Marshall Memo 512

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 25, 2013

In This Issue:

Quotes of the Week

"While I love professional football, it is increasingly clear that 21st-century high-school football is expensive, dangerous for the participants, and potentially fatally distracting from any school's goals of academic excellence. But that is simply not true of softball, wrestling, cross-country, swimming, gymnastics, or any other sport where spectators are mainly parents, and kids are competing mainly for the thrill of competition, the enjoyment of the sport, and the desire for self-improvement."

> Peter Groeneveld in a letter to *The Atlantic* (December 2013) responding to Amanda Ripley's October 2013 article, "The Case Against High-School Sports"
> http://www.theatlantic.com/magazine/archive/2013/10/the-case-against-high-school-sports/309447/

"The debate about homework should not be 'how much?' but 'what kind?' and 'what for?'"

> Robert Pondiscio in a letter to *The Atlantic* (December 2013) responding to Karl Taro Greenfeld's October 2013 article, "My Daughter's Homework Is Killing Me"
> http://www.theatlantic.com/magazine/archive/2013/10/my-daughters-homework-is-killing-me/309514/

"Teachers tell us the one thing they lack is the time to learn and collaborate with their colleagues."

> Stephanie Hirsch in *Journal of Staff Development*, December 2013 (Vol. 34, #6, p. 70); to hear more from a panel of education journalists on why this issue doesn't get more attention in the media or policy discussions, see http://bit.ly/17yg65b.

"Teachers described the wait between observation and debrief as 'excruciating.' During this time, they reported 'playing out every possible interpretation of the observation.'"

> Jeannie Myung and Krissia Martinez (see item #1)

1. Improving the Quality of Post-Observation Conversations with Teachers

In this thoughtful paper from the Carnegie Foundation for the Advancement of Teaching, Jeannie Myung and Krissia Martinez suggest ways to maximize the impact of principals' feedback to teachers after classroom visits. "Currently, school systems are dedicating an enormous amount of effort to accumulating data on teachers [including more-frequent observations by administrators]," they say, "but the field still has a lot to learn about how best to use data to support the improvement of teaching." Myung and Martinez are particularly interested in the conversations that take place after classroom observations, which require "both teachers and principals to skillfully attend to the tensions that arise where the goals of accountability and learning intersect."

What goes through a teacher's mind as he sits down to talk with an administrator who has just observed his class? "*Threat perception*," say Myung and Martinez. "This teacher would be aware that his professional image as an effective educator and even livelihood are potentially threatened." The emotions are similar to those in athletic competition, public speaking, and high-stakes tests. Many of the teachers interviewed for this study described evaluation conferences as "nerve-wracking" and "terrifying," as an "out-of-body experience" in which they nodded robotically, wondering all the time whether the principal thought they were "good" or "bad" teachers. When people feel threatened in this way, they have a heightened sensitivity to negative verbal and non-verbal cues. They're definitely not open to learning and growth.

But as in athletics, speech-making, and tests, stress can also be processed as a *challenge*, which mobilizes the person in ways that leave the mind flexible, creative, and open to positive change. What makes the difference? People feel threatened if they believe they are unable to deal with the situation. They feel challenged if they believe they're in control. "A teacher being critiqued can view the same feedback either as a threat to her core self or as a challenge for improving her abilities," say Myung and Martinez. It's not the feedback per se, but how the teacher perceives it. "If teachers don't sense that their core abilities are under indictment, they are more likely to see the conversation as an opportunity for growth… In the challenge state, individuals feel invigorated and motivated to meet the challenge." The key variables: the teacher being reasonably confident in his or her performance, knowledgeable about what to expect at every stage of the evaluation process, trusting of the administrator, and having a sense of belonging in the school community.

Myung and Martinez interviewed a number of new teachers, some successful and some struggling, and heard a common set of concerns about feedback from their administrators:

• Infrequent classroom visits are unnerving. "Teachers recognize that the principal's time is scarce, but such scarcity raises the stakes for teachers who feel they have few opportunities to make a good impression," say Myung and Martinez. "The infrequency of classroom observations can make it difficult for teachers to feel relaxed and competent in the classroom." It also means the principal is not getting an accurate sense of the teacher's triumphs or problems, which means the feedback won't address the teacher's everyday pedagogical challenges.

• Uncertain expectations create anxiety. What is the administrator looking for in the classroom? And what is the protocol in the post-observation conference?

• Waiting is hell. "Teachers described the wait between observation and debrief as 'excruciating,'" say Myung and Martinez. "During this time, they reported 'playing out every possible interpretation of the observation.'"

• Feedback feels like something done *to* them, not *for* them. Most principals say the goal of post-observation conferences is improvement, but "until teachers experience professional support from their principals they will assume observations are being used solely to judge them," say Myung and Martinez.

• Helpful suggestions are few and far between. Most teachers said they received a summary of what happened in the lesson and a rating on the district's evaluation rubric, "neither of which helped inform their teaching or guide their improvement."

Myung and Martinez have the following suggestions for principals to make post-observation conferences less threatening and more improvement-oriented:

• *First, use effective interpersonal strategies*. These include empathetic body language, drawing the teacher out, listening carefully, jotting notes, paraphrasing to ensure mutual understanding, asking follow-up questions, and balancing the conversation between the administrator's comments and the teacher's responses.

• *Second, use a predictable format*. Myung and Martinez quote Barlow's definition of anxiety (2000): "a state of helplessness, because of a perceived inability to predict, control, or obtain desired results or outcomes in certain upcoming personally salient situations or contexts." Teachers told them that it was very important for principals to start with an affirmation of what is working in the classroom. "Starting on a positive note affirms for teachers that the conversation will be focused on supporting them to become better teachers and helps clarify that they are not at risk of being terminated," say the authors.

• *Third, listen*. "Teachers we spoke with were eager to have an opportunity to be heard and understood," say Myung and Martinez. "They wanted face-to-face time with their principals to discuss their own philosophies, goals, and concerns… Following an observation, the principal has insights and suggestions for the teacher, but the teacher also has unique insights into the challenges he [or she] faces in [the] classroom. In many cases, these insights can and should affect the principal's interpretation of what he or she observed." Teachers are often their own toughest critics, but they may be hesitant to admit weaknesses or ask for help

for fear of coming across as uncertain, insecure, or incompetent. Principals need to open the door to these insights; teachers are much more likely to accept advice they sought out.

• *Fourth, mutually develop next steps*. Ideally the teacher and principal create an actionable plan together. Teachers want concrete and specific feedback, but they also want a role in shaping solutions. "The principal's expertise and access to resources in combination with the teacher's first-hand knowledge of her context, challenges, and strengths provide the information necessary to best identify next steps," conclude Myung and Martinez.

Here is their suggested protocol for post-lesson conferences, with the principal giving the teacher ample time to respond to each question (see the paper's appendix for more detail):

- Open warmly and get down to business. (*Thanks for meeting with me. Could you remind me of the lesson goal? Let's clarify what we want to accomplish.*)
- Focus on what's going well. (*What worked? In addition, here's what I saw.*)
- Identify challenges facing the teacher. (*What were some things you feel could have done better? It sounds like the challenges are ….*)
- Generate ideas for addressing the challenges. (*Let's approach these one by one…*)
- Identify other areas for improvement. (*I observed… What about trying…*)
- Prioritize next steps.
- End positively (*Was this conversation helpful? Thanks for your time and insights.*)

[This paper assumes that principals are constrained by district policies to make only one or two full-lesson observations a year. Shorter, more-frequent classroom visits (each followed by a feedback conversation) would reassure teachers that the principal is getting a representative sampling of their work and provide more opportunities for productive feedback. K.M.]

"Strategies for Enhancing the Impact of Post-Observation Feedback for Teachers" by Jeannie Myung and Krissia Martinez, July 2013, a policy brief from the Carnegie Foundation for the Advancement of Teaching (spotted in *Journal of Staff Development*, December 2013), http://commons.carnegiefoundation.org/wp-content/uploads/2013/08/BRIEF_Feedback-for-Teachers.pdf; Myung can be reached at myung@carnegiefoundation.org.

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2. Are Classroom "Walkthroughs" Helpful?

In this article in *Educational Researcher*, Jason Grissom (Vanderbilt University) and Susanna Loeb and Benjamin Master (Stanford University) ask what makes some principals significantly more effective than others. "Instructional leadership" is mentioned most often in the literature, but what exactly does that mean? One frequently cited aspect of instructional leadership is getting into classrooms frequently, but in what way? Some favor "walkthroughs" – brief classroom visits in which the principal collects information on teaching practices and the proper implementation of school programs but doesn't use the information for evaluation. "When used frequently, proponents suggest that short, informal walkthroughs can help build a more positive instructional culture, gauge the school climate, and demonstrate the value they place on instruction," say Grissom, Loeb, and Master.

But are walkthroughs an effective kind of instructional leadership? To find out, the authors sent trained observers into 125 Miami-Dade Public Schools to shadow school leaders for three full days during three separate school years. They also interviewed and surveyed principals and gathered other data from the district. The study focused on these different aspects of instructional leadership, which together took an average of 12.7 percent of principals' time:

- Informal classroom walkthroughs to observe practice – 5.4% of principals' time
- Developing the school's educational program or evaluating the curriculum – 2.1%
- Evaluating teachers through the formal process – 1.8%
- Planning or participating in teachers' professional development – 0.6%
- Informally coaching teachers to improve their instructional practices – 0.5%

(Nine other miscellaneous instructional activities took a total of 2.4% of principals' time.)

The researchers' question: which of these activities was linked to the best student achievement gains over time? Surprisingly, walkthroughs were *negatively* associated with student achievement, especially when principals didn't give teachers feedback on their visits. Informal coaching of teachers, teacher evaluation, and program development were positively associated with achievement. "Yet coaching appears to be a rare practice among observed principals," say Grissom, Loeb, and Master, "which may reflect principals' discounting of the effectiveness of coaching or their own capacity to coach effectively."

Since walkthroughs took up almost half of the time principals spent on instructional leadership, the negative finding is significant. Digging deeper, the researchers found that principals who coached teachers on what they saw in informal classroom visits, and used those insights to inform other instructional decisions, got positive student achievement results. The conclusion: "Schools may be better served if principals spend more time using the information for school improvement than collecting it."

"Effective Instructional Time Use for School Leaders: Longitudinal Evidence from Observations of Principals" by Jason Grissom, Susanna Loeb, and Benjamin Master in *Educational Researcher*, November 2013 (Vol. 42, #8, p. 433-444), http://stanford.io/1i9wS4P; the authors are at jason.grissom@vanderbilt.edu, sloeb@stanford.edu, and benkmaster@gmail.com.

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3. Should the Best Teachers Be Assigned More Students?

"Public schooling in America suffers from a triple problem that a single policy solution might solve," says Michael Hansen (American Institutes for Research) in this paper from the Thomas B. Fordham Foundation: "(1) Our best teachers aren't paid enough, (2) not enough kids benefit from great teachers, and (3) too many are stuck with weak teachers." The solution? Give highly effective teachers more students, compensate them for the extra workload, and give less-effective teachers fewer students.

What's the evidence that this would this work? Since no districts have implemented the idea, Hansen looked at fifth- and eighth-grade student achievement data from North Carolina, where more-effective teachers have tended to have a few extra students. Based on the data, he

concluded that his proposal would bring about significant gains in student achievement (although no closing of the racial achievement gap). Why? Because teacher quality is more important than class size, says Hansen. "The 'shifted' students benefited from being reassigned to a better teacher," he says, "and their gain exceeds the 'penalty' imposed on other pupils already in that classroom who now have a slightly larger class. What's more, the remaining students in the less-effective teacher's class receive a 'benefit' because their class becomes smaller."

[Question: What about intervening with the less-effective teachers to strengthen their teaching – and, if they don't improve…? K.M.]

"Right-Sizing the Classroom: Making the Most of Great Teachers" by Michael Hansen, Thomas B. Fordham Foundation, November 2013, http://bit.ly/1dYUzHl

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4. The Spark of Lifelong Learning

"Scientists have recently made a remarkable discovery," says author/journalist Annie Murphy Paul in this article in *School Library Journal*. "They have identified a force, commonly found in classrooms and libraries, that makes people think more clearly, understand more deeply, and remember more accurately. This force has the power to transform struggling students, and to lift high-achieving students to a new plane." What is it? *Interest*! In Dewey's words 100 years ago, it means "being engaged, engrossed, or entirely taken up" with something. "Interest pulls us toward the new, the edgy, the exotic," says Paul. "But interest also focuses experience. In a world too full of information, interests usefully narrow our choices: they lead us to pay attention to this and not to that."

Interest also makes us better learners. We pay closer attention, think more critically, use self-monitoring strategies, make stronger connections between old and new knowledge, look below the surface, work harder, remember more clearly, and persist longer. Interest can even help students overcome academic difficulties and perceptual disabilities.

But the sad news is that students' level of interest declines steadily through school, bottoming out in early high school – just as they are called upon to make some crucial life decisions. Is it possible to spark interest in the surly adolescent? Definitely, says Paul. Research tells us that interest "always begins with an external 'trigger,' and that well-designed environments can make such a triggering more likely." But should parents and educators be giving kids something that ideally should come from within? We shouldn't spoon-feed them, says Paul, or depend on extrinsic rewards. Rather, the role of wise teachers and librarians is to skillfully *elicit* interest by exposing children to a wide variety of subject matter that's novel, complex, and comprehensible, hooking them by linking prior knowledge to challenging new material. "A virtuous cycle is thus initiated," says Paul: "more learning leads to more questions, which in turn leads to more learning." A key factor is teachers' and librarians' own passion for particular subjects, communicated in a friendly, chatty, encouraging way.

Once captured, what leads students to maintain a new interest? One thing *not* to do is tell students how useful and important it will be in their adult lives. A better approach, says

Paul, is to encourage kids "to generate their own connections and discover for themselves the relevance of academic subject matter to their lives." It's also important to build students' feelings of competence and self-efficacy, which will help them sustain their attention and motivation when they come across challenging or confusing material. Paul describes how Suzanne Hidi of the University of Toronto "jigsawed" a museum visit, telling each student to become an expert in a particular exhibit and then use what they learned to help the class complete a collaborative challenge. Librarians can use this approach with the library's resources. "The goal in each case," concludes Paul, "is to produce young adults with interests that provide them with lasting intellectual stimulation and fulfillment, interests that they pursue over a lifetime with vigor and zest."

"The Science of Interest" by Annie Murphy Paul in *School Library Journal*, November 2013 (Vol. 59, #11, p. 24-27), www.slj.com; Paul can be reached at annie@anniemurphypaul.com.

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5. On the First Day of Christmas My Lawyer Said to Me…

In this timely *American School Board Journal* article, Georgia education lawyer Sherry Hall Culves advises public schools on how to thread the legal and cultural needle in the upcoming holiday season:

• *Watch those decorations*. Secular items like Santa Claus, reindeer, Christmas trees (yes, they are a secular symbol), snowmen, snowflakes, and candy canes are fine. If you use a religious symbol (for example, a nativity scene), it must be balanced by other religious symbols (menorahs, dreidels, kinaras, etc.), all as examples of cultural and religious heritage, not to teach religion.

• *Teach historical content*. "Teachers should be careful to ensure that the material is presented objectively and does not promote or inhibit any faith," says Culves. It's also smart to send home a summary of what's being taught.

• *Have "holiday" parties, not "Christmas" parties*. Nonetheless, says Culves, "Holiday parties can be a great venue to practice character education principles such as philanthropy, proper manners, love, kindness, acceptance, etc. Giving to the needy, sharing our blessings and talents, and respecting each other's beliefs are all appropriate focuses of celebration."

• *Don't discriminate*. Employees and students can't be penalized or disadvantaged for their religious beliefs.

• *But employees cannot preach*. "The prohibition is against proselytizing or attempting to advance or discourage a religious faith to our students," says Culves. "Educators may keep copies of their Bible or Koran in their personal belongings and engage in prayer when students are not around."

• *Make reasonable accommodations*. "Requests for time off to observe religious holidays should generally be given," advises Culves. "Unless you have sound reasons to suspect abuse, don't question an employee's or student's adherence to their faith."

• *Make sure concerts are balanced*. Programs should not be dominated by religious music, and different religions and cultures should be included in a balanced manner.

• *Remind everyone of your policies*. "The only thing worse than not having a policy at all is having one and not following it," says Culves. People need a heads-up on district guidelines before the holiday season.

• *Review policies on religious fliers*. Consult with the district's legal counsel to be sure you have a sound policy on who may distribute materials, how, where, and to what age student.

• *Decide how your school's dress code applies in the holiday season*. "Students enjoy the freedom of expression at school," says Culves, "and if uniform policies or dress codes are lifted during the holiday season to allow students to wear holiday attire, then students may wear clothing that promotes their particular religion."

• *Take complaints seriously*. Not following up immediately on concerns can provide "fertile ground for costly litigation," says Culves. "[Controversy] can also divide a community, draw national media attention, and create a major distraction to the educational focus of the school."

• *Work with your school district's lawyer*. "Policy review, training, and proactive guidance can help you avoid making a decision that violates any one of a number of rights held by our students, employees, and community," concludes Culves.

"The 12 Rules of Christmas" by Sherry Hall Culves in *American School Board Journal*, November/December 2013 (Vol. 200, #10, p. 22-24), http://bit.ly/IdhlRA; Culves can be reached at sherry.culves@jonescork.com.

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6. The Ecology of Cyberbullying

In this article in *Theory Into Practice*, Sheri Bauman (University of Arizona) provides a useful list of the ways cyberbullying differs from traditional bullying:

- Predators can conceal their identities.
- They have constant access to their target.
- The usual bully/victim power imbalance is altered: the perpetrator may have little power in the real world but has access to social media.
- There is more "reciprocal banter" – because it's easy to respond in cyberspace, many students are both perpetrators and victims.
- Online disinhibition is in effect: people say and do things in cyberspace that they would not say or do in person.
- There are no nonverbal clues to the meaning of the message.
- Perpetrators don't see the victim's immediate reaction.
- The content posted online is permanent.
- The potential audience of witnesses to cyberbullying is huge.

Bauman says the research on cyberbullying is in its infancy, but we do know that (a) cyber-bullying is less frequent than traditional bullying, (b) victims of traditional bullying are more likely to be cyberbullied than non-bullied students, (c) traditional bullies are likely also to be cyberbullies, and (d) being cyberbullied can be devastating. Research is mixed on gender

differences among cyberbullies and victims and the ages in middle and high school when most cyberbullying takes place.

There's very little research on effective prevention and intervention programs, but initial reports indicate that effective anti-bullying programs (such as KiVa in Finland) reduce cyberbullying as well. Other key features are explicit school policies on cyberbullying and direct instruction on Internet safety, appropriate behaviors in cyberspace, how to block offenders, and reporting abuse.

"Cyberbullying: What Does Research Tell Us?" by Sheri Bauman in *Theory Into Practice*, Fall 2013 (Vol. 52, #4, p. 249-256), http://bit.ly/1bhRXXa; Bauman is at sherib@u.arizona.edu.

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7. Do Teachers Know Who Is Bullying Whom?

In this article in *Theory Into Practice*, Hai-Jeong Ahn (Korean Educational Development Institute), Philip Rodkin (University of Illinois/Urbana-Champaign), and Scott Gest (Pennsylvania State University) report on their study of elementary teachers' awareness of bullying in their classrooms. The researchers gave students in 38 first-grade, third-grade, and fifth-grade U.S. classrooms lists of students in two columns and asked them to circle any bullies on the left and draw a line to "kids they pick on" on the right (bullying was defined as pushing, hitting, saying mean things, calling names, telling lies about others, or getting other kids not to play with you). Teachers were asked to identify bully-victim dyads in their classes.

"Teacher-student agreement on bullies and kids they pick on was very low," say Ahn, Rodkin, and Gest. "On average, teacher and students agreed on only 8% of bully-victim dyads reported by either the teacher or students." Students reported much more bullying than teachers, which indicates that most of it was taking place out of teachers' sight. More-experienced teachers were no better than rookies at knowing who was being bullied. Teachers were somewhat more aware of girl-girl and boy-boy bullying, but often missed the most prevalent kind: boys bullying girls. Fifth-grade teachers were somewhat more aware of bullying dynamics than lower-grade teachers.

What are the implications of this research? Ahn, Rodkin, and Gest have these recommendations:

• First, regularly survey students on whether they are being bullied or have witnessed bullying.

• Second, make it easier for students to come to an adult to talk about bullying.

• Third, ask students about their relationships. "Bullying itself is a relationship," say the researchers, "a destructive, asymmetric relationship. Know who students hang out with, who their friends are, and who they dislike. Know who students perceive to be popular and unpopular. Connect with children who have no friends."

• Finally, develop effective strategies for intervening when bullying takes place.

"Teacher-Student Agreement on 'Bullies and Kids They Pick On' in Elementary School Classrooms: Gender and Grade Differences" by Hai-Jeong Ahn, Philip Rodkin, and Scott Gest

in *Theory Into Practice*, Fall 2013 (Vol. 52, #4, p. 257-263), http://bit.ly/1ekcBUw; Ahn can be reached at hahn2@kedi.re.kr.

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8. Poetic Novels

In this *School Library Journal* article, author Terry Farish explains why poetic novels are a natural form for historical fiction, stories of displaced people, and struggling readers. Here are some of the reactions she gets from students:

- "The verses are like tweets, a short form that our brains are adapting to."
- "The story is told in images, and it's like you're seeing frames in a movie."
- "The length of the lines of the verses shaped the strands of a braid."
- "The lines made me read slowly."
- "The lines made me race."

Farish recommends these verse books about new arrivals to the U.S. and their native countries:

- *Home of the Brave* by Katherine Applegate (Macmillan, 2007)
- *The Lightning Dreamer: Cuba's Greatest Abolitionist* by Margarita Engle (Houghton Harcourt, 2013)
- *The Surrender Tree: Poems of Cuba's Struggle for Freedom* by Margarita Engle (Macmillan, 2008)
- *The Good Braider* by Terry Farish (Amazon, 2012)
- *Downtown Boy* by Juan Felipe Herrera (Scholastic, 2005)
- *Inside Out and Back Again* by Thanhha Lai (HarperCollins, 2011)
- *Sold* by Patricia McCormick (Hyperion, 2006)
- *Karma* by Cathy Ostlere (Penguin, 2011)
- *Something About America* by Maria Testa (Candlewick, 2005)

"Why Verse?" by Terry Farish in *School Library Journal*, November 2013 (Vol. 59, #11, p. 32-35), www.slj.com

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9. Short Items:

a. 2013 World Factbook – This chockerblock CIA website covers 250 countries, with information on people, languages, geography, government, economics, and transportation: www.tinyurl.com/itunes-factbook (it costs $0.99 on iTunes)

"Webwatch" in *The Language Educator*, Nov. 2013 (Vol. 8, #6, p. 60-61), www.actfl.org

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b. Beginning French website – The Mozanne website has stories and texts for beginning learners, including "Peter and the Wolf," "Beauty and the Beast," and "The Tin Soldier." www.mozanne.fr

"Webwatch" in *The Language Educator*, Nov. 2013 (Vol. 8, #6, p. 60-61), www.actfl.org

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c. Latin study buddy – This website helps students study basic Latin vocabulary, with self-testing and a way of viewing results: www.tinyurl.com/latin-study-buddy

"Webwatch" in *The Language Educator*, Nov. 2013 (Vol. 8, #6, p. 60-61), www.actfl.org
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d. Fun French exercises – The Ortholud site has interactive exercises on reading and comprehension, conjugation, grammar, and vocabulary: www.ortholud.com

"Webwatch" in *The Language Educator*, Nov. 2013 (Vol. 8, #6, p. 60-61), www.actfl.org
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e. Spanish learning platform – The Fluencia website from SpanishDict.com uses spaced repetition, personalized feedback, and game-like activities to help students master Spanish: www.fluencia.com

"Webwatch" in *The Language Educator*, Nov. 2013 (Vol. 8, #6, p. 60-61), www.actfl.org
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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 43 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 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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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 Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
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 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