Marshall Memo 584

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 27, 2015

In This Issue:

Quotes of the Week

"Asking 'What *could* I do?' rather than 'What *should* I do?' helps us recognize alternatives to a choice we are facing."

John Beshears and Francesca Gino (see item #1)

"If I simply stand in front of my office, I will be busy all day long – guaranteed."

Principal Ben Johnson (see item #5)

"Infrequent observations tend to promote a teacher perspective of 'evaluation' as looking for mistakes. Frequent observations and feedback help teachers view the administrator as a colleague, an ally, and a valuable instructional improvement coach."

Ben Johnson (*ibid*.)

"It's possible to build a model of a working roller coaster but not learn any physics."

Grant Wiggins (see item #2)

"Don't micromanage day-to-day teaching. Manage results on things that matter."

Jay McTighe (*ibid*.)

"[B]ecause I started at the bottom, I know all the little things that have to get done and can sense when I'm being BSed. You have to know the weeds – to have lived in them – to delegate."

Brian Grazer, Hollywood producer (*Splash, Apollo 13, Empire*), interviewed by Alison Beard in *Harvard Business Review*, May 2015 (Vol. 93, #5, p. 124), no e-link available

1. Behavioral Economics and Choice Architecture

Everyone makes preventable mistakes, say John Beshears and Francesca Gino (Harvard Business School) in this *Harvard Business Review* article. "It's extraordinarily difficult to rewire the human brain to undo the patterns that lead to such mistakes. But there is another approach: Alter the environment in which decisions are made so people are more likely to make choices that lead to good outcomes." Leaders can do this, say the authors, by acting as "decision architects," drawing on the principles of behavioral economics to encourage good decision making. They suggest five steps:

• *Understand how decisions are made*. People have two approaches to processing information and making decisions: System 1 is from the gut, automatic, instinctive, emotional, relying on mental shortcuts. System 2 is slow, logical, and deliberate. Each mode has advantages and disadvantages and the trick is knowing how to use them appropriately.

• *Define the problem*. Behavioral economics tools are most effective when human behavior is at the core of the problem, people are not acting in their own best interests (for example, not signing up for health care or retirement savings plans), and the problem can be narrowly defined.

• *Diagnose the underlying causes*. "There are two main causes of poor decision making," say Beshears and Gino: "insufficient motivation and cognitive biases." If people aren't acting at all, it's the former. If people are acting in ways that introduce errors into the process, it's the latter – and probably System 1 shoot-from-the-hip thinking is involved.

• *Design the solution*. Structure things to "nudge employees in a certain direction without taking away their freedom to make decisions for themselves," say Beshears and Gino – for example, an opt-out rather than an opt-in retirement savings plan. They recommend strategically triggering System 1 thinking (introducing changes that arouse emotions, harness bias, or simplify processes), engaging System 2 thinking (joint evaluations, opportunities for reflection, increasing accountability, and checklists, and planning prompts), or bypassing both systems by setting defaults and building in automatic adjustments. One key is pushing for broader thinking. "Asking 'What *could* I do?' rather than 'What *should* I do?' helps us recognize alternatives to a choice we are facing," say Beshears and Gino.

• *Rigorously test the solution*. Identify a target outcome that is specific and measurable, identify a range of possible solutions, decide on one, and then conduct an experiment within the organization with a "treatment" and a "control" group.

At the heart of the process Beshears and Gino advocate is recognizing cognitive biases that impair our ability to objectively evaluate information. Here's their list:

- Excessive optimism – We overestimate the likelihood of positive events and underestimate what can go wrong.
- Overconfidence – We puff up our ability to influence outcomes, attributing past successes to skill, not luck.
- Confirmation bias – We listen to evidence consistent with a predisposed notion and don't listen to evidence that contradicts it.
- Anchoring and insufficient adjustment – We root our decisions in an initial value and fail to tweak our thinking.
- Groupthink – We strive for consensus without a realistic appraisal of alternatives.
- Egocentrism – We don't imagine how others will be affected by our actions, and assume that they have access to the same information.
- Loss aversion – We feel losses more acutely than gains of the same value, which makes us irrationally risk-averse.
- Sunk-cost fallacy – When considering future courses of action, we pay attention to past costs that are not recoverable.
- Escalation of commitment – We invest additional resources in a losing proposition because of the resources already invested.
- Controllability bias – We believe we can affect outcomes more than we actually can, causing us to misjudge the risk involved in a course of action.
- Status quo bias – We prefer the way things are in the absence of pressure to change it.
- Present bias – We highly value immediate rewards and undervalue long-term gains.

"Leaders As Decision Architects" by John Beshears and Francesca Gino in *Harvard Business Review*, May 2015 (Vol. 93, #5, p. 52-62), https://hbr.org/2015/05/leaders-as-decision-architects

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2. Solving Lesson-Planning Challenges with Backwards Unit Design

(Originally titled "Writing a Master Plan")

In this *Education Update* article, Laura Varlas addresses five challenges teachers face as they plan lessons:

• *Coverage* – Getting through the curriculum is an imperative, but if that's the main focus, teachers may lose sight of deeper goals. In an English class, says *Understanding by Design* author Grant Wiggins, planning shouldn't be about what book is being read but "how students are different when they're finished reading it." UbD co-author Jay McTighe agrees: "Just like a coach plans with the game in mind, teach individual skills and knowledge with the performance in mind, not as ends in themselves."

• *The fun trap* – Many teachers plan cool, engaging activities that don't necessarily push toward understanding. "Activity-oriented lessons can be fun in the short run, but they're cotton candy," says McTighe. "They don't have any deep nourishment." Wiggins: "It's

possible to build a model of a working roller coaster but not learn any physics." He likes to ask students:

- What are you doing?
- Why are you doing it?
- What's it helping you learn?

The key: deciding on lesson strategies *after* formulating learning outcomes and how they'll be assessed. Activities should be a series of steps leading students to being able to perform the objective and explain what they're doing.

• *Information overload* – "The wealth of free online lesson planning resources can become tempting distractions as teachers sit down to design learning," says Varlas. The same is true of digital planning software that links a unit to standards and spits out 40 objectives. Teachers need to take a deep breath and (ideally with colleagues) think through the content and what students should learn, focusing on the new standards being taught.

• *Educator egocentrism* – It's important for teachers to step out of their own mastery of the material and imagine how students will experience it – in particular, what misconceptions they may have and what rough spots they'll hit. This means working through the material in advance and preparing during-lesson questions that probe for deeper understanding – and then responding nimbly to students' partial answers and errors.

• *Lesson plans* – Wiggins and McTighe believe the smallest unit of curriculum planning should be the unit plan. "I'm not saying 'stop planning,'" says instructional coach Mike Fisher. "I'm saying, 'stop planning for the isolated moment.'" Varlas adds: "Moving away from the potential myopia of daily plans requires schools to shift from isolated teacher planning to collaborative, integrative teams. It also begs principals to question the merit of requiring teachers to submit daily plans. Instead, look for a coherent unit plan with rich, well-aligned assessment tasks built into it." McTighe sums up: "Don't micromanage day-to-day teaching. Manage results on things that matter."

"Writing a Master Plan" by Laura Varlas in *Education Update*, April 2016 (Vol. 57, #4, p. 1, 4-5), http://bit.ly/1DD4hut for ASCD members; Varlas is at lauravarlas@ascd.org.

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3. Latino Students' Culture Shock Entering Four-Year Colleges

In this *Teachers College Record* article, Guadalupe Martinez and Regina Deil-Amen (University of Arizona) report on their study of Latino students as they finished freshman year in college, in particular, what students remembered about the college-going messages and preparation in their high schools. Students in the study were socioeconomically diverse and attended a variety of high schools in the American Southwest. Martinez and Deil-Amen found two approaches to college messaging in students' high schools:

- A "college for all" ideology, with educators developing positive relationships with students and providing resources and support to help them go to four-year colleges; this dynamic was more common in high-SES schools.

