Marshall Memo 713

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 27, 2017

In This Issue:

Quotes of the Week

"Online is a place for human contact but not intimacy. Online is a place for information but not reflection… Online is a place for exploration but discourages cohesion. It grabs control of your attention and scatters it across a vast range of diverting things."

David Brooks (see item #1)

"Questions about race, equity, and schooling reach people at a level that is deeply personal, emotional, and moral, and they need to be able to work through what they have uncovered."

Gislaine Ngounou and Nancy Gutierrez (see item #3)

"Helping students to embrace their identity, build transferable skills (such as critical thinking and problem solving), and fall in love with learning should be our central aims in education."

Richard Milner IV (see item #2)

"When I think about how I understand my role as citizen – setting aside being president – and the most important set of understandings that I bring to that position of 'citizen,' the most important stuff I've learned I think I've learned from novels."

Barack Obama, quoted in "Looking at Citizenship Through a Literary Lens" by Laura Tavares in *Educational Leadership*, November 2017 (Vol. 75, #3, p. 74-78), available for purchase at http://bit.ly/2ibIvQy; Tavares is at laura_tavares@facinghistory.org.

"Simply put, words have power. And a powerful vision statement is one that gives everyone in the organization a vivid sense of purpose in the work they do."

Ben Owens (see item #5)

1. David Brooks on the Scourge of Technology

In this *New York Times* column, David Brooks says that high-tech companies like Google, Facebook, Amazon, and Apple are in danger of becoming "social pariahs" like the tobacco industry, which makes billions "peddling a destructive addiction," or the N.F.L., a beloved sport that "leaves a trail of human wreckage in its wake." Brooks says three critiques are being made of technology behemoths:

• Their negative impact on young people – "Social media promises an end to loneliness but actually produces an increase in solitude and an intense awareness of social exclusion," he says. "Texting and other technologies give you more control over your social interactions but also lead to thinner interactions and less real engagement with the world" – less hanging out with friends, less dating, less experience with actual work.

• Their greed – "Tech companies understand what causes dopamine surges in the brain," says Brooks, "and they lace their products with 'hijacking techniques' that lure us in and create 'compulsion loops.'" Examples: Snapstreak that rewards friends who send Snapchat photos every day; "bottomless bowls" in news feeds with one page leading to another and another; irregularly timed rewards so people are constantly checking their devices.

• Their monopoly status – These companies use their market power "to invade the private lives of their users and impose unfair conditions on content creators and smaller competitors," says Brooks.

There are short-term fixes to overusing technology – for example, an app called Moment to track and control phone usage. But we need to face the core issue with social media, says Brooks: These technologies "are extremely useful for the tasks and pleasures that require shallower forms of consciousness, but they often crowd out and destroy the deeper forms of consciousness people need to thrive. Online is a place for human contact but not intimacy. Online is a place for information but not reflection… Online is a place for exploration but discourages cohesion. It grabs control of your attention and scatters it across a vast range of diverting things."

Brooks suggests that technology companies should deploy "the ultimate and most disruptive technology" – humility – and market their products as efficiency devices that "can save us time on lower-level tasks so we can get offline and there experience the best things in life."

"How Evil Is Tech?" by David Brooks in *The New York Times*, November 21, 2017, http://nyti.ms/2A8Ei6N

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2. How Should Schools Be Dealing With Charlottesville?

(Originally titled "Reimagining the Null Curriculum")

In this article in *Educational Leadership*, Richard Milner IV (University of Pittsburgh) recalls Eliot Eisner's formulation of the three layers of learning (and non-learning) in schools:

- The explicit curriculum – What is overtly taught, based on standards, policies, and the prescribed scope and sequence;
- The implicit or hidden curriculum – What's not taught but still learned – for example, gender roles and social hierarchies;
- The null curriculum – What's neither taught nor learned – except in the sense that students learn something when an issue is treated as though it doesn't exist and isn't important to their lives.

Milner believes schools that haven't addressed last summer's events in Charlottesville, Virginia are not dealing with students' concerns and confusion about a racially fraught confrontation and its aftermath. "Thus," he says, "when we teach through the null, we are complicit in maintaining the status quo, including the continuation of racial injustice."

