Marshall Memo 509

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 4, 2013

In This Issue:

1. Informational texts to the fore
2. Teaching students how to do close reading of complex texts
3. The Common Core and core knowledge
4. Getting students hooked on nonfiction books
5. Finding and replicating successful practices
6. Highly effective study strategies
7. Universal design for assessment
8. Using blogs and Twitter to improve teaching and learning
9. A New York City teacher flips her English classes

Quotes of the Week

"Text complexity, like beauty, is in the eye of the beholder. Simple or dense, fictional or informational, what matters most for comprehension of a particular text is whether the reader has knowledge relevant to the text."

E.D. Hirsch Jr. and Lisa Hansel (see item #3)

"The argument for informational texts is not that students should read more information and less literature, but that they should read more of both. Righting the current imbalance will simply require increases in reading of information."

Timothy Shanahan (see item #1)

"When students are invited to research and debate authentic arguments – arguments about search and seizure, the legal drinking age, deployment of the atom bomb, nuclear energy, or whether the class should go to the zoo or the museum for the next field trip – they tend to research with a fierceness that you don't often see in school."

Mary Ehrenworth (see item #2)

"I hate nonfiction, Mrs. Miller. It's so boring. It's all about dead presidents and whales."

A Texas sixth grader (see item #4)

"A thousand hearings isn't worth one seeing, and a thousand seeings isn't worth one doing."

A Vietnamese elder on the power of example in spreading ideas (see item #5)

"The primary goal of social spaces should be to challenge, instead of to simply confirm, what we already know and believe."

William Ferriter and Nicholas Provenzano (see item #8)

1. Informational Texts to the Fore

(Originally titled "You Want Me to Read What?!")

In this thoughtful article in *Educational Leadership*, Timothy Shanahan (University of Illinois/Chicago) addresses some common questions about the Common Core's emphasis on nonfiction:

• *What exactly is informational text?* Definitions vary, and some lists include biographies, memoirs, and other "true stories" as well as historical works, speeches, journalism, explanatory and opinion articles, scientific writing, and other explanatory and expository texts. Shanahan quotes Susan Pimentel, one of the authors of the Common Core, expressing regret that biographies and autobiographies, which are more literary in nature, are being used too heavily as informational text in many schools. The point, says Shanahan, is for students to be exposed to a wide variety of genres, and principals should make sure this occurs.

• *Why are informational texts important?* Many students in U.S. elementary schools are getting a diet of 80 percent literature, with not nearly enough history and science. This doesn't prepare them for the kind of reading they will need to do in secondary schools, college, and the workplace.

• *What should we expect students to learn from reading informational text?* Knowledge, says Shanahan. The more students know, the easier it is for them to read a variety of material, and informational text, by its very nature, is rich in knowledge. Reading nonfiction also exposes students to rhetorical structures that are distinct from literary texts: there's more problem-solution, cause-and-effect, compare-and-contrast, and persuasion. Students also learn how to understand and use bullet points, italics and bold print, headings and subheadings, sidebars, tables, graphs, and indexes.

• *What is the right informational/literary balance?* The Common Core calls for a 50/50 split in elementary grades and 70 percent informational texts in middle and high school. This does *not* mean that high-school English teachers can only devote 30 percent to poetry, short stories, novels, and plays. The Common Core percentages include students' reading in all subjects – history, science, and math – not just English. There's nothing wrong with literature taking up the lion's share of the reading that students do in their English classes. But English teachers can play an important part improving students' skill analyzing and interpreting the rhetoric and language in biographies, essays, speeches, journalistic writing, and other literary nonfiction.

• *Will students be reading fiberglass installation manuals and the minutes of Federal Reserve Board meetings?* Nonsense, says Shanahan; these are canards thrown out by opponents of the Common Core. Students are much more likely to be reading the U.S. Constitution, Lincoln's Gettysburg address, and Ronald Reagan's speech to students at Moscow University.

• *Are informational texts developmentally appropriate for kindergarten students?* Yes, if they're well chosen, says Shanahan. Primary-grade students are fascinated with many kinds of nonfiction texts.

