Marshall Memo 227

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 24, 2008

In This Issue:

Quotes of the Week

"It is virtually impossible for teachers to learn how to improve their practice if they can't watch each other teach."

Richard Elmore (see item #3)

"Americans in general have what I call attribute theories of leadership, which is you put the right person in the right place at the right time and a miracle happens. This is not a workable model if you're interested in doing anything at scale."

Richard Elmore (*ibid.*)

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"The only way to fail with an experiment is to fail to learn from it."

Stewart Friedman (see item #4)

"[I]n most boss-subordinate relationships, superiors overestimate their openness to receiving difficult messages and simultaneously underestimate the extent to which the power difference discourages subordinates from speaking their minds."

Patrick Barwise and Sean Meehan (see item #6)

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1. The Importance of a Clear, Concise Strategy Statement

Can you summarize your organization's strategy in 35 words or less? If so, would your colleagues describe the strategy in similar terms? Most corporate leaders flunk this test, say David Collis and the late Michael Rukstad in this startling *Harvard Business Review* article. Very few businesses, they write, have a well-articulated theory of action that is well known throughout the organization – this despite the distribution of beautifully worded, framed mission and vision statements. "In an astonishing number of organizations, executives, frontline employees, and all those in between are frustrated because no clear strategy exists for the company or its line of business." Could this be true in schools?

Collis and Rukstad argue that this is a major impediment to success in any organization. "The value of rhetoric should not be underestimated," they say. "A 35-word statement can have a substantial impact on a company's success. Words do lead to action." They ask us to think of the employees in a business [or school district] as a mound of 10,000 iron filings on a piece of paper, pointing every which way. People can be working hard and making what they think are good decisions, but the net result is confusion and incoherence. A well-understood statement of strategy is like passing a magnet over the iron filings. They line up! "It allows everyone in the organization to make individual choices that reinforce one another," say Collis and Rukstad, "rendering those 10,000 employees exponentially more effective." [See the following article for three examples of educators who have followed this principle.]

The authors put strategy in the context of a hierarchy of other guiding statements, from the lofty and abstract to the concrete and organization-specific:

Mission – Why we exist;

Values – What we believe in and how we will behave;

Vision – What we want to be;

Strategy – What our competitive game plan will be (see below);

Balanced scorecard – How we will monitor and implement that plan.

The strategy statement has three vital components:

- *The objective* – What is the strategy designed to achieve in terms that are specific, measurable, time-bound?
- *The scope* – What are the boundaries beyond which the organization will not venture (e.g., geographically, type of customer)?
- *The means* – What does the organization do differently that sets it apart from others? For example, Wal-Mart's "values proposition" is providing a broad range of goods that are always in stock at low prices at convenient geographic locations,

while de-emphasizing ambiance and sales help (which makes lower prices possible).

How does an organization go about developing an effective strategy statement? Step one is a careful analysis of customer needs, competitors, market conditions, and internal capabilities. "The creative part of developing a strategy," say Collins and Rukstad, "is finding the sweet spot that aligns the firm's capabilities with customer needs in a way that competitors cannot match given the changing external context." [In schools, one of the key competitive contexts may be the ongoing struggle to recruit and hold onto the best teachers.]

"The wording of the strategy statement should be worked through in painstaking detail," recommend the authors, so that it reflects the three key elements (objective, scope, and means) and clears up any possible ambiguities. "In fact, that can be the most powerful part of the strategy development process. It is usually in heated discussions over the choice of a single word that a strategy is crystallized and executives truly understand what it will involve."

"Can You Say What Your Strategy Is?" by David Collis and Michael Rukstad in *Harvard Business Review*, April 2008 (Vol. 86, #4, p. 82-90), no e-link available; Collis can be reached at dcollis@hbs.edu.

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2. Deciding What Matters and Sweating the Details

In this *Education Next* article, Barry Newstead, Amy Saxton, and Susan Colby of the Bridgespan Group pose a provocative question. Public educators, they say, are approaching consensus on what it takes to educate all students well:

- More class time;
- Smaller schools;
- A college preparatory curriculum;
- Instructional coaching for teachers;
- Use of interim data to understand student needs.