"Teachers work hard," Milner continues, "their hearts tend to be in the right place. They want to be and often are difference makers in the lives of their students." But in the current political climate, many teachers need support from school leaders, parents, families, and community members to tackle an issue like Charlottesville.

"Helping students to embrace their identity, build transferable skills (such as critical thinking and problem solving), and fall in love with learning should be our central aims in education," he concludes. "If we reimagine what we teach and place social justice at the center of our work, we have an opportunity to use the real-life events that students care about – and are confused about – as curriculum and to help them think more deeply about our country's meaning and trajectory."

"Reimagining the Null Curriculum" by Richard Milner IV in *Educational Leadership*, November 2017 (Vol. 75, #3, p. 88-89), http://bit.ly/2BrZ9Ah; Milner can be reached at Rmilner@pitt.edu.

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3. Orchestrating Productive Discussions About Race

In this *Kappan* article, Gislaine Ngounou (Phi Delta Kappa International) and Nancy Gutierrez (New York City Leadership Academy) say that to undo racial inequities in schools, educators need to engage in difficult conversations about how race affects:

- Discipline practices;
- Which students are placed in basic and advanced classes;
- Which teachers are assigned to which students;
- Which parents are seen as "engaged."

One-shot PD experiences won't work, nor will lectures on racial bias, PowerPoint presentations of data and research, or making social justice one more initiative. "Rather," say

Ngounou and Gutierrez, "conversations about these issues have to be frequent, ongoing, and handled with great care and skill."

It's easy for school leaders to overestimate their own skill at leading these kinds of discussions, to underestimate the amount of time it will take to dig into issues of racial inequity, and to naively assume that everyone is equally ready to engage. "Not that school and district leaders can afford to wait for just the right moment to dive into a discussion about race and equity," say Ngounou and Gutierrez; "if that were the case, the discussion might never begin." But timing and preparation are important, and so is sensitivity to the emotions, beliefs, and experiences of their colleagues. Four guiding principles:

• *There needs to be a systems-thinking approach*. These issues aren't an add-on, a box to be checked off. Inequity affects every part of the organization and people's work, and discussions need to involve teachers, administrators, non-teaching staff, parents, students, community leaders, and others.

• *There has to be a willingness to experience discomfort*. "It's important to create and maintain a supportive learning environment," say Ngounou and Gutierrez, "while at the same time pushing people to confront truths and realities that may make them feel uncomfortable." People need skilled facilitators to help them "find their entry points into the conversation, to examine their own actions and reactions, to acknowledge that they have been shaped by their own experiences, and to look for concrete ways in which they can have positive influences on their students and colleagues."

• *Personal stories are important*. Leaders and their colleagues need to explore how race (and awareness of race) has shaped their lives, including their experiences in schools. It also helps to discuss books, articles, and films that relate to the challenges educators and students face in school.

• *Don't expect closure*. An initial discussion will do little more than pry open the "worry box" – a mix of feelings, fears, and goals behind current practices. Much more time is required to make significant progress. "Questions about race, equity, and schooling reach people at a level that is deeply personal, emotional, and moral," conclude Ngounou and Gutierrez, "and they need to be able to work through what they have uncovered." There may never be a tidy resolution, but having these conversations is "non-negotiable."

"Learning to Lead for Racial Equity" by Gislaine Ngounou and Nancy Gutierrez in *Phi Delta Kappan*, November 2017 (Vol. 99, #3, p. 37-41), http://bit.ly/2i1Cqly; Ngounou can be reached at gngounou@pdkintl.org.

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4. Strategies to Help Students Discuss Issues with Civility

(Originally titled "Classroom Discourse as Civil Discourse")

In this article in *Educational Leadership*, Kristina Doubet (James Madison University) and consultant Jessica Hockett describe three ways to teach students how to engage in civil discourse in uncivil times, developing empathy and discernment in formats that allow all students to participate and be heard:

• *Adopting roles* – One example for elementary classrooms is assigning students four different "listening lenses" as the teacher reads from a novel:

- Matchmaker: making connections to parts of the story;
- Fortune teller: predicting what might happen next;
- Detective: hunting for clues that help figure out how to solve a problem;
- Defender: advocating for the choices a character made.