"The argument for informational texts is not that students should read more information and less literature," concludes Shanahan, "but that they should read more of both. Righting the current imbalance will simply require increases in reading of information."

"You Want Me to Read What?!" by Timothy Shanahan in *Educational Leadership*, November 2013 (Vol. 71, #3, p. 10-15), www.ascd.org; Shanahan can be reached at shanahan@uic.edu.

Back to page one

2. Teaching Students How to Do Close Reading of Complex Texts

(Originally titled "Unlocking the Secrets of Complex Text")

In this article in *Educational Leadership*, Mary Ehrenworth (Teachers College, Columbia University) shares some pointers on helping students engage in close reading. The following steps will help develop students' discernment, perceptiveness, and enjoyment – provided that teachers choose engaging, authentic, complex texts (Ehrenworth distinguishes between complex and difficult: a textbook can be difficult without being complex, and a high-quality nonfiction trade book can seem easier and yet be complex):

• *Reading for multiple and implicit ideas* – Students need to be taught to look for more than one message and read between the lines.

• *Promoting transfer* – Teachers need to constantly show students how they can apply their close-reading skills to other parts of the curriculum and their personal reading.

• *Analyzing craft* – "As readers learn to ask themselves what a text is teaching them, we also want them to analyze *how* the text is teaching them," says Ehrenworth. What is our emotional response, and what causes that?

• *Developing critical stances* – Many students have been led to believe that nonfiction is true, fiction is not true. They need to learn that nonfiction is someone's perspective on the truth – and fiction can convey deep truths. "Ultimately, we want students to feel that they haven't really read about something if they've read only one text on the topic," says Ehrenworth. We want them to constantly revise their thinking, reflect, and remain open to new ideas.

• *Constructing arguments* – "When students are invited to research and debate authentic arguments – arguments about search and seizure, the legal drinking age, deployment of the atom bomb, nuclear energy, or whether the class should go to the zoo or the museum for the next field trip – they tend to research with a fierceness that you don't often see in school," says

Ehrenworth. "You'll see them circling parts of articles, combing websites, replaying newscasts, and comparing and contrasting evidence."

None of this, she concludes, should result in students being bogged down in too much close analysis. Reading widely remains a key goal; teachers should hone students' eye but let them loose on lots of fresh texts. It also helps if teachers are talking to each other about their own close reading of engaging texts so the practices spread throughout the school. Here are some questions that students and adults might ask themselves as they read:

- What does this author want me to know? What does the text teach me?
- What does this piece want me to understand? What new ideas and concepts does the text suggest?
- What does the author want me to feel? What emotions does this passage stir up?
- How does it accomplish all this?
- Whose perspective is represented?
- Whose point of view is most fully explored?
- Who is honored or privileged in the text and how? Who is marginalized?
- How does the perspective in this text compare with others on this issue?
- How does the author use persuasive techniques, literary devices, or writerly craft to convey meaning?

"Unlocking the Secrets of Complex Text" by Mary Ehrenworth in *Educational Leadership*, November 2013 (Vol. 71, #3, p. 16-21), www.ascd.org; Ehrenworth can be reached at maryehrenworth@post.harvard.edu.

Back to page one

3. The Common Core and Core Knowledge

(Originally titled "Why Content Is King")

"Text complexity, like beauty, is in the eye of the beholder," say E.D. Hirsch Jr. and Lisa Hansel (Core Knowledge Foundation) in this *Educational Leadership* article. "Simple or dense, fictional or informational, what matters most for comprehension of a particular text is whether the reader has knowledge relevant to the text." Which student will have better comprehension of a newspaper account of a major-league baseball game, ask Hirsch and Hansel – a strong reader who knows nothing about baseball or a weak reader who knows a lot? Literacy experts wielding readability formulas would say the former but cognitive scientists would say the latter – and the cognitive scientists would be right. "Astonishingly, high-IQ and low-IQ students perform at about the same level when both groups have equal subject-matter knowledge," say Hirsch and Hansel. "Given enough familiarity with a topic to grasp the gist of a text, students are able to disentangle complex syntax."

They go on to cite research saying that reading levels give a false sense of precision about what people can read with good comprehension. "If we are talking about decoding skill, we can sensibly discuss whether a student is on grade level," say Hirsch and Hansel. "But when talking about reading comprehension, the grade-level notion is misleading."

The Common Core ELA standards did the right thing, they believe, in shifting the conversation to *text complexity*, which takes into account text structure, style, and prior knowledge. Hirsch and Hansel also approve of Common Core's emphasis on students reading a wide variety of high-quality, increasingly challenging texts and gathering a storehouse of knowledge as they move through the grades. To support this, the Core Knowledge Foundation has just released a free preschool-to-third grade program, Core Knowledge Language Arts (www.coreknowledge.org/ckla-overview) designed to build knowledge in conjunction with reading, writing, speaking, and listening skills.

"Why Content Is King" by E.D. Hirsch Jr. and Lisa Hansel in *Educational Leadership*, November 2013 (Vol. 71, #3, p. 28-33), www.ascd.org; Hansel can be reached at lhansel@coreknowledge.org.

Back to page one

4. Getting Students Hooked on Nonfiction Books

(Originally titled "The Dazzling World of Nonfiction")

In this *Educational Leadership* article, Donalyn Miller (a Texas fifth-grade teacher and author) remembers a sixth grader saying to her, "I hate nonfiction, Mrs. Miller. It's so boring. It's all about dead presidents and whales." Clearly this student hasn't been exposed to the right kind of material, which is why Miller is on a campaign to immerse students in the dazzling array of high-quality nonfiction books available today. Here are some of her ideas:

• *Do book talks on nonfiction books and magazines*. "Children read what we bless," she says.

• *Read nonfiction texts aloud*. This increases students' background knowledge and provides opportunities to explore content. Websites like www.wonderopolis.com raise intriguing questions like, What gives you the giggles? and How do metal detectors work? So do books like Steve Murrie's *Every Day on Earth: Fun Facts That Happen Every 24 Hours* (Scholastic, 2011).

• *Use nonfiction as mentor texts*. Books like *Big Wig: A Little History of Hair* (Kathleen Krull, Arthur A. Levine Books, 2011) and *Ubiquitous: Celebrating Nature's Survivors* (Joyce Sidman, Houghton Mifflin Books for Children, 2010) are models of descriptive writing, figurative language, and imagery.

• *Pair nonfiction texts with texts on related topics*. Get students exploring real-world connections by suggesting related poems, fiction, and other nonfiction works – for example, *UnBEElievables: Honey Bee Poems and Paintings* (Douglas Florian, Beach Lane Books, 2012) with *Hive Detectives: Chronicle of a Honey Bee Catastrophe* (Loree Griffin Burns, HMH Books for Young Readers, 2010).

• *Provide access, time, and supports*. Students should be able to scan nonfiction texts connected to topics that are coming up in the curriculum, locate text features on maps, charts, photographs, and glossaries, and share interesting facts from their own reading. Some students also need explicit instruction in the "predictable characteristics" of nonfiction texts.

"The Dazzling World of Nonfiction" by Donalyn Miller in *Educational Leadership*, November 2013 (Vol. 71, #3, p. 22-27), www.ascd.org; Miller is at thebookwhisperer@gmail.com.
Back to page one

5. Finding and Replicating Successful Practices

In this intriguing *Kappan* article, Arvind Singhal (University of Texas/El Paso) says that every community has positive deviants – "individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers although everyone has access to the same resources and challenges." The challenge for change agents is (a) spotting the positive deviants, who usually aren't noticed by those around them, and (b) replicating their successful practices.

With access to the right data – on child malnutrition in Vietnam, for example, or impressive student achievement in high-poverty classrooms – it's relatively easy to spot the villagers whose children, against the odds, are thriving, or the teachers whose students are achieving at high levels. The hard part is spreading those best practices. A Vietnamese elder had some sage advice that Singhal and other change agents have taken to heart: "A thousand hearings isn't worth one seeing, and a thousand seeings isn't worth one doing."