- A traditional "gatekeeping" role, with adults directly or subtly discouraging many students from applying to four-year colleges. "Let's get them graduated" was a more common sentiment than "Let's prepare them for college." This dynamic was more common in low- and middle-SES schools.

The messages students received played an important part in their "college self-efficacy," say Martinez and Deil-Amen. "Students deemed themselves 'university ready' based on their curricular placement signaling a university pathway and/or their interpretation of messages about their ability to matriculate." A key variable was whether students were in the honors or general track. All the honors students in the study received strong college-going messages and support in applying and preparing. But two-thirds of students in the general track received gatekeeping messages discouraging them from thinking in terms of college. In the latter group of high schools, only students with deep reservoirs of personal initiative made it to four-year colleges.

Once in college, virtually all students had major academic struggles, getting Cs and Ds compared to the As and Bs they'd received in high school. Students who had been in the honors track said they had grossly underestimated the difficulty of university coursework and the homework load. "I had to withdraw from lecture because my professor told me there was no way I was going to dig myself out of my hole," said one student. "My classes are like really hard," moaned another, "and I'm wondering whether I'll get through with good grades." Those from "college-for-all" high schools felt deceived about their preparation. "Unfortunately," say Martinez and Deil-Amen, "these internalized feelings of deception left them questioning their ability to succeed. Students appear to go back to high-school messages about their academic ability, compare their current performance, and reassess the validity of those messages as it relates to their context."

Students who'd been in the general track in high school also struggled in college, expressing extreme apprehension about grades and their ability to stay afloat academically. "I didn't think I was smart enough to be here compared to other people," said one student. Students lost the resilient, *I'll show them* attitude that had led them to succeed against the odds and thought about transferring to a community college. These students remembered gatekeeping messages they'd received in high school – that they weren't college material – and began to think those messages were true. Most troubling, most of these students didn't take advantage of support services available at their colleges. They remembered high-school teachers saying that in college, no one was going to care and no one was going to chase them to get the work done. College students who did take the initiative and seek help were pleasantly surprised how helpful professors and other instructional staff could be.

Reflecting on the bruising freshman-year experiences of these students, Martinez and Deil-Amen conclude, "Nearly all the students in the study revealed prior messages that led them to either doubt themselves or question their decisions to enroll at the university, or jeopardize their own persistence through hesitation to seek help." Students had three recommendations for their high schools:

• *Study habits* – Students from both the honors and general track – and from all SES levels of high school – said teachers and counselors needed to place much greater emphasis on teaching specific study habits, especially note-taking and time management.

• *Lecture format* – Students said their high-school classes didn't prepare them for the impersonal nature of college instructional delivery.

• *Academic rigor* – High-school teachers need to ramp up their expectations and workload so students are prepared to succeed in college freshman classes.

[It might be added that high-school educators should praise successful students for hard work, effective strategies, and tenacity rather than ability – the crucial distinction that Carol Dweck and others have noted in their research on the "growth" versus the "fixed" mindset about intelligence and ability. K.M.]

"College for All Latinos? The Role of High-School Messages in Facing College Challenges" by Guadalupe Martinez and Regina Deil-Amen in *Teachers College Record*, March 2015 (Vol. 117, #3, p. 1-50), no free e-link available

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4. Middle-School Math Teams Wrestle with Interim Assessment Data

In this *American Educational Research Journal* article, Ilana Seidel Horn, Britnie Delinger Kane, and Jonee Wilson (Vanderbilt University) report on their study of how seventh-grade math teams in two urban schools worked with their students' interim assessment data. The teachers' district, under pressure to improve test scores, paid teams of teachers and instructional coaches to write interim assessments. These tests, given every six weeks, were designed to measure student achievement and hold teachers accountable. The district also provided time for teacher teams to use the data to inform their instruction.