The teacher pauses at strategic points and has students reflect and then share perceptions in "like-lens" pairs, then discuss as a whole class. (This kind of discussion depends on some prior work on democratic discussion norms – staying on topic, listening respectfully, and asking politely for details.)

A high-school teacher used a more sophisticated version for a discussion of *Lord of the Flies*, with assigned role cards for:

- Director: notes the scenes, passages, or dialogue that shed light on power dynamics;
- Philosopher: relates the book's events to the assertion, *People are inherently savage*;
- Detective: searches for clues about which characters will survive and why;
- Lawyer: gathers evidence that supports or refutes the claim that Ralph is a hero.

After recording key ideas and textual evidence in same-role groups, students shift to quads with all four roles, present their findings, and debate the question, *Does power corrupt?*

• *Examining issues from multiple perspectives* – Using the Six Thinking Hats approach developed in the business world, middle-school students are assigned different "hats" to debate whether the Electoral College should be abolished:

- White hat (factual): The evidence suggests… One fact we don't know is…
- Red hat (emotional): I feel that… At first glance, this seems…
- Yellow hat (positives): This is promising because… I like the idea of…
- Black hat (weaknesses): One problem I see is… What about…? In real life…
- Green hat (possibilities): Here's a new thought… I can imagine…
- Blue hat (zooming out): I see a connection between… Overall, it seems…

Like-hat students do research, brainstorm, and bounce ideas off each other. The class then meets together to discuss findings, eventually donning the blue hat to reach a conclusion, then the green hat to propose a plan for electing presidents.

• *Articulating a counter-claim* – In Debate-Team Carousel, the teacher poses an issue (for example, *Should recycling be mandatory for all residents?*), puts students in groups of four, and has each student fold a piece of paper into four boxes. The papers are passed around, with students following the instructions for each box:

- Box 1: Make a claim and provide reasons and evidence for it.
- Box 2: Support the claim in Box 1, making it stronger (whether you agree or not).
- Box 3: Argue against the claim from Boxes 1 and 2.
- Box 4: Wrap up and bring the discussion to a satisfying conclusion.

The papers return to their original owners, who read and comment on their peers' responses. Debate Team Carousel can be used as a lesson or unit launch to hook interest and/or surface misconceptions.

"These strategies… harness passion while fostering compassion and empathy," conclude Doubet and Hockett. "They turn controversy into conversation and prepare students to use the language of civil disagreement in a democracy."

"Classroom Discourse as Civil Discourse" by Kristina Doubet and Jessica Hockett in *Educational Leadership*, November 2017 (Vol. 74, #3, p. 56-60), available for purchase at http://bit.ly/2AfotZT; the authors can be reached at doubetj@jmu.edu and jessicahockett@me.com.

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5. Vision and Mission Statements That Actually Inspire

In this article in *Education Week Teacher*, North Carolina teacher Ben Owens describes how he and his principal challenged a group of 200 educators at a conference to write down their school's or district's vision statement (without looking). Less than 10 percent were able to recall the gist of their statements, let alone write them down verbatim. What people did remember was that their vision and mission statements were full of broad, ambiguous, meaningless statements that looked good hanging on the wall but didn't motivate anyone to strive for excellence. Here was the prize-winner:

> *To create 21st-century learners through the development and delivery of a diverse set of strategic teaching and learning strategies in a way that is targeted to enhance the individual growth pathway for each learner so that learning outcomes are maximized for the long-term benefit of the communities we serve.*

If their schools have verbiage like this, no wonder most educators can't remember their vision and mission statements!

Here are some much more eloquent and helpful statements of purpose that Owens found in his search of the business, nonprofit, and K-12 worlds:

- Habitat for Humanity: *A world where everyone has a decent place to live.*
- Google: *To organize the world's information and make it universally accessible and useful.*
- Disney: *To make people happy.*
- Cleveland Heights-University Heights School District: *Preparing all students for success in a global economy.*

[And here are some additional vision statements I have gathered over the years: K.M.