The way successful child nutrition practices spread in desperately poor rural areas in Vietnam was not by imposing the successful practices of the positive deviants or even sharing their practices with other villagers. Instead, it was getting villagers to *do* the successful practices and *weigh* their children to see the results with their own eyes. Villagers were told to feed children protein-rich shrimps, crabs, and sweet potato shoots gathered from paddy fields, have children eat smaller meals more often, and make sure their children ate the food rather than just putting it in front of them.

Parents saw results within two weeks and continued the new practices. From the original four communities, the project was expanded to ten adjacent communities and then, over several years, to the whole country. Overall, the program helped improve the nutritional status of over 500,000 Vietnamese children. "A decade later, a study showed that successive generations of impoverished Vietnamese children in the program villages were well-nourished," says Singhal. "This process of self-discovery was as important, if not more, than the actual positive [deviance behaviors] that were uncovered."

The Brazosport, Texas schools provide a similar story in the U.S. Mary Dunbar Barksdale was a third-grade teacher in the district who got excellent results on statewide tests with children who virtually all lived in poverty (94 percent qualified for free and reduced-price meals). District leaders documented what she was doing (analyzing test results, identifying learning problems, retooling her instruction to meet those needs, and retesting students till they achieved the desired level), refined the practices, and gradually got other teachers to do the same. Over seven years, Brazosport saw a remarkable surge in student achievement that virtually closed the racial and economic achievement gap.

Another positive deviants success story was Merced High School in California, a high-poverty school with a predominantly Latino and Hmong population, a 56 percent graduation

rate, and gang and drug problems. District leaders were able to identify and spread several successful practices, including students walking away from a fight without losing face with the opposing gang while maintaining loyalty and membership in their own gang. "The simple act of walking away ensured physical safety for all and soothed tensions rather than incite them," says Singhal. "Further, many students said they would actively seek a 'reflective pause' when engaging in any action that might land them in detention." This allowed them to meet their family responsibilities after school. These and other practices led to a 25 percent increase in the school's graduation rate.

Clairton City, Pennsylvania's effort to reduce seventh- and ninth-grade absenteeism and late arrivals is another example. Some of the successful practices in Clairton were as simple as getting students to use alarm clocks and put them across the bedroom so they needed to get out of bed to turn them off. Another group of students implemented a peer-based texting system to make sure their friends were awake and getting ready for school. From 2009 to 2011, in-school and out-of-school suspensions dropped by 50 percent, disruptive class behavior dropped by 57 percent, and tardiness dropped by 45 percent.

"Uncovering Innovations That Are Invisible in Plain Sight" by Arvind Singhal in *Phi Delta Kappan*, November 2013 (Vol. 95, #3, p. 28-33), www.kappanmagazine.com; Singhal can be reached at asinghal@utep.edu.

Back to page one

6. Highly Effective Study Strategies

In this helpful article in *American Educator*, John Dunlosky (Kent State University) summarizes the research he and several colleagues have done on the most effective methods of studying. [For a more detailed report on this research, see Marshall Memo 470.] It turns out that the strategy used most often by students – reading, re-reading, and highlighting – is one of the *least*-effective ways to retain information. Here are learning strategies that have been shown to work well for students of all ages.

• *Practice testing* – Many decades of research have shown that taking practice tests substantially boosts student learning. This approach works for two reasons. First, when we successfully retrieve something from memory, we strengthen the memory and make it easier to retrieve that piece of information or skill in the future. Second, when we don't remember something on a practice test, we know what needs additional study.

Students need explicit instruction on the most effective methods of practice testing. First, they should write or speak answers from memory, not in response to multiple-choice questions (which provide too much of a memory prompt). Second, students should be taught how to take notes in a way that facilitates practice testing – for example, writing key words on one side of a flashcard and definitions or answers on the other, or formatting notes in a way that makes it easy to cover answers and try to remember them. Third, students should be taught to keep testing themselves till they have mastered the material. With flashcards, this means putting aside cards that are answered correctly and working on the others until they are mastered. Teachers should also give practice tests at the end of class periods, asking students to

write answers to some key questions from the class. The teacher can provide the correct answers right away or use the quizzes as exit tickets, giving students feedback the next day.