Yet only a few schools implementing this formula are getting good results. Why?

The answer, say the authors, is the quality of execution: "Leaders must be willing to make choices about what matters most and then 'sweat the details' in aligning resources and effort behind those choices." And they can't allow their priorities to be "sidetracked in the face of day-to-day pressures and pulls from other directions."

Newstead, Saxton, and Colby studied three successful education nonprofits – YES Prep Public Schools, KIPP (Knowledge is Power Program), and Envision Schools – to gain more insight on what good execution looks like. "These schools are succeeding in creating a culture in which student learning is central and the immediate (or comfortable) does not trump the important," write the authors. "Their strategies for executing their school designs are instructive for all public school leaders."

• *YES Prep Public Schools* – Doing "whatever it takes" to prepare students to graduate from a four-year college is the motto of this Houston charter school network, and its schools

have a successful track record. YES Prep leaders decided early on that what was producing results was the quality of interactions between teachers and students, and they focused on recruiting and developing top-notch instructors. But hiring based on impressive resumes and passion was not enough; some teachers didn't work out and attrition was too high. Working with a psychologist, YES Prep studied the key characteristics of its most effective teachers and came up with these hiring criteria:

- Quick rebound time;
- High energy mode;
- Eagerness to take charge;
- Willingness to deal with conflict head-on;
- Outspoken;
- Perfectionist;
- Driven.

"If you're not hitting five of the seven," said Jennifer Pagani, the schools' chief academic officer, "you're not right for this program."

YES Prep has also put into place an intensive teacher support system, with an instructional coach for every ten teachers. Coaches work with teachers in groups and spend a lot of time in classrooms, sometimes sticking with one teacher for two or three days in a row planning lessons, modeling techniques, observing, and giving feedback. The schools have also developed an instructional handbook and a set of teacher evaluation rubrics that give teachers and observers a pragmatic guide to what YES Prep teaching should look like. Each school's principal continues to teach some classes and spends most of his or her time in classrooms, delegating almost all disciplinary decisions to staff and, in some cases, to students. This focus on teaching has meant making budget sacrifices; the school has larger classes and fewer extracurricular activities because of its commitment to developing and supporting teachers.

• *KIPP (Knowledge Is Power Program)* – Conceived in a Houston middle school in 1994 by Mike Feinberg and Dave Levin, the first two KIPP schools vaulted to the top of their districts (Houston and New York City) and captured a $15 million grant from GAP founders Doris and Donald Fisher to replicate the model nationwide. This led Feinberg and Levin to articulate five essential tenets:

- High expectations for academic achievement and conduct;
- Choice and commitment (students, parents, and teachers sign a pledge promising to devote the time and effort needed to succeed);
- More time (extended school day, week, and year);
- Power to lead (school leaders have significant autonomy, including control over their budget, personnel, and school culture);
- Focus on results (scores on standardized tests and other objective measures are coupled with a focus on character development).

The KIPP Foundation has focused on recruiting top-notch leaders for each of its schools (there are currently 57) and developing them during an intensive year of coursework, residencies, and training. The Foundation provides back-office support and annual inspections, but KIPP

principals have extraordinary autonomy – with stiff accountability for end-of-the-year test scores.

• *Envision Schools* – Conceived in 2001 by Bob Lenz and Daniel McLaughlin, this network of three high schools in the San Francisco Bay area has achieved notable student success on statewide academic measures based on a three-part instructional strategy:

- Student mastery of content, judged by tests, quizzes, reports, and recitations;
- Students demonstrating and applying their understanding by completing and presenting a project or exhibition (for example, a short documentary on an environmental issue);
- Charting students' progress over time and having them reflect on what they have learned and how (using portfolios, journals, and observations).