- The World Bank: *Our dream is a world without poverty.*
- Consumer Reports: *Test. Inform. Protect.*
- TED Talks: *Spreading ideas.*
- USO: *Lifting the spirits of America's troops and their families.*
- The Salvation Army: *To help those in need wherever they are.*
- The Humane Society: *Celebrating animals, controlling cruelty.*
- Girl Scouts of America: *Our mission is to help girls grow into proud, confident, and self-respecting young women.*

- Kenneth B. Schwartz Center: *Dedicated to strengthening the relationship between patients and caregivers.*
- Camp Chest Nut (Asthma): *To prevent lung disease and promote lung health.*
- Arrow Automotive Industries: *We make good parts. We ship on time. We all sleep good at night.*
- E.L. Haynes Charter School: *Be kind. Work hard. Get smart.*
- The Advent School: *Learn with passion. Act with courage. Change the world.*
- Borough of Manhattan Community College: *Start here. Go anywhere.*
- Conservatory Lab Charter School: *Making Minds Sing!*
- Village Academy School: *Our mission is to develop students of fine character who graduate from college and make a positive contribution to society.*]

"Simply put," says Owens, "words have power. And a powerful vision statement is one that gives everyone in the organization a vivid sense of purpose in the work they do." Any school that is serious about changing the status quo for its students, he believes, "has to start with a thorough evaluation of its core beliefs and how those may be articulated in a clear mission and vision statement."

That's step one. The next step is having your vision/mission statement pass the "red face test:" If an outside observer reads your statement and then walks around the school, does he or she see evidence of the statement in the actions of adults and students? If there's no reason for embarrassment after this exercise, says Owens, "then you are indeed on the way to creating a culture of shared purpose – a culture where common goals and common language can be the catalyst that closes the gap between the current reality for the school and the future that all stakeholders desire… If what you do is clearly aligned with your inner purpose, then you will be passionate about the work you do. You will eagerly collaborate with others, you will find ways to share ideas and resources to help yourself and others reach your common goals, and you will have a relentless focus on continuous improvement and innovation."

"Do You Know Your School's Vision? Tips on Making a Meaningful Mission Statement" by Ben Owens in *Education Week Teacher*, November 21, 2017, http://bit.ly/2Af9YoY

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6. A Parent-Teacher Conference That Didn't Go So Well

In this *Kappan* article, Jun-ah Choi (an education professor at St. Peter's University in New Jersey) describes the first parent conference she had with her son Michael's kindergarten teacher. In her volunteering visits to the school up to that point in November, Choi had been greeted warmly and told how much her son loved school. She was expecting a good two-way conversation with the teacher about the questions she as a parent had, the boy's family life, how she and her husband were raising him, culminating in a teacher-parent partnership to further his education. Instead, the teacher showed Michael's work, explained the progress he'd made in math and reading, and said he was a good kid but that he sometimes was silly and misbehaved. Exactly how? He had a hard time following the "do-not-pop-the-bubble" rule, meaning he got into other children's space, touching and hitting others in a playful way.

"I left the conference feeling disappointed, humiliated, and dumbfounded," says Choi. "According to this teacher's mental framework, children are either respectful or disruptive, and she had already put Michael in the second category. I didn't want to be on the defensive, I didn't want to apologize for my son's behavior, and I didn't want to try to educate the teacher. How could I carry out a conversation with someone who does not know me and does not try to know me, who offers no analysis and insights but only judgment? So I bowed out. I politely said thank you, and I left."

"I had expected something fundamentally different," Choi continues. Instead, that year and the next, all she heard was her son's status "on the spectrum from struggling to smart and where he stood on the obedience spectrum (from disruptive to respectful)." Teachers seemed oriented around how parents could help *them* by getting children to obey school rules, helping out in the cafeteria, and raising money, all to make teachers' challenging jobs easier. "But do they care who I am," asks Choi, "how I raise my son, what my struggles are as a parent?... For immigrant and nonwhite families like mine, the absence of genuine, two-way communication tends to be especially hurtful."

Choi's South Korean upbringing, and the way she and her husband were raising Michael, involved a lot of touching and cuddling to show love and no clear boundary between "your" space and "my" space. What's more, Choi was used to living in a cramped apartment where all spaces are shared and children don't have their own bedrooms. Choi expects that as her son gets older, he'll learn to "code-switch" and use different behaviors in school, but in kindergarten, he felt negatively labeled. "Mommy," he said, "I am in the bad behavior group at school." Choi worries that he's internalizing the belief that his home culture is inferior.