• *Distributed practice* – Most students believe that massed practice – cramming the night before an exam or copying each spelling word multiple times – is the best way to learn. They are wrong. It's far more effective to study the material for shorter sessions spread over several days or write each word on the spelling list once and then cycle back to the beginning and write all the words again. Distributed practice feels more difficult – in fact, it's often frustrating – but retention is far better.

Although massed practice is most students' choice when studying for school tests, distributed practice is common in other venues – computer games, for example, or practicing a dance routine for a contest. Students need to be taught the techniques of distributed practice – scheduling short bursts of study time several days before a test, for example. "For any given class," says Dunlosky, "two short study blocks per week may be enough to begin studying new material and to restudy previously covered material." Teachers can also use distributed practice during class time, returning to key concepts during each week and including them in class quizzes and cumulative exams.

• *Interleaved practice* – This involves distributing practice across a study session and mixing up the order of materials across different topics. For example, students learn addition, subtraction, multiplication, division of fractions and then do a mixed practice with problems on all four skills mixed together. As with distributed practice, the interleaved approach feels harder but produces much better long-term retention. "Interleaving has been shown to improve performance (as compared with massed practice) in multiple domains," says Dunlosky, "including fourth-graders learning to solve math problems, engineering students learning to diagnose system failures, college students learning artists' styles, and even medical students learning to interpret electrocardiograms to diagnose various diseases."

Interleaved practice isn't better in all areas: studies of students learning French vocabulary and comma usage found it worked about as well as massed practice. But there's enough evidence on interleaved practice to suggest that teachers should rewrite many worksheets and practice exercises to mix different types of material throughout.

• *Elaborative interrogation and self-explanation* – A student learning about photosynthesis might ask him- or herself how the process is similar to the way other living things breathe and get energy. Research on elaboration and self-explanation is not as strong as for the techniques described above, and they're not effective when students have little or no prior knowledge of the subject matter. But they can get students actively processing information and asking "Why" questions at every step, which is helpful to understanding and retention.

"Strengthening the Student Toolbox: Study Strategies to Boost Learning" by John Dunlosky in *American Educator*, Fall 2013 (Vol. 37, #3, p. 12-21), http://www.aft.org/pdfs/americaneducator/fall2013/Dunlosky.pdf

Back to page one

7. Universal Design for Assessment

In this article in *Better: Evidence-Based Education*, Benjamin Lovett (Elmira College) agues that giving students with special needs extra time on tests is not always appropriate. "Giving extended time accommodations is an attractive solution when young people with disabilities perform poorly on school assessments," says Lovett. "The accommodations can raise performance, and they have also been shown to reduce test-related anxiety, making the assessment experience more comfortable." But there are several caveats.

First, accommodations also benefit regular-education students, so giving them only to students with special needs can be unfair. Second, there's the question of how *much* extra time should be given, and decisions tend to be quite arbitrary; in the U.S., 50-100 percent extra time is common, whereas in the U.K., it's common to give only 10-25 percent extra. Third, time limits are an intrinsic part of some assessments; being able to read or compute fluently is an important life skill, and when extra time is given, teachers don't get an accurate sense of how well a student is progressing. Finally, relaxing time limits may act as a crutch, keeping students with disabilities from developing the level of skill they will need in real-world settings.

What should teachers do? Lovett believes accommodations should depend on the purpose of the assessment. If a test is designed to measure students' reading speed, giving some students more time is inappropriate. If the test is measuring something other than speed, fluency, or automaticity, then time limits can be flexible – for all students. This approach has been called "universal design for assessment," since it can benefit all students in different ways.