Horn, Kane, and Wilson observed and videotaped seventh-grade data meetings in the two schools, visited classrooms, looked at a range of artifacts, and interviewed and surveyed teachers and district officials. They were struck by how different the team dynamics were in the two schools, which they called Creekside Middle School and Park Falls Middle School. Here's some of what they found:

• *Creekside's* seventh-grade team operated under what the authors call an *instructional management logic,* focused primarily on improving the test scores of "bubble" students. The principal, who had been in the building for a number of years, was intensely involved at every level, attending team meetings and pushing hard for improvement on AYP proficiency targets. The school had a full-time data manager who produced displays of interim assessment and state test results. These were displayed (with students' names) in classrooms and elsewhere around the school. The principal also organized Saturday Math Camps for students who needed improvement. He visited classrooms frequently and had the school's full-time math coach work with teachers whose students needed improvement. Interestingly, the math coach had a more sophisticated knowledge of math instruction than the principal, but the principal dominated team meetings.

In one data meeting, the principal asked teachers to look at interim assessment data to predict how their African-American students (the school's biggest subgroup in need of AYP improvement) would do on the upcoming state test. The main focus was on these "bubble" students. "I have 18% passing, 27% bubble, 55% growth," reported one teacher. The team was urged to motivate the targeted students, especially quiet, borderline kids, to personalize instruction, get marginal students to tutorials, and send them to Math Camp. The meeting spent almost no time looking at item results to diagnose ways in which teaching was effective or ineffective. The outcome: providing attention and resources to identified students. A critique: the team didn't have at its fingertips the kind of item-by-item analysis of student responses necessary to have a discussion about improving math instruction, and the principal's priority of improving the scores of the "bubble" students prevented a broader discussion of improving teaching for all seventh graders.

"The prospective work of engaging students," conclude Horn, Kane, and Wilson, "predominantly addressed the problem of improving test scores without substantially re-thinking the work of teaching, thus providing teachers with learning opportunities about redirecting their attention – and very little about the instructional nature of that attention… The summative data scores simply represented whether students had passed: they did not point to troublesome topics… By excluding critical issues of mathematics learning, the majority of the conversation avoided some of the potentially richest sources of supporting African-American bubble kids – and all students… Finally, there was little attention to the underlying reasons that African-American students might be lagging in achievement scores or what it might mean for the mostly white teachers to build motivating rapport, marking this as a colorblind conversation."

• *The Park Falls* seventh-grade team, working in the same district with the same interim assessments and the same pressure to raise test scores, used what the authors call an *instructional improvement logic*. The school had a brand-new principal, who was rarely in classrooms and team meetings, and an unhelpful math coach who had conflicts with the principal. This meant that teachers were largely on their own when it came to interpreting the interim assessments. In one data meeting, teachers took a diagnostic approach to the test data, using a number of steps that were strikingly different from those at Creekside:

- Teachers reviewed a spreadsheet of results from the latest interim assessment and identified items that many students missed.
- One teacher took the test himself to understand what the test was asking of students mathematically.
- In the meeting, teachers had three things in front of them: the actual test, a data display of students' correct and incorrect responses, and the marked-up test the teacher had taken.
- Teachers looked at the low-scoring items one at a time, examined students' wrong answers, and tried to figure out what students might have been thinking and why they went for certain distractors.
- The team moved briskly through 18 test items, discussing possible reasons students

missed each one – confusing notation, skipping lengthy questions, mixing up similar-sounding words, etc.

- Teachers were quite critical of the quality of several test items – rightly so, say Horn, Kane, and Wilson – but this may have distracted them from the practical task of figuring out how to improve their students' test-taking skills.

The outcome of the meeting: re-teaching topics with attention to sources of confusion. A critique: the team didn't slow down and spend quality time on a few test items, followed by a more thoughtful discussion about successful and unsuccessful teaching approaches.