"I wish that my son's teachers would meet me at the very beginning of the year and engage me in a conversation that continues all year long," Choi concludes. "I wish that they would invite me to look at the curriculum and share my perspective. I wish that I had chances to offer my insights about the rules and values that are practiced at my child's school… Had the school invited me to do so, I would have gladly discussed the issue of cultural mismatch and helped Michael's teacher put his 'misbehavior' in context. Had there been any real effort to build trust between me and the teacher, I would have been more than willing to lend a hand and become more involved."

"Why I'm Not Involved: Parental Involvement from a Parent's Perspective" by Jun-ah Choi in *Phi Delta Kappan*, November 2017 (Vol. 99, #3, p. 46-49), http://bit.ly/2zJWWmo; Choi can be reached at jchoi1@saintpeters.edu.

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7. Focusing on Content-Area Reading Skills in Upper-Elementary Grades

"Learning to read fairly simple texts in the early grades doesn't fully prepare students to decipher the wide variety of text structures, vocabulary, purposes, and visuals unique to specific disciplines," says author/consultant ReLeah Cossett in this article in *Principal*. She believes students in the upper-elementary grades need specific instruction in the following skills:

English language arts: When readers and writers read, they:

- Question the text;
- Use text structure as a tool for comprehension;
- Understand use and effect of literary devices.

Math: When mathematicians read, they:

- Look for patterns and relationships;
- Use information to piece together a solution;
- Seek accuracy.

Science: When scientists read, they:

- Ask "why" and "how" more than "what";
- Interpret data, charts, and illustrations;
- Pay attention to details.

Social studies: When historians read, they:

- Identify bias;
- Examine primary and secondary sources;
- Analyze multiple accounts and perspectives.

Physical education: When active people read, they:

- Activate prior knowledge;
- Search for answers to relevant questions;
- Interpret and analyze data, charts, and illustrations.

"Encouraging reading across and *within* the curriculum," says Lent, "means looking inward to the teachers who best know their content, providing the necessary literacy learning in a collaborative setting, and supporting all of this work with a strong schoolwide culture of literacy." Here are her suggestions for turbocharging instruction in reading, writing, listening, and speaking:

• *Leadership and collaboration* – It's essential that teacher teams have time to discuss these strategies, develop their toolboxes, and discuss articles and books with colleagues, guided by a literacy leadership team that promotes "diverse reading for every student in every class every day."

• *Finding the best books for kids* – Teachers might each read a book from the International Literacy Association's award-winning selection of children's books and share their recommendations in faculty meetings.

• *Classroom libraries* – Lent was saddened to visit a school that had poured its literacy budget into test prep and textbooks and had lackluster reading material in classrooms. She strongly recommends finding money (through grants or fundraising) to beef up classroom collections and give students daily access to a wide variety of reading material.

• *Whole-school reads* – Having all students and staff read a single nonfiction article, blog, or commentary once a week can get everyone thinking and talking about a specific issue in the news. Possible sources: *DOGOnews, Smithsonian's Tween Tribune,* and *National Geographic Kids*.

• *Summer reading* – Students need encouragement to keep reading for fun during the lazy months. Schools might have each student choose a "top ten" book to take home for the summer and share and exchange reviews upon returning.

• *Resist incentives* – "We want children to find joy in the act of reading, not simply to read for a grade or other extrinsic prizes," says Lent. "Children of all grades are eager to read and can become absolutely addicted if they are encouraged by teachers and peers."

"Reading Across and Within the Curriculum" by ReLeah Cossett Lent in *Principal*, November/December 2017 (Vol. 97, #2, p. 8-11), no e-link available

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8. The Key Role of Incorrect Answers in Multiple-Choice Tests

In this article in *Review of Educational Research*, Mark Gierl, Okan Bulut, Qi Guo, and XinXin Zhang (University of Alberta) review the history of multiple-choice tests, with a particular focus on how the distractors to each question are created and used. Multiple-choice tests were pioneered in 1916 (the Kansas Silent Reading Test), automated scanning was introduced in 1934 (IBM's invention made large-scale testing possible), and today, the average U.S. student takes hundreds of multiple-choice tests from K-12, including high-stakes state assessments.

