important values, says Etzioni. He's less enthusiastic about teaching personal virtues like trust, respect, responsibility, fairness, and caring. The focus should be on what he calls *social values*, namely:

- Self-discipline; the ability to hold impulses in check and defer gratification;
- Empathy;
- Dealing with all people as if they are of equal value;
- Not discriminating based on ethnic, racial, gender, or sexual orientation grounds;
- Solving differences in peaceful ways;
- Respecting the environment.

The first two – self-discipline and empathy – are the most important, says Etzioni. "Proper character development entails first and foremost acquiring the capacity to control one's impulses and to mobilize oneself for acts other than the satisfaction of biological needs and immediate desires. Workers need such self-control so they can stick to their tasks and adhere to a work routine that is often not very satisfying by itself. Citizens and community members need self-control so they will not demand ever-more services while being unwilling to pay taxes and make contributions to the common good. And self-control makes people more tolerant of those from different ethnic, racial, and political backgrounds."

In short, says Etzioni, schools should be intent on graduating students who are able to work out differences verbally and non-abusively; who can walk in other people's shoes; who can resist the temptation to act in unethical ways; and who care about purposes higher than themselves.

And how do we educate for these qualities? Not by laying down the law and punishing students into submission, says Etzioni, for the simple reason that "as soon as the authorities turn their backs, such young people are likely to misbehave. Moreover, their resentment at being coerced is likely to express itself in some form of antisocial behavior. This is because the discipline is linked to punishment rather than to a commitment to doing what is right and

avoiding what is wrong… Internalization of values occurs in structured environments, but not under authoritarian conditions… What the pupil – and the future adult – requires is self-discipline, the inner ability to mobilize and commit to a task he or she believes in and to feel positive – that is, self-rewarded – for having done so."

So how *do* we educate children of good character? "The most important social science observation here is that experiences are more effective teachers than lectures," says Etzioni. And life in schools is a constant stream of experiences that can be mobilized in service of character education: what happens in classrooms, in sports, in extracurricular activities, in the cafeteria, on the playground. We just need to be aware of the moral content of all of these settings and help students draw the appropriate lessons.

One problem in large schools, says Etzioni, is the way scheduling makes it difficult for teachers to form closer bonds with students. "Many American high schools are organized today as if a powerful social engineer were intent on minimizing bonds between students and teachers and seeking to ensure whatever peer bonds formed would not be classroom-related," he says. "These effects stem from the fact that students are reshuffled every time the bell rings, while the various subject teachers stay put."

This leads Etzioni to advocate for high schools to create closer ties between teachers and smaller groups of students by having teachers teach two subjects and civics to the same homeroom, act as the discipline dean and moral educator for those students, and perhaps loop with them for four years.

"Moral Dimensions of Educational Decisions: The Essential Place of Values-Rich Curricula in the Public Schools" by Amitai Etzioni in *The School Administrator*, May 2008 http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=10332&snItemNumber=950&tnItemNumber. The author can be reached at etzioni@gwu.edu.

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## 2. Teaching the Big Ideas of Science and Lighting a Fire in Students' Minds

In this eloquent *New York Times* article, Columbia University professor Brian Greene describes getting a letter from an American soldier in Iraq who found one of his books on physics "a lifeline", providing context and meaning in the midst of war. But this is unusual, says Greene; for most people, "our educational system fails to teach science in a way that allows students to integrate it into their lives." And this is a shame, he writes, because without being engaged in science, Americans will be ill-prepared to make thoughtful decisions on a multitude of issues that will directly affect their lives.

Green continues: "Science is the process that takes us from confusion to understanding in a manner that's precise, predictive and reliable – a transformation, for those lucky enough to experience it, that is empowering and emotional. To be able to think through and grasp explanations – for everything from why the sky is blue to how life formed on earth – not because they are declared dogma but rather because they reveal patterns confirmed by experiment and observation, is one of the most precious of human experiences."

"I've seen children's eyes light up as I've told them about black holes and the Big Bang," he says. "I've spoken with high-school dropouts who've stumbled on popular science books about the human genome project, and then returned to school with newfound purpose And in that letter from Iraq, the soldier told me how learning about relativity and quantum physics in the dusty and dangerous environs of greater Baghdad kept him going because it revealed a deeper reality of which we're all a part."

But for most students, science is just another subject, largely irrelevant to their lives. They begin kindergarten as curious little scientists, wanting to know how things work and constantly asking *Why*? But that curiosity and interest in deeper questions soon dies, says Greene, because we focus too much on the subject's technical details and not enough on its big ideas. *Where did the universe come from? How did life originate? How does the brain give rise to consciousness?* Without this larger focus, he says, science is boring and meaningless for most students. "Like a music curriculum that requires its students to practice scales while rarely if ever inspiring them by playing the great masterpieces," says Greene, "this way of teaching science squanders the chance to make students sit up in their chairs and say, 'Wow, that's science?'"

The root of the problem, Greene believes, is the notion that students can't handle bigger-picture questions without first mastering the technical basics – spinach before dessert. Wrong, he says. "[W]ith careful attention to presentation, cutting-edge insights and discoveries can be clearly and faithfully communicated to students independent of those details; in fact, those insights and discoveries are precisely the ones that can drive a young student to *want* to learn the details. We rob science education of life when we focus solely on results and seek to train students to solve problems and recite facts without a commensurate emphasis on transporting them out beyond the stars."

"Science is the greatest of all adventure stories," Greene concludes, "one that's been unfolding for thousands of years as we have sought to understand ourselves and our surroundings… We must embark on a cultural shift that places science in its rightful place alongside music, art and literature as an indispensable part of what makes life worth living. It's the birthright of every child, it's a necessity for every adult, to look out on the world, as the soldier in Iraq did, and see that the wonder of the cosmos transcends everything that divides us."

"Put a Little Science in Your Life" by Brian Greene in *New York Times*, June 1, 2008 (p. 14)
http://www.nytimes.com/2008/06/01/opinion/01greene.html?_r=1&scp=1&sq=Put%20a%20little%20science%20in%20your%20life&st=cse&oref=slogin

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## 3. Three C's for Improving Urban Science Education

In this *Kappan* article, Columbia professor Chris Emdin describes a visit he paid to an inner-city chemistry class years ago, watching a teacher who "practically did pirouettes in a dance of atomic models, electric charges, and absorption and emission spectra. At one point, he

struck the board with a ruler in an effort to get the students' attention." But, says Emdin, students' faces were "painted with confusion, frustration, and indifference."

Then a car drove by and the strains of a familiar rap song wafted through the open classroom window. "Practically all the students sat up and almost simultaneously began nodding their heads to the beat," writes Emdin. "They looked up at one another and smiled. Some mouthed the words of the song under their breath, as they gave each other knowing glances that were acknowledged by slight head nods and brief eye contact." As the car drove down the street and the song faded, "the smiles that had filled the students' faces slowly melted into blank stares and looks of indifference, and they returned to their previous somnolence."

This scene (and others like it) got Emdin thinking about why there was such a gulf between school science and students' culture. "Teachers seem to come from a world that is completely removed from that of the students, who seem to communicate in a kind of code that strengthens their connections to one another while it deepens their alienation from the world of science," he says. Emdin ended up writing his doctoral dissertation on ways to help students connect with science, and his paper won the 2007 Outstanding Doctoral Dissertation Award from Phi Delta Kappa International. Briefly, here are his "Three C's" for improving urban science education:

• *Cogenerative Dialogues* – The first step is lunchtime or before- or after-school dialogues in which teachers and small groups of students sit in a circle and share candid impressions of what is going on during science classes. Emdin says that these discussions (which were frequently videotaped) produced a shared sense of responsibility, all in service of better science learning. Each group must come up with a plan for improving classroom dynamics, and as plans are implemented, students' class participation and science achievement improve.

• *Co-teaching* – When students master important concepts, they are encouraged to explain them to classmates, either in pairs or at the front of the classroom. These peer teaching episodes are integrated into each class period and frequently are videotaped. "In some cases," says Emdin, "the teachers became students themselves as they observed the ways that students taught one another. Teachers would take notes on the analogies, words, or examples that students employed when teaching other students and use them in their own lessons."

• *Cosmopolitanism* – The next step, says Emdin, is linking the insights of all the cogenerative discussion groups within a school, each of which has distinct insights, into a collective dialogue about what's working and what isn't working in classrooms. "This means that all members of the groups become active participants in the larger processes of examining teaching and learning that extend beyond the group."

Emdin says that when these three C's – cogenerative dialogues, co-teaching, and cosmopolitanism – are operating within a school, he sees "the same smiles, positive emotional energy, and deep connections that the rap song had triggered when I visited that steamy chemistry classroom on a fall afternoon long ago."

"The Three C's for Urban Science Education" by Chris Emdin in *Phi Delta Kappan*, June 2008 (Vol. 89, #10, p. 772-775), http://www.pdkintl.org/kappan/k_v89/k0806emd.pdf; for a link to an interview with Emdin, go to http://www.pdkintl.org/awards/07docdiss.htm.

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## 4. The Power of a Science Lab in a Kansas Elementary School

This *Education Week* article on the importance of hands-on science learning begins with a description of a fourth-grade lab in Spring Hill, a Kansas district that has been working to improve science teaching with teacher training, classroom coaching, and a dedicated science room in each school.

Students in this classroom were divided into teams and challenged to build miniature bridges between two lab tables using plastic straws, tape, and scissors. When students were finished, their teacher tested the strength of each bridge by hanging a tin can from the center and loading golf balls into the can one by one until the bridge collapsed. Students watched in rapt silence, and when the winning bridge held 14 golf balls before buckling on the 15th, cheers erupted.

The teacher then led the class in a careful analysis of what qualities the weaker bridges had, and what made the winning bridge strongest, driving home the overall purpose of the lesson: understanding the scientific process, running an experiment, and examining the results.

"Labs at Elementary Level Help Bring Science Alive" by Sean Cavanagh in *Education Week*, June 4, 2008 (Vol. 27, # 39, p. 1, 10)
http://www.edweek.org/ew/articles/2008/06/04/39labs.h27.html

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## 5. Twelve Qualities of Powerful Professional Learning

In this *Kappan* article, consultant/coach/author Lois Brown Easton lists the qualities necessary for powerful professional learning to take place in a school:

• *It arises from and returns benefits to classrooms*. Too often, says Easton, visiting speakers aren't tuned in to the needs of the teachers they are addressing, and after they leave, "nothing much changes in the real world of teaching and learning."

• *It focuses on real data from student work and teaching*. Before professional development sessions, this helps teachers decide what to discuss; during PD sessions, it helps monitor what's changing in classrooms; afterward, it provides evidence of improvement and suggests next steps.

• *Powerful professional learning focuses on what really helps students learn*. Teachers reach out to the knowledge base and their own skills, knowledge, and experiences.

• *It thrives on buy-in*. Involving teachers in designing professional learning always pays dividends.

• *It leads directly to application in classrooms*. Teachers try out new ideas, get feedback from coaches and mentors, gather evidence of what's working with students, reflect on what's happening, modify what they are doing, and report results to their colleagues.

• *It's part of a process of continuous improvement*. Professional learning spawns a desire to keep making improvements and getting better and better learning results.

• *It honors teachers' professionalism, expertise, experiences, and skills*. Most schools have lots of resources within their four walls and need to tap and develop them.

• *It is content-rich*.

• *It is collaborative*. "Educators learn from one another," writes Easton, "enriching their own professional lives and the culture of the school or district."

• *It establishes a culture of quality*. Teachers constantly discuss what high-quality student work and high-quality teaching look like.

• *It fosters reflection and slows the hectic pace of schools*.

• *It gives heft to Professional Learning Communities*. Otherwise, says Easton, "PLCs may go the way of so many other structures, such as block scheduling and small schools, that were instituted without enough attention to how teachers and students would take advantage of these structures."

Easton believes that professional development should be evaluated by far more exacting standards than "how it feels" to teachers. She suggests these criteria:

- Do teachers change the way they work with students as a direct result of the PD?
- Do students behave differently as a result of changes teachers make?
- Does student achievement improve, measured by anecdotal evidence, student work, test scores, and graduation rates?

"From Professional Development to Professional Learning" by Lois Brown Easton in *Phi Delta Kappan*, June 2008 (Vol. 89, #10, p. 755-761), no e-link available

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## 6. What Will It Take to Get the Best Teachers into the Neediest Schools?

In this hard-hitting *Kappan* article, North Carolina educator Barnett Berry asks how America's best teachers can be persuaded to teach where they are needed most and will make the biggest difference – in struggling high-poverty schools. He begins by batting down four pervasive myths:

- Myth #1: Financial incentives will entice talented teachers to high-need schools.
- Myth #2: Incentives that will entice some teachers will entice all teachers.
- Myth #3: Great teachers can be effective no matter how challenging the school.
- Myth #4: Individual outstanding teachers can fix high-need schools.

Berry recently tapped the wisdom of over 1,700 National Board Certified teachers from five states and compiled their recommendations on what it would take to get the best teachers into these schools:

• *Transform the teaching and learning conditions in high-need schools*. This includes time for collaboration, reasonable class size, teaching resources, and safety.

• *Prepare and support teachers for the unique challenges of high-need schools*. Great teachers may excel in their current schools, but many will need extra training, mentoring, and resources to be successful in struggling schools.

• *Ensure that administrators know how to work with outstanding teachers*. A sure turn-off is a principal who demands compliance with a rigid six-point lesson plan and is threatened by strong teachers in leadership roles. To make a difference in a high-need school, an outstanding teacher needs the principal to be comfortable with them coaching and mentoring novice teachers, leading professional development, developing interim assessments, adapting curriculum for diverse learners, and reaching out to parents.

• *Use incentives, but focus mainly on growing teaching expertise within schools*. A menu of incentives is a good idea, says Berry, but it's not enough. "Supportive principals, freedom to use professional judgment, and a guarantee to work with like-minded and similarly skilled colleagues mean more to good teachers than extra pay." In addition, schools should focus on developing the potential of good teachers already working in high-need schools, giving them the time and financial support to pursue National Board Certification.

• *Build awareness among policy-makers on the importance of placing outstanding teachers in high-need schools*. Placing great teachers here and there will not solve the problem, says Berry. Placement must be part of a thoughtful overall strategy to improve schools that need it the most.

"Staffing High-Needs Schools: Insights from the Nation's Best Teachers" by Barnett Berry in *Phi Delta Kappan*, June 2008 (Vol. 89, #10, p. 766-771), no e-link available

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## 7. What Do Students Need to Be Ready for College Success?

In this article in *School Clips*, the Boston Plan for Excellence reports on why so many high-school graduates are not ready to succeed in college. One-third of Boston students entering a Massachusetts state college or university had to take at least one remedial course, with percentages as high as 63 for some populations. Because remedial courses don't count for college credit, they slow down students and greatly increase their chances of dropping out. A Gates Foundation study found that only 17 percent of college students who take even one remedial course ever earn a bachelor's degree.

Why the disconnect between high-school graduation and college success? The article cites three factors:

• *High-school courses and grades are meaningless* – "Course titles and content vary, sometimes even within the same school," says the report. Some schools don't clearly distinguish between core, enrichment, supplementary, and remedial courses, meaning that the only way to know a course's content is to ask the teacher.

• *State tests don't measure college readiness* – The Massachusetts 10$^{th}$-grade test, for example, measures 10$^{th}$-grade competency, and even then, a student can pass with a sub-proficient score (Level 2, or Needs Improvement).

• *Students may be misled* – "They've passed required (but watered-down) courses, received good (but often inflated) grades, and passed (at just the Needs Improvement level) the state test. But none of those 'accomplishments' has truly prepared them for the demands of college work, or for the prospect of having to take remedial courses," says the report.

What would it take to ensure every student is truly college ready? Here are some key must-haves:

- General cognitive strategies – critical thinking, problem solving, intellectual openness, inquisitiveness, analysis, reasoning/argumentation/proof, interpretation, and precision and accuracy.
- Academic knowledge and skills – overall, writing and research; in science, concepts, principles, laws, and vocabulary and also the scientific method, using empirical evidence to draw conclusions, and the ability to think in terms of models and systems.
- Academic behaviors – study skills, self-monitoring, the ability to reflect on one's own learning, persistence, using different learning strategies, the ability to improve, adapt, and take on new challenges.
- "College knowledge" – How to fill out a college application, get financial aid, learn the rules, adjust to a new culture, and interact with peers and professors.

"Spotlight on a New Definition of College Readiness" in *School Clips*, Boston Plan for Excellence, April 2008 (p. 1-2); the Gates study, "Toward a More Comprehensive Conception of College Readiness," is available at: http://www.gatesfoundation.org/UnitedStates/Education/ResearchAndEvaluation/Research/HSImprovement.htm.

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## 8. Test Prep Doesn't Work

According to this *Education Week* article, many Chicago students and teachers are white-knuckle fliers when it comes to preparing for the ACT, the high-stakes college-admission test used by their state as part of its graduation requirement. They believe that test prep is the best way to get high scores, and devote almost half of classroom time drilling with sample test items as the ACT approaches. In a survey of high-school juniors, 83 percent said that ACT scores are the result of test-preparation skills, and two-thirds of English and science teachers agreed; only one-third believed the ACT is a good measure of school learning.

But according to a study just released by the Consortium on Chicago School Research, students in schools that devote more than 40 percent of instructional time to ACT test-prep activities score significantly *lower* than students in schools that spend less than 20 percent of class time on test prep. Why? Elaine Allensworth, the lead author, says there are two reasons:

- Excessive test prep diverts attention from the analytical and problem-solving skills that students need to do well on the ACT.
- Most test-prep teaching is low-quality – random items with little connection to course content.

"In the end," says the study, "raising ACT scores requires the same strategies as improving graduation rates and better preparing students for college: a focus on the quality of students' work in their classes, clearly tied to preparation for the future."

"ACT Test-Prep Backfiring in Chicago, Study Warns" by Christina Samuels in *Education Week*, June 4, 2008 (Vol. 27, # 39, p. 6-7) http://www.edweek.org/ew/articles/2008/06/04/39act.h27.html. The study is entitled "From High School to The Future: ACT Preparation – Too Much, Too Late"

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## 9. Preparing for a Teacher Interview

In this "career intelligence" column, Doug Peden, personnel director in the Falcon Schools in Colorado, has the following suggestions for educators going for interviews:

• *Do your homework*. The more you know about the school, the district, their goals, the principal, the student demographics, the school's academic track record, and the community's social and economic conditions, the better. Good preparation also shows your passion and desire.

• *Find a way to stand out of the crowd*. "Every interview is meant to be a showcase for a candidate," says Peden. Something will make the winning candidate stand out. You don't know what it is, but think about what your distinctive characteristics are for *this* job.

• *Find out the interview format*. Who will be interviewing you? Will you be asked to teach a demonstration lesson? If you haven't been told, it won't hurt to inquire. Prepare for the "culture" of the interview as best you can.

• *Prepare for likely questions*. Interviewers may ask you "experience-based" questions about what you have done, rather than conventional questions about your educational philosophy. Saying, "Wow, that is a hard question!" shows candor, but it may also show that you haven't adequately prepared for the interview. Peden gives this example of a tricky and telling question: "Can a student possibly fail your class if he or she comes each day and is not a behavioral problem?" What he's looking for when he asks this question is the amount of investment the candidate has in individual students, whether the teacher really believes in differentiation, and whether he or she believes all children can learn and succeed.