"The tacit assumption," conclude Horn, Kane, and Wilson, "seemed to be that understanding student thinking would support more-effective instruction… The Park Falls teachers' conversation centered squarely on student thinking, with their analysis of frequently missed items and interpretations of student errors. This activity mobilized teachers to modify their instruction in response to identified confusion… Unlike the conversation at Creekside, then, this discussion uncovered many details of students' mathematical thinking, from their limited grasp of certain topics to miscues resulting from the test's format to misalignments with instruction." However, the Park Falls teachers ran out of time and didn't focus on next instruction steps. After a discussion about students' confusion about the word "dimension," for example, one teacher said, "Maybe we should hit that word."

[Creekside and Park Falls meetings each had their strong points, and an ideal team data-analysis process would combine elements from both: the principal providing overall leadership and direction but deferring to expert guidance from a math coach; facilitation to focus the team on a more-thorough analysis of a few items; and follow-up classroom observations and ongoing discussions of effective and less-effective instructional practices. In addition, it would be helpful to have higher-quality interim assessments and longer meetings to allow for fuller discussion. K.M.]

"Making Sense of Student Performance Data: Data Use Logics and Mathematics Teachers' Learning Opportunities" by Ilana Seidel Horn, Britnie Delinger Kane, and Jonee Wilson in *American Educational Research Journal*, April 2015 (Vol. 52, #2, p. 208-242); this article can be purchased at http://aer.sagepub.com/content/52/2/208.abstract; Horn can be reached at ilana.s.horn@vanderbilt.edu.

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5. Escaping the Magnetic Pull of the Office and Visiting Classrooms

"If I simply stand in front of my office, I will be busy all day long – guaranteed," says principal Ben Johnson in this *Edutopia* article. "The administrator's office is the focal point of so many things… teacher needs, student needs, parent needs, district office needs, state needs, and a whole host of facility problems, personnel issues, planning concerns, and discipline referrals… All of this becomes a magnet drawing the administrator inexorably back to the office any time he or she strays any distance from it… Avoiding the magnetic pull of the office is a constant battle for every administrator." Johnson also notes that it's satisfying to do trivial work in the office: he confesses that he recently spent time organizing the keys for his

building.

The solution, Johnson realized, was (a) delegating lower-level tasks, (b) blocking out time in his calendar for his "big rocks" so they displace less-urgent items, and (c) telling teachers how often to expect his classroom visits, creating a positive expectation to spur him to keep up the pace. Johnson has found that during these blocks of time when he's away from the office, his secretary can buffer a lot of items – and even handle some herself.

As he started getting into classrooms more frequently, Johnson had another insight: "Infrequent observations tend to promote a teacher perspective of 'evaluation' as looking for mistakes. Frequent observations and feedback help teachers view the administrator as a colleague, an ally, and a valuable instructional improvement coach." He urges principals to make classroom visits a top priority, saying, "you will see significant changes in school climate, teacher diligence, student performance, and many of the 'issues' that pull you back to the office will disappear of their own accord."

"Administrators: How to Get Out of the Office and Into Classrooms" by Ben Johnson in *Edutopia*, April 17, 2015, http://bit.ly/1DDCPNj

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6. Getting High-School Students Moving – Purposefully

In this online article, Kenny McKee suggests five ways that high-school teachers can incorporate movement into daily lessons:

• *Gallery walks and chalk talks* – Multiple texts can be posted around the classroom – DBQ primary or secondary documents, magazine ads with different rhetorical techniques, student-created work – with students rotating in small groups to focus on one at a time.

• *Whiteboard meetings* – Students investigate a situation using a data set, work in groups to make sense of the problem, display their findings (graphs, pictures, math solutions, writing) on a large whiteboard, and present to classmates.

• *North-south continuum* – One side of the room represents one idea or state of mind, the other the opposite, and students take up position according to their current view (with the in-between space representing gradations of opinion). McKee recently asked his statistics students to stand according to their level of confidence in their mastery of information in the textbook, and used what he saw to adjust his subsequent lessons.

• *Musical mingle* – Students stand up, music plays, they meander around the classroom, and when the music stops, they find a partner to discuss a question the teacher has posed. The process is repeated one or more times with different questions.

• *Learning stations* – These can be differentiated assignments, curriculum areas that need practice, short writing prompts, different math problems, poems to analyze, or activities with new vocabulary or concepts.

"Five Movement Strategies in the High-School Classroom" by Kenny McKee, http://kennycmckee.com/five-movement-strategies-in-the-high-school-classroom/

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7. Three Ways to Engage Students and Liberate Original Thinking

(Originally titled "The Three No's Students Want to Hear")

In this *Education Update* article, New York City writing coach Rose Reissman suggests some specific messages teachers can send to get their students engaged:

• *There is NO single correct answer to this question*. Accepting the first student response that's correct shuts down discussion, says Reissman. Teachers should solicit at least four different answers that offer different approaches.

• *There is NO template or desired format for this project*. Teachers can spark students' creativity by saying there are multiple approaches to meeting goals and objectives.

• *NO spoken answer is required*. Students should feel free to think about an answer in their head, write about it, or share it online or with an elbow partner rather than feeling compelled to join the verbal scrum of all-class discussions. "Not every student is a natural vocal speaker," says Reissman, "and many fear being called on."

"The Three No's Students Want to Hear" by Rose Reissman in *Education Update*, April 2016 (Vol. 57, #4, p. 7), http://bit.ly/1GpyuOr

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8. How to Be Effective in a Panel Discussion

"Panels may look easy," says Guy Kawasaki (University of California/Berkeley Haas School of Business) in a sidebar of his *Harvard Business Review* article: "They don't last long, and you have several other people up there with you. But they're harder than speeches, because you can't control them and you get much less airtime. He suggests the following steps to being successful in this format:

- Know the subject.
- Give the moderator a three-sentence bio and make sure it's read up front.
- Speak up. "The optimal distance between your lips and the microphone is one inch," he says.
- Address the audience, not the panel.
- Tell the truth. If you get a tough question, be a straight shooter.
- Answer the question that's asked, but then take the conversation where you want it to go.
- Be plain, be simple, and be brief. Reduce complex issues to something laypeople can understand.
- Fake interest in the other panelists, even if they are long-winded, jargony jerks.
- Never stop with, "I agree." Come up with something different to say.

"Managing Yourself: The Art of Evangelism" by Guy Kawasaki in *Harvard Business Review*, May 2015 (Vol. 93, #5, p. 108-111), no e-link available

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9. Short Items:

a. A visual history of Lower Manhattan – Check out this video of an imaginary ride up the elevator of One World Trade Center showing the development of that part of the city over the centuries: http://nyti.ms/1DtcbFz

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b. Videos of school leadership – These five films created by the Wallace Foundation show effective principals in action: http://bit.ly/1FqWPHz

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c. A grammar website – Grammar Bytes www.chompchomp.com has a variety of material to help with English grammar: definitions, tips and rules, diagnostic tests, presentations, exercises, handouts, a MOOC, and YouTube videos.

Spotted in "Flipping the English Classroom" by John Helgeson in *Kappa Delta Pi Record*, April-June 2015 (Vol. 51, #2, p. 64-68); Helgeson can be reached at mr_jhelgy@hotmail.com.

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d. A dictionary for ELs – The free, online Merriam-Webster's Learner's Dictionary (2015) www.learnersdictionary.com is specifically designed for English language learners. It has quizzes, words frequently requested by users, core vocabulary, a word of the day defined and illustrated, and a place for students to save words they're learning.

Spotted in "A Framework for Explicit Vocabulary Instruction for English Language Learners" by Deanna Nisbet and Evie Tindall in *Kappa Delta Pi Record*, April-June 2015 (Vol. 51, #2, p. 75-80); the authors can be reached at deannis@regent.edu and evietin@regent.edu.

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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 44 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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- A collection of "classic" articles from all 11 years

Core list of publications covered

Those read this week are underlined.

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