Envision's front office has executed these principles through close supervision of each of its schools, focusing in particular on supporting teacher teams as they implement the core philosophy of cross-disciplinary integration and project-based learning. There's been a particular focus on freeing up time during the school day for teacher teams to meet and focusing on the quality and rigor of student "exhibitions" of their work. Interestingly, Envision does not provide transportation or food services to its schools, but recently decided that its principals were spending too much time on operational matters and is adding an operations manager to the staff of each school.

Newstead, Saxton, and Colby sum up what they believe is making the difference at YES Prep, KIPP, and Envision and can be applied in other settings: "All three align money, people, and leadership time to their most important activities. All three are building systems that translate general concepts into specific, repeatable actions that ensure quality execution throughout the organization. Finally, they move quickly to make changes when things aren't working as planned."

"Going for the Gold: Secrets of Successful Schools" by Barry Newstead, Amy Saxton, and Susan Colby in *Education Next*, Spring 2008 (Vol. 8, #2, p. 38-45), http://www.hoover.org/publications/ednext/16110087.html

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3. Richard Elmore on Effective Professional Development

In this interview with *Journal of Staff Development* editor Tracy Crow, Harvard professor Richard Elmore draws on his experience working closely with principals and superintendents. Some highlights:

• "We have to get out of this business of 'some kids can learn and some can't' and into the business of saying, 'What is it about our teaching that isn't connecting with kids?'," says Elmore.

• "Americans in general have what I call attribute theories of leadership," he continues, "which is you put the right person in the right place at the right time and a miracle happens. This is not a workable model if you're interested in doing anything at scale. You have to focus on the knowledge and skills people have and their capacity to use them, not just their personal characteristics and attributes." Most school leaders' knowledge and skills are picked up on the

job, he continues, and school districts need to take responsibility for creating the conditions under which their principals can systematically develop their knowledge and skills as they work.

• The heart of the matter – the instructional core – is the interaction of teachers, students, and content, says Elmore. "You can raise the level of the content, you can increase the knowledge and skill of the teacher, or you can change the role of the student in the instructional process. If you do any one of those things, then you have to do something about the other two pieces."

• "I believe the effect of professional development on the quality of instruction and student performance is inverse to the square of its distance from the classroom," says Elmore. "The corollary to that is the most powerful professional development occurs in real time around real problems in real schools involving real people who actually have to make decisions about what to do on a day-to-day basis." PD that takes place outside of schools has very little impact, he believes. PD that takes place inside schools but not in classrooms has a little more. But the most effective training and development for teachers happens right in classrooms, with teachers observing each other and working together to solve instructional problems and thinking about what to do next.

• This requires a major shift in how schools are run. "You have to have the structure that allows people to get together," says Elmore. "You also have to have a culture that begins to break into this isolation of teaching, to make it OK for people to be in each others' business and talk about their common concerns about the work, as opposed to doing only what they do in classrooms by themselves… [Y]ou have to have all the interpersonal skills necessary to coax people out of their private sphere of practice into a collective practice."

• To pull this off, says Elmore, "school administrators have to learn how to spend the money [and time] they have more powerfully and effectively" so that professional learning happens in their schools. This includes using consultants and coaches, rethinking the schedule, and boosting their own instructional expertise so they can see the difference between a math class that's being taught at a high level versus a low level. It means "understanding the cause-and-effect relationship between teaching and learning and how to diagnose problems if it's not working."

• It's possible for a school to have grade-level or subject-area common planning times with teachers in the same room meeting and talking and still accomplish nothing of substance. "The next stage of this process is to get people to be very specific about the kind of problems they're working on individually and collectively and then commit to a course of action," says Elmore. Teachers need to try things in their classrooms, invite in colleagues, visit other classrooms, and then reflect on what worked and what didn't work. The team skills needed to have conversations like these are almost never learned in college or in schools; people are more likely to pick them up in church work, political campaigns, and union activities.

• Transparency is key to improving practice, says Elmore. "It is virtually impossible for teachers to learn how to improve their practice if they can't watch each other teach." Most teachers are not very self-aware, he continues. "You have to have people circulating through

each other's classrooms. You have to be able to ask your colleagues to watch you do something and then tell you what it looks like."

• Elmore believes that literacy and math instruction is generally weak in middle and high schools, and many students aren't reading at a high enough level to make sense of the textbooks they're using. "Teachers are working in an environment in which the kind of specific knowledge that they need to respond to the particular issues students are bringing into the classroom just isn't there, and the professional development isn't there." A focused intervention similar to Reading Recovery is needed to help secondary students catch up, he believes.

"Practicing Professionals" by Tracy Crow in the *Journal of Staff Development*, Spring 2008 (Vol. 29, #2, p. 42-47), no e-link available. Crow can be reached at tracy.crow@nsdc.org.

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4. Small Steps to Bringing Your Life into Balance

In this thoughtful *Harvard Business Review* article, Wharton professor and work/life integration consultant Stewart Friedman says that too many leaders feel they are playing a zero-sum game with the four elements of their lives:

- Work
- Home
- Community
- Self (physical and emotional health, spiritual and intellectual growth)

The common assumption is that if one domain gets bigger, the others must suffer. Not so! says Friedman. He believes we can pursue excellent performance in all four domains – what he calls four-way wins – "not trading off one for another but finding mutual value among them."

Step one is deciding what you want from – and can contribute to – each domain of your life, now and in the future. The key is being authentic, thinking about all four parts of your life as an integrated whole, and consulting with the most important people in your life.

Step two is thinking up several small experiments that involve doing something new for a short period of time and seeing how it affects all the domains. Some examples: running a half-marathon with your children to raise funds for charity or joining a community board. If the experiment is successful, you have a small win. If not, you modify or drop it and you've learned something important. "This process doesn't require inordinate risk," says Friedman. "On the contrary, it works because it entails realistic expectations, short-term changes that are in your control, and the explicit support of those around you… The only way to fail with an experiment is to fail to learn from it." Here are nine areas in which he suggests that experiments might take place:

- Tracking and reflecting: Increasing self-awareness by recording activities, thoughts, or feelings (for example, noting the times of day when you feel most engaged or most lethargic).

- Planning and organizing: Taking actions to use time better and plan for the future (for example, using an electronic calendar for all activities, not just work).
- Rejuvenating and restoring: Attending to mind, body, and spirit to renew power, focus and commitment (for example, quitting smoking, taking up meditation, or making time to read a novel).
- Appreciating and caring: Having fun with others, caring for others, and enjoying relationships (for example, joining a book club with coworkers or devoting a day a month to community service).
- Focusing and concentrating: Being physically and mentally present for people who matter (for example, turning off digital communication devices at a set time, setting aside a specific time to focus on one thing or person, or reviewing e-mail only at pre-set times each day).
- Revealing and engaging: Sharing more of yourself with others, and listening, so they can better support your values (for example, mentoring a new employee, or describing your vision to others).
- Time shifting and "re-placing": Working remotely or during different hours to increase flexibility and better fit community, family, and personal activities while increasing efficiency (for example, working from home, taking music lessons during lunch hours).
- Delegating and developing: Reallocating tasks in ways that increase trust, free up time, and develop skills in yourself and others; working smarter by reducing or eliminating low-priority activities (for example, hiring a personal assistant, having a subordinate take on some of your responsibilities).
- Exploring and valuing: Taking steps toward a new job, career, or other activity that better aligns your work, home, community, and self with your core values and aspirations (for example, taking on a new role at work, trying a new coaching style, joining the board of your child's day care center).

Friedman suggests getting into a creative frame of mind and brainstorming as many experiments as possible and then deciding on three based on their value in multiple domains – and how much fun they are. For keeping track of experiments, he suggests using a scorecard with three columns: Experiment's goals, How I will measure success, and Implementation steps. Keeping track of how each experiment goes is important – that's the best way to know if it's succeeding, needs to be tweaked, or should be dropped.