• *Have questions of your own*. Your research on the school should have revealed some areas you need to know more about, for example, What is the school's policy on class size? Are the social and emotional needs of students factored into class size? Don't ask about salary, advises Peden – that information is usually publicly available, and raising the subject may sound like you're negotiating. "Ask only those questions that make it seem like you see yourself in the job and you are performing at a high level," says Peden.

"Interviewing: What Employers Want" by Doug Peden in *Education Week*, June 4, 2008 (Vol. 27, # 39, p. 35), no e-link available

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## 10. Short Items:

***a. Safe Internet surfing*** – This set of websites on Internet safety was compiled by New York teachers Mark Hanes and Matt Roll for *Kappan*:

• http://www.staysafeonline.org - Hosted by the National Cyber Security Alliance, this site has a "How safe are you?" quiz and advice on cyber security.

• http://security.getnetwise.org - Created by Internet Education Foundation, this site provides one-click resources on firewalls and other tools and a Safe Cyber Surfer Quiz for students.

• http://www.isafe.org - iSafe has online curriculum modules geared to students, teachers, and parents.

• http://www.cybersmart.org/home - Students, parents, and teachers can use the CyberSmart site to look into cyber bullying, Internet safety, and ethics in computing.

• http://www.nap.edu/netsafekids - Sponsored by the National Academy of Sciences, NetSafeKids aims to help parents protect children from sexual predators and pornography on the Internet.

• http://www.wiredsafety.org - Sponsored by Wired Kids, Inc., this site helps with prevention and investigations of cyber crimes. The site is run by 9,000 volunteers.

• http://www.netsmartz.org - Netsmartz has educational resources, videos, and games to educate children about Internet safety.

• http://www.ftc.gov/bcp/conline/edcams/kidzprivacy/index.html - Kidz Privacy has descriptions of privacy policies and the Children's Online Privacy Protection Act of 1998, as well as explanations for parents and teachers.

• http://www.childnet-int.org - Childnet International promotes the amazing and creative possibilities of the Internet while promoting safety for children in cyberspace.

"Web Watch: Internet Safety" by Mark Hanes and Matt Roll in *Phi Delta Kappan*, June 2008 (Vol. 89, #10, p. 785)

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***b. Kid-friendly browsers*** – These two browsers filter smut and bring up only G-rated content:

• http://www.redzee.com - Red Zebra (it has a cute animated red zebra on the home page)

• http://www.zacbrowser.com - ZAC Browser is designed for children with autism.

"Head of Class HotStuff" in *Edutopia*, June/July 2008 (Vol. 4, #3, p. 23)

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***c. Online ecology game*** – PowerUp is a free online game from IBM's TryScience initiative that engages students in learning about engineering and energy by trying to supply solar, wind, and water power before an ecological disaster occurs. It appears that this game works only in Windows and is intended for upper grades: http://www.powerupthegame.org.

"Head of Class HotStuff" in *Edutopia*, June/July 2008 (Vol. 4, #3, p. 23)

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***d. Physical education video*** – This video from San Rafael High School in California shows the latest Phys. Ed. thinking in action: http://www.edutopia.org/new-pe-video.

"All the Right Moves" by Richard Rapaport in *Edutopia*, June/July 2008 (Vol. 4, #3, p. 52)

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

*If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail:* kim.marshall8@verizon.net

# About the Marshall Memo

### *Mission and focus:*

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

### *Subscriptions:*

Individual subscriptions are $50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

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- How to change access e-mail or password

### *Publications covered*

*Those read this week are underlined.*

American Educator
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine (online)
Teachers College Record
TESOL Quarterly
The Language Educator
The Reading Teacher
Theory Into Practice
Tools for Schools/The Learning Principal