"Multiple-choice tests," say the authors, "are efficient to administer, they are easy to score objectively, and they can be used to sample a wide range of content domains in a relatively short time using a single test administration. Compared with essays and other constructed-response tasks, which are prone to subjective scoring and require more time for recording answers, multiple-choice items can be scored more accurately, and they require students to spend less time on recording answers."

Gierl, Bulut, Guo, and Zhang have three general observations on the role of distractors in multiple-choice tests:

- The best distractors are created by content experts who can write correct and plausible-but-incorrect answers.
- Well-written distractors can actually enhance students' memory retention through the "testing" or "retrieval" effect – the consolidation that occurs when students see the distinction between a correct response and plausible but incorrect responses.
- Analyzing students' incorrect responses can give teachers valuable insights about misconceptions and errors in thinking, reasoning, and problem solving – helpful for fixing learning problems and improving instructional strategies going forward.

The authors then summarize the consensus from six studies on criteria for good distractors:

- Each one is plausible.
- They contain common student errors and misconceptions.
- They avoid technical language.
- They avoid the use of humor.
- They are in logical or numerical order.
- They are independent of each other, don't overlap.

- They are similar in content and grammatical structure to the correct answer.
- Each is about equal in length.
- They are phrased positively, avoiding negatives such as "not."
- "None of the above" and "All of the above" are used carefully.
- They avoid giving inadvertent clues to the correct answer.

As to the number of distractors, researchers disagree but Gierl, Bulut, Guo, and Zhang believe the optimal number is two distractors. Why? This reduces the time it takes to write multiple-choice items and reduces student testing time.

"Developing, Analyzing, and Using Distractors for Multiple-Choice Tests in Education: A Comprehensive Review" by Mark Gierl, Okan Bulut, Qi Guo, and XinXin Zhang in *Review of Educational Research*, December 2017 (Vol. 87, #6, p. 1082-1116), http://bit.ly/2AeNrc1; Gierl can be reached at mark.gierl@ualberta.ca.

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9. What Is the Long-Range Impact of Early Childhood Education?

In this article in *Educational Researcher*, Dana Charles McCoy (Harvard University) and eight colleagues report on their meta-analysis of 22 studies from 1960-2016 on the long-range impact of early-childhood education. They found that children who participate in early childhood programs show statistically significant:

- Reductions in special-education placement;
- Reductions in grade retention;
- Increases in high-school graduation.

"Given the high costs that special education placement, grade retention, and dropout place on both individuals and taxpayers," conclude the authors, "our results suggest that further investments in ECE programming may be one avenue for reducing educational and economic burdens and inequities."

"Impacts of Early Childhood Education on Medium- and Long-Term Educational Outcomes" by Dana Charles McCoy, Hirokazu Yoshikawa, Kathleen Ziol-Guest, Greg Duncan, Holly Schindler, Katherine Magnuson, Rui Yang, Andrew Koepp, and Jack Shonkoff in *Educational Researcher*, November 2017 (Vol. 46, #8, p. 474-487), http://bit.ly/2Age4gy; McCoy can be reached at dana_mccoy@gse.harvard.edu.

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10. Short Items:

a. Case studies for classroom discussion – The Harvard Justice in Schools website has a number of free case studies on topics including: discipline, sex education, teaching the 2016 election, addressing divisive political rhetoric among students, fostering inclusive classrooms and school communities, and meeting the challenges presented by recent student activism: https://www.justiceinschools.org/ies

Spotted in "Teaching Democracy in Polarizing Times" by Jacob Fay and Meira Levinson in *Educational Leadership*, November 2017 (Vol. 75, #3, p. 62-67), available for purchase at http://bit.ly/2iYdi0a; the authors can be reached at jzf554@mail.harvard.edu and meira.levinson@gmail.com.

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b. The Wayback Machine – This powerful website http://web.archive.org allows students to revisit how recent historical events – for example, Hurricane Katrina – were covered as they happened.

Spotted in "Got Credibility?" by Caitlin Tucker in *Educational Leadership*, November 2017 (Vol. 75, #3, p. 84-85), http://bit.ly/2AaXZv4

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

To produce the Marshall Memo, Kim subscribes to 60 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.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
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)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
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
Social Education
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine