Marshall Memo 648

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 15, 2016

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Quotes of the Week

"Somebody else is always giving the answer before I even have a chance to raise my hand."

A high-school student quoted in Brookline, Massachusetts special-education teacher Marilyn Chetwynd's essay, "Protecting Poker Chips" in *What Have I Learned?*, Brookline Education Foundation, 2016

"Black boys and men are either dangerous or at-risk and need to be saved. Such narrow conceptions are destructive, operate unconsciously, skew teachers' perceptions of who boys are, and distort teachers' efforts to meet boys' distinct learning needs."

Joseph Derrick Nelson (see item #1)

"Big Picture Learning schools are interested in success as measured by educational attainment as an interim goal leading to adult economic self-sufficiency, civic contributions, and personal fulfillment through recognizing and following one's interests and passions."

Karen Arnold, Katherine Lynk Wartman, Paul Gordon Brown, Adam Gismondi, Jessica Pesce, and David Stanfield (see item #5)

"With literature circles, the students take control and the learning is driven by the students, for the students."

Samantha Schnoor (see item #7)

"Be ready… Be solution-oriented… Be mission-driven… Be succinct… Be student-centered."

David Blattner's advice to school librarians talking to their principals (see item #6)

1. Failure and Success Teaching African-American Boys

In this *Teachers College Record* article, Joseph Derrick Nelson (Swarthmore College, University of Pennsylvania) says that positive teacher-student relationships are essential to the success of African-American boys. But unfortunately, many educators have absorbed deficit-oriented ideas about black boys and black masculinity. "The popular message of deficiency and pathology is clear," says Nelson. "Black boys and men are either dangerous or at-risk and need to be saved. Such narrow conceptions are destructive, operate unconsciously, skew teachers' perceptions of who boys are, and distort teachers' efforts to meet boys' distinct learning needs."

A major theme in Nelson's observations in an all-boys school in New York City was respect: "The term disrespect itself was prominent throughout the boys' accounts of their unsuccessful relationships with school adults ('He gets disrespectful'). This boy's strained relationship with a teacher was characterized by such a lack of respect ('He'll sarcastically call you a moron in front of the whole class'), and led to his disengagement from classroom learning ('I try not to say much during class'). Oftentimes, this disrespect was reflective of teachers' unresponsiveness to the boys themselves ('I would try to talk to him, or explain why I had to get out of my seat, but he wouldn't listen'), which represented their disinterest in personal knowledge of the boy, or a lack of concern for their development. There was essentially no invitation to relationship; many of the boys associated frustrations with teachers in the classroom to the disregard of their perspective and experiences."

Nelson identified seven key ingredients that were at work when the school was successful in turning around these negative dynamics:

- A high level of subject-matter expertise by teachers;
- Crystal-clear and humane behavioral expectations;
- An effective repertoire of instructional and classroom-management skills;
- Establishing common ground and goals;
- A commitment to forming relationships with students, inside the classroom and in extracurricular activities like basketball and drama club;
- Advocating for students when the chips were down;
- Dealing adroitly with students' oppositional behavior.

"In successful relationships," says Nelson, "boys readily acknowledge how their resistance presented a profound challenge for teachers. These divergent perspectives are rooted in the

boys typically holding very high expectations of their teachers' practice. When these high expectations were not met, disappointment and resentment eventually set in."

"Relational Teaching with Black Boys: Strategies for Learning at a Single-Sex Middle School for Boys of Color" by Joseph Derrick Nelson in *Teachers College Record*, June 2016 (Vol. 118, 36, p. 1-30), available for purchase at https://www.tcrecord.org/library/Subscriptions.asp

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2. Black Male Success in High-School Math

In this *Teachers College Record* article, Kenneth Alonzo Anderson (Howard University) notes that some male African-American students who show promise in mathematics in 9th grade stay on a successful trajectory and are enrolled in pre-calculus in 11th grade, while others do less well. What school characteristics explain such different paths? Anderson examined the following possibilities:

• Courses taken – Enrollment in advanced math courses as students move to 10th and 11th grades.

• Teacher assignments – The certification and experience level of teachers who are working with students in those courses;

• School-based activities – Whether the school holds science fairs, workshops, and competitions; takes students on math- and science-related field trips; tells students about state and regional math and science contests, web sites and blogs, and other online or community resources; partners with community colleges and universities offering summer math/science programs; brings in math and science guest speakers; requires teacher professional development on how students learn math and science and how to increase their interest in those subjects; sponsors math/science after-school programs; and pairs students with mentors.

Anderson's findings: (a) Monitoring the rigor and content of courses students take to ensure that they're on track to be successful in pre-calculus by their junior year is absolutely essential; (b) teacher certification and experience did not show up as significant factors, perhaps because more-experienced teachers tend to win assignment to teach advanced courses; and (c) only certain outside-the-classroom activities were correlated with high-achieving black male juniors, specifically: partnering with community colleges and universities offering summer math/science programs; bringing in science and math guest speakers; and taking students on science/math-related field trips. Interestingly, mentors and math/science after-school activities did not show up as success factors.

"Examining Organizational Practices that Predict Persistence Among High-Achieving Black Males in High School" by Kenneth Alonzo Anderson in *Teachers College Record*, June 2016 (Vol. 118, 36, p. 1-26), no free e-link available

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3. Should Third Graders Memorize Times Tables?

In this Thomas B. Fordham Institute article, Amber Northern remembers her father drilling her on multiplication facts at the kitchen table – *Six times six? Twelve times eleven? Eight times nine?* Although the sessions were arduous, she took "great pride at (eventually) memorizing the entire lot, and I relished the ritual that Dad and I shared as Mom finished the dishes and my near-teen sister chatted forever on the phone."

Not everyone is a fan of memorizing times tables, and some argue that this exercise frustrates and stresses out elementary-school children and is the very opposite of developing a genuine understanding of math concepts. What do the Common Core standards have to say? Interestingly, says Northern, the standards don't ever use the word *memorize*. Instead, they say, "By the end of Grade 2, know from memory all sums of two one-digit numbers," and "By the end of Grade 3, know from memory all products of two one-digit numbers."

So what is the distinction between *memorizing* and *knowing from memory*? To find the answer, Northern spoke to one of the principal authors of the Common Core math standards, Jason Zimba, and here's what he said: "Memorizing most naturally refers to a process (such as the one you and your dad engaged in), whereas knowing more clearly refers to an end – and ends, not processes, are the appropriate subjects for a standards statement." Zimba doesn't think there is any ambiguity about what the Common Core requires about multiplication facts. "I do know there are people who wish that the sentence had not been included," he says. "Perhaps their discomfort interferes with their reading comprehension."

What about *fluency* with math facts? asks Northern. Is that the same as knowing the facts? Zimba says Common Core standards separate the two, specifying that students "Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations." *Knowing* multiplication facts is different. Fluency "pertains to an act of calculation," he says. "In particular, to be fluent with these calculations is to be accurate and reasonably fast. However, memory is also fast, so the difference between fluency and memory isn't a matter of speed. The difference, rather, has to do with the different nature of calculating versus remembering. In an act of calculation, there is some logical sequence of steps. Retrieving a fact from memory, on the other hand, doesn't involve logic *or* steps. It's just remembering; it's just knowing… The standards expect students to remember basic facts *and* to be fluent in calculation. Neither is a substitute for the other."

Here's an example with addition facts. Before memorizing them, a second grader might tackle the problem 8 + 7 = ? by thinking, "One more than 7 + 7, which I remember is 14, so 15." Once students have committed the facts to memory, they won't need to go through that extra step. They *just know*, which is synonymous with *knowing from memory*.

Finally, Northern asks Zimba if the Common Core authors are critical of memorization. "Not unless you think that memorizing demands that we work in inefficient ways," he says. There are 100 different single-digit products to learn; the first nine are 1 x 1, 1 x 2, 1 x 3, 1 x 4, 1 x 5, 1 x 6, 1 x 7, 1 x 8, and 1 x 9. It's highly inefficient to teach those as separate facts, separate from their meanings. "Memorizing single-digit sums and products isn't like

memorizing the alphabet," says Zimba. "The alphabet is an irrational sequence with no structure or internal logic. It can't be optimal to memorize the addition and multiplication tables, with all their patterns, the same way we memorize the alphabet sequence. By pointing that out, I'm not critiquing memorization – I'm prompting us to think about the most effective way to reach the endpoint: knowing the single-digit sums and products from memory."

"Does Common Core Math Expect Memorization? A Candid Conversation with Jason Zimba" by Amber Northern, Thomas B. Fordham Institute, July 13, 2016, http://bit.ly/2bc76Ma

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4. Displaying a Grade-by-Grade Progression of Math Concepts

In this article in *Teaching Children Mathematics*, consultant Robyn Silbey suggests creating corridor bulletin boards that show elementary students' thinking and work on a particular math topic through the school's grades. "Primary teachers will learn where their students are headed," she says. "Intermediate teachers will learn about the preparation of the students they will teach. Best of all, every teacher, student, and parent will see the progression of a concept through the eyes and work of the students." Here are samples from a bulletin board on the question, "What is equal to 10?"

Kindergarten:

- Two rows of five circles in a box
- Ten stars arrayed in a box
- The word TEN
- The numerals 1 to 10
- A ruler with ten inches
- The numerals 1 to 10 with 10 circled

First grade:

- 2 + 8 = 10
- A number line showing 1 to 10
- 15 – 5 = 10
- The number 15 with tens and ones place written above and an arrow pointing to tens
- 9 + 1 = 10
- 0 + 10 = 10
- 20 – 10 = 10

Second grade:

- 2 + 2 + 2 + 2 + 2 = 10
- 2, 4, 6, 8, 10 (ten circled)
- 90 – 80 = 10
- 45 – 35 = 10
- 10 = 1 + 2 + 3 + 4
- 620 – 610 = 10
- 5, 10 (ten circled)

Third grade:

- Two rows of five dots in a box, with vertical pairs circled
- 5 x 2 = 10
- 202 – 192 = 10
- 20 ÷ 2 = 10
- Two rows of five squares in a box with the horizontal rows circled
- 10 = 90 ÷ 9

Fourth grade:

- A factor tree with 10 on top and 5 and 2 below
- 10 = 5,237 – 5,227
- 500 ÷ 50 = 10
- 10 = 10+10 / 1+1
- 6,000 ÷ 600 = 10
- A factor tree showing 1 and 10 converging on 10
- 20 x ½ = 10

Fifth grade:

- 30/3 = 10
- 3.2 + 6.8 = 10
- 2 (4 + 1) = 10
- 35/7 x 2 = 10
- 2x2 + 6 = 10
- 0.1 x 100 = 10
- 2 ÷ 1/5 = 10

"Bulletin Boards as Schoolwide Teaching Tools" by Robyn Silbey in *Teaching Children Mathematics*, August 2016 (Vol. 23, #1, p. 6), no free e-link available; Silbey can be reached at robyn@robynsilbey.com.

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5. Following High-School Students' Progress After Graduation

In this *JESPAR* article, Karen Arnold (Boston College) and five colleagues report on The Connector Study, the researchers' scheme for gathering information about recent high-school graduates. Working with the Big Picture Schools, a network of innovative high schools, the researchers interviewed mentors, advisors, and teachers to learn about their graduates' educational, employment, and personal outcomes. Here were the questions the researchers asked about each student in a half-hour interview with each connector:

- What is that student currently doing – college, job, personal, civic?
- What else, if anything, has he or she done since high-school graduation?
- How is he or she doing academically and personally?
- Are there any salient trends or patterns in this particular advisory or class year?

Remarkably, the researchers were able to get detailed information on 2/3 to 96 percent of Big Picture graduates from two classes, far more than conventional surveys of high-school graduates generally gather.

From the data gathered through the Connector Study, researchers were able to establish that more than two-thirds of Big Picture graduates from the classes of 2008 and 2009 were in college two or three years after high school – an impressive accomplishment for low-income, minority-group, first-generation college goers. In addition, a number of other graduates had attended some college classes or were planning to enroll or re-enroll. Financial challenges were a major factor in college enrollment and persistence, and money was also the reason many students who were admitted to four-year institutions ended up going to community colleges instead. Being prepared for college-level work was often an issue, and many students landed in college remedial courses bearing no credit.

Those not enrolled in college were working in a range of jobs, only a few on career ladders to the middle class. Ten percent of the graduates were parents, and they were particularly challenged to get on a successful trajectory. This was even more true of the smaller percentage of graduates involved in drugs and criminal activity.

There were four major advantages to the connector interviews compared with conventional surveys:

• *Understanding students' stories in context* – The breadth and detail of the information collected allowed the researchers to get an overview of graduates' status. Some students were seen as doing particularly well, despite not being in college – for example, a student with Asperger's syndrome who was working as a forest service employee. Other students were struggling with problems such as learning and physical disabilities, citizenship issues, chronic illness, and injuries from accidents and violent crimes, which put their college and job status in context.

• *Identifying students surpassing expectations* – For example, one graduate who had not shown promise in high school and had been involved in gang activity straightened out and was working, albeit at a low-wage job, and focusing on being a father – cause for celebration.

• *Understanding the story behind the story* – For example, a student who "on paper" didn't seem to be going anywhere, bouncing in and out of community colleges, looked a lot different when the Big Picture connector explained that the student's father had died during his senior year in high school and he was a classic under-achiever with prospects much brighter than his current situation. Another student remained in a highly selective college despite encountering significant racism on campus.

• *Identifying students contributing to the community and following their passions* – Data on some students didn't fall into any of the conventional success metrics, and yet they were on track for meaningful long-term objectives. "Big Picture Learning schools," say the researchers, "are interested in success as measured by educational attainment as an interim goal leading to adult economic self-sufficiency, civic contributions, and personal fulfillment through recognizing and following one's interests and passions." One student had started a dance program for low-income children, another was volunteering in a middle school.

One point of great interest to the Big Picture schools was the correlation between their advisory program (students stay with the same group and the same advisor for all four years) and life outcomes. Surprisingly, there were weak correlations, suggesting a revision or rethinking of a major programmatic feature of Big Picture schools.

The researchers conclude with come caveats about this method of gathering information on high-school graduates. Although the connectors had lots of information on their former students, it was not always complete or up to date, and it was challenging for the researchers to track down connectors for interviews. "It is unclear whether connectors shared everything they knew about alumni, as opposed to what they thought was most salient or of greatest interest to the researchers," say Arnold et al. Additionally, connectors who were in Facebook contact with graduates likely had a different depth and type of knowledge about these alumni than about those they talked to or those they heard about through others."

But on balance, the researchers believe the connector approach allowed them to get much richer and more copious information on high-school graduates than conventional methods. The connector data is valuable for a high school's introspection – what's working and what isn't as measured by downstream results – and for staff to provide immediate outreach and assistance to graduates who are struggling in college and life.

"The Connector Study: A Strategy for Collecting Post-Graduation Data About Low-Income High-School Students" by Karen Arnold, Katherine Lynk Wartman, Paul Gordon Brown, Adam Gismondi, Jessica Pesce, and David Stanfield in *Journal of Education for Students Placed At Risk*, July-September 2016 (Vol. 21, #3, p. 174-189), available for purchase at http://bit.ly/2aWx8sb; Arnold can be reached at arnoldkc@bc.edu.

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6. How School Librarians Can Make the Best Use of Time with Principals

In this *School Library Journal* article, North Carolina district media director David Blattner says that many school library/media specialists feel ignored by their principals. Perhaps this disconnect comes from the pressures both are experiencing – principals to be instructional leaders and produce results, librarians to be up to speed on the ever-changing landscape of new information resources and leading their schools in digital literacy. "Principals tend to avoid getting involved with the school library because they do not fully understand the role the librarian plays in improving teacher instruction and student performance," says Blattner. That makes it even more important for library/media specialists to heed these suggestions when they have a few minutes with their principal:

• *Be ready*. Think through your needs in advance and have a list of purchasing requests at your fingertips.

• *Be solution-oriented*. Blattner says it's important "to identify the problem you are trying to address and how your proposed solution will help address it."

• *Be mission-driven*. Suggested solutions and purchases need to be linked to the school's improvement plan and have the support of teachers.

• *Be succinct*. Principals are busy and the librarian needs to get to the point quickly and answer the types of questions that are often on principals' minds: What are you currently doing? What is the gap in performance? What solutions are you proposing? How will your plan address the gap? What will it cost? How will it affect teachers' day-to-day work?

• *Be student-centered*. The biggest question of all is how any proposed solution or program will affect students. "There is always a balancing act principals must play between adult-centered decisions and student-centered ones," says Blattner. "Effective principals look for what will benefit students."

"Connect with Your Principal" by David Blattner in *School Library Journal*, August 2016 (Vol. 62, #8, p. 28), www.slj.com

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7. Implementing Literature Circles in an Upper-Elementary Classroom

In this article in *AMLE Magazine*, North Dakota teacher Samantha Schnoor describes the way her sixth graders reacted to reading during her first year of teaching: "I am so bored." "Why are we reading this?" "What's the point?" This led her to regroup and implement literature circles. Here is what she's learned about using them successfully:

• *Give students a choice*. Schnoor surveyed her students on books that interested them (dystopia/utopia novels were big) and got a number of suggestions from the school librarian:

- *Barcode Tattoo* by Suzanne Weyn
- *The Uglies* by Scott Westerfeld
- *People of Sparks* by Jeanne DuPrau
- *Among the Hidden* by Margaret Peterson Haddix
- *Life As We Knew It* by Susan Beth Pfeffer
- *Enclave* by Ann Aguirre

Schnoor then did a brief book talk on each title, had students rank-order them, and assigned book groups based on students' preferences.

• *Model the process*. Schnoor read a picture book aloud to the class and then had a group of students conduct a literature circle discussion fishbowl style, with the rest of the class listening in. She then showed a video of a literature circle in action and asked students to critique it, assessing among other things the roles students took: discussion director, connector, summarizer, literary luminary, and illustrator.

• *Hold students accountable*. Students had 15 days to read their group's book, calculating how many pages they had to read each day to be prepared for that day's discussion and complete the book in time. Students were given a schedule with the roles they would play each day. "Role sheets helped prompt discussions at the beginning," says Schnoor, "but toward the end of their literature circle, students were having open discussions about what they had read and did not need their role sheet for guidance."

• *Discuss and journal*. Students wrote journal entries five times during the 15 days allotted for each book, writing about the characters, setting, plot, problems, and resolutions.

Students said the required writing helped them understand what they had read and write thoughtfully about it.

• *Assess reading comprehension*. At the end of the 15 days, students completed two assignments based on their novel: (a) Each group did small projects on the characters, setting, and plot of their book, deciding whether to write a newspaper article, create a wanted poster, write a skit, write a song, or develop a sketchbook with captions; (b) Working independently or in pairs, students created their own society and tried to persuade classmates to be part of it (this fit well with the utopia/dystopia theme of the books). Students' Google slides addressed the key elements of their society – government, money, family, education, recreation, and transportation – and this format made it possible for the teacher to monitor the work as it took shape.

To Schoor's delight, all the groups completed their books on schedule, and two groups read more books by the same author. "Literature circles not only improved my students' reading comprehension," she concludes; "they also increased their love for reading and their motivation to read… With literature circles, the students take control and the learning is driven by the students, for the students."

"Literature Circles: Student-Driven Instruction" by Samantha Schnoor in *AMLE Magazine*, August 2016 (Vol. 4, #1, p. 22-24), http://bit.ly/2bbzkXp; Schnoor can be reached at Samantha.schnoor@gfschools.org.

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8. Using "I Am" Poems to Get Students Fully Engaged in Texts

In this *AMLE Magazine* article, Lesley Roessing (Armstrong State University) describes a lesson taught in a middle-school classroom. Students are asked to read an article on the 1918-19 influenza pandemic (which killed about 675,000 Americans) and answer the following worksheet questions:

- Where did the pandemic start?
- How did the pandemic spread?
- When did the pandemic end?
- How many Americans died from influenza?
- From the article, what do you think a pandemic is?

"When they finished the assignment," says Roessing, "they had gained neither deep understanding of the pandemic nor empathy for its victims. They had all approached the subject from one perspective – that of middle-school students reading about an event that took place a century ago and affected people with whom they felt no connection."

Roessing suggests a different approach – having students write "I Am" poems. Here's how it works. The class reads the article together and then brainstorms different perspectives from which the events can be viewed – for example, a person living in Philadelphia in 1918-19, a child living through these events, a victim of the Great Pandemic, a funeral director in the city, the mayor of Philadelphia, the pandemic itself. Then students each choose a perspective they'd like to take and re-read the article with that identity in mind, marking details important

to their assumed point of view, including evidence and inferences. They might put a check-mark by information they already know, an ***N*** by new information, and a ***!*** by the most important information.

Finally, students complete each prompt in the "I Am" poem format, using information from the article, their own background knowledge, and new information from further research:

- I am…
- I wonder…
- I hear…
- I see…
- I want…
- I am… (something else about the student's assumed identity)
- I pretend…
- I touch…
- I worry…
- I cry…
- I am…
- I understand..
- I say…
- I dream…
- I try…
- I hope…
- I am… (something else about you in conclusion)

Here are some sample lines from a student completing an "I Am" poem about the pandemic:

- I am one of the many victims of the Great Pandemic of 1918-19.
- I wonder about the other 675,000 Americans who died, leaving orphans and widows.
- I am starting to become fearful for the world.
- I pretend to be strong.
- I touch my chest to make sure my heart is still beating.
- I worry it will be too late before this outbreak is over.
- I am trying to believe that everything will be all right.

Roessing says "I Am" poems can be used effectively in other subject areas as well – English language arts (taking the part of a major or minor character in a novel), social studies (a native child forced to walk the Trail of Tears), science (an innovative scientist), health (a victim of chronic traumatic encephalopathy), and other subjects. "And because writing I Am poems allows for choice, creativity, and fun," concludes Roessing, "more students are engaged, the point of any academic activity."

"One Text – Many Perspectives" by Lesley Roessing in *AMLE Magazine*, August 2016 (Vol. 4, #1, p. 28-30), no free e-link; Roessing can be reached at lesley.roessing@armstrong.edu.

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9. Short Items:

a. A free online back-to-school survey – Panorama Education is again offering this tool to help teachers and students find common interests at the beginning of the school year: https://backtoschool.panoramaed.com

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b. Videos of teachers in action – The Massachusetts Department of Elementary and Secondary Education has made available 42 brief videos of teachers in action, useful for calibrating evaluators' assessments and practicing feedback conversations. Go to http://www.doe.mass.edu/edeval/resources/calibration/ and then click 42 Classroom Instruction Videos near the bottom.

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If you have feedback or suggestions,
***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 45 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
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 Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Middle School Journal
Peabody Journal of Education
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/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 Magazine
Wharton Leadership Digest