What about a sixth-grade math test designed to see how *efficiently* students solve problems? In this case, a fixed amount of time is important, since students who take longer tend to be using immature problem-solving strategies that need to be corrected. In situations like this, Lovett says extra time would be appropriate only for students who have trouble *accessing* the test – for example, because of problems with reading. Individual diagnostic information should be used to decide who needs extra time. Lovett says that "accommodations are designed to increase access to the test, not to make up for lack of content mastery."

How should teachers decide how much additional time to give? Lovett says his research indicates that 25 percent extra time is usually enough to allow students with disabilities to attempt the same number of test items as their non-disabled peers. More time than that should be given only if a student isn't getting to a similar number of assessment items as the rest of the class – and where speed is not being measured by the test.

When accommodations are given, we shouldn't assume that students will need them long-term, says Lovett. Interventions to improve students' weak areas should be part of the plan – for example, having a slow reader repeatedly read the same passages to build fluency and speed.

"Who Needs More Time (on Tests)?" by Benjamin Lovett in *Better: Evidence-Based Education*, Autumn 2013 (Vol. 5, #3, p. 14-15), no free e-link available

Back to page one

8. Using Blogs and Twitter to Improve Teaching and Learning

In this *Kappan* article, William Ferriter (a North Carolina sixth-grade teacher) and Nicholas Provenzano (a Michigan high-school English teacher) sing the praises of the two-way conversation with fellow teachers around the world made possible by blogs and Twitter (Provenzano's *The Nerdy Teacher* has almost 30,000 Twitter followers), and the "unconferences" they join.

"As powerful as the changing nature of innovation has been," they add, "practitioners who embrace new learning spaces need to be aware of the following pitfalls:

• *Balance* – Having a customized stream of information tuned to one's own vision can result in professional blind spots. "Avoiding these self-created intellectual echo chambers depends on educators who intentionally seek out dissenting voices to learn with," say Ferriter and Provenzano. "The primary goal of social spaces should be to challenge, instead of to simply confirm, what we already know and believe."

• *Accuracy* – No one is actively policing the content of the Internet, say the authors. We all need to be critical consumers of information from the Web.

• *Recognition* – Few educators view social spaces and unconferences as valid forms of professional development. "If connected educators want this to change, they must systematically document the effect that nontraditional learning opportunities are having on their practice," say Ferriter and Provenzano. And district leaders should partner with innovative PD providers and create additional opportunities for teachers to explore new ideas.

"Today's Lesson: Self-Directed Learning… for Teachers" by William Ferriter and Nicholas Provenzano in *Phi Delta Kappan*, November 2013 (Vol. 95, #3, p. 16-21), www.kappanmagazine.com; the authors can be reached at @plugusin and @thenerdyteacher.

Back to page one

9. A New York City Teacher Flips Her English Classes

In this *AMLE Magazine* article, New York City educator Pooja Patel describes how she and her colleagues successfully "flipped" their classes. In her seventh-grade English course, Patel decided to flip all the instructional lessons on essay writing. She created 5-10 minute podcasts on each essential element of the essay (e.g., What is a thesis statement? Where is the thesis statement in an essay?) and posted them online (www.mspatel.podomatic.com). Many of the podcasts required students to bring a completed activity to class for discussion. For example, after listening to the podcast on connecting body paragraphs, students had to write a conclusion sentence or sentences for each paragraph that connected it to the next one and then create a concluding paragraph that met specific criteria. Class time was used discussing students' products, answering questions, and honing skills.

Students reacted favorably to the flipping, saying the podcasts were a powerful resource, there was more time for processing information, more time to write, and class time was used better. Patel concludes with several pointers:

- Don't reinvent the wheel. Lots of information on flipping is available on the Web.
- Keep podcasts short and simple.

- Link videos to classroom instruction. Podcasts should have a specific purpose.
- Hold students accountable for watching and following up on the podcasts.

"An Experiment in Flipping" by Pooja Patel in *AMLE Magazine*, October 2013 (Vol. 1, #3, p. 31-33), http://bit.ly/17GPv4Y; the author can be reached at pooja979@gmail.com.

Back to page one

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).

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions (with results of an annual survey)
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (also in Word and PDF)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

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
Edutopia
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
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