Does this work? Thousands have taken part in Friedman's Total Leadership program, and he claims great results: people are "working smarter – and they're more focused, passionate, and committed to what they're doing."

"Be a Better Leader, Have a Richer Life" by Stewart Friedman in *Harvard Business Review*, April 2008 (Vol. 86, #4, p. 112-118), no e-link available; Friedman can be reached at friedman@wharton.upenn.edu.

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5. The Art of Paraphrasing Well in Meetings

In this *Journal of Staff Development* column, consultant Robert Garmston notes that participants in a group often don't know how to respond when a member expresses emotion or discomfort during a meeting. "It's all right, dear," is a common rejoinder. A better way of handling such moments, says Garmston, is with an acknowledging paraphrase. "Paraphrasing encourages elaboration," he explains, "which ultimately moves the group's work into cognitive domains in which content can be addressed."

Why paraphrase? Because it's one of the quickest ways to let people know you've heard what they said – or at least are trying to understand them, says Garmston. "Paraphrases help you check your understanding of the speaker's meaning and occasionally paraphrases can clarify a speaker's thinking."

Unfortunately, paraphrasing has gotten a bad name by being used awkwardly or inauthentically and coupled with robotic phrases like "What I hear you saying is …" Some people think paraphrasing is a language skill, but in fact it's more about listening. "Listening and then paraphrasing well is hard work," says Garmston, but there are tricks to making it easier:

- Instead of beginning a paraphrasing sentence with "I", begin it with "You." This shifts the paraphrase from being about you to being about the other person said or expressed ("You're concerned about…").
- Use other show-you're-listening responses more than you use paraphrasing. These include verbal acknowledgements (*OK, Yeah, I get it*), nonverbal signals (eye contact, mirroring, physical referencing), tone of voice, facial expressions, asking questions, probing for specificity, or putting your own ideas on the table (indicating you're listening and responding with substance).

Garmston goes on to list three types of paraphrases, each with its own application in meetings and conversations:

• *Acknowledging and clarifying* – This type begins with stems like "You are thinking…" or "You are wondering…" or "In other words…" and reflects back what you've understood, serving as a mirror to the speaker and giving him or her a chance to correct you if you've heard wrong.

• *Summarizing and organizing* – This type can clarify some speakers' thinking, and they may understand as if hearing their own ideas for the first time. To paraphrase in this way, you have to stop listening for detail and listen for themes and patterns, putting ideas into buckets. Stems for this type of paraphrase might include, "We seem to be struggling with three themes: where to ---, how to ---, and who should ---" or "On the one hand, we ----, and on the other, we ---."

• *Shifting the level of abstraction to the most useful plane* – In a meeting, someone may express an idea that is too abstract or too concrete to be helpful. For example, a teacher meeting is bogged down in a series of stories about children's hurtful behavior on the bus, in

the cafeteria, and on the playground. A good paraphrasing statement might be, "Our students do not show much respect for each other." This shifts the conversation "to the more useful topic of respect," says Garmston, "what would it look like, and how can we teach it?

Similarly, when someone makes an overly general comment that is pregnant with unspecified meaning – "The problem here is communication" – a facilitative paraphrase might be, "So you would like members to copy each other on the e-mails they send." This would help get the conversation down to specifics and surface other issues that need to be dealt with.

Garmston suggests a way to picture different levels of abstraction:

- Third floor – *transportation*
- Second floor – *car*
- Ground floor – *Ford*

To shift down to a more specific level, you'll be searching for a word or concept that falls under the general category that was expressed. If you're shifting up the ladder of abstraction, you'd be looking for a general category that would include the term you just heard. "Stop listening for details or themes," advises Garmston. "Listen for what you believe to be the unexpressed meaning under the words." And because you'll be making inferences, keep your language and tone tentative. Here are a couple of examples:

• The comment: "This class is making me crazy: no respect, no order, no following directions!"

- Shifting up the ladder of abstraction: "Discipline is very important to you."
- Shifting down: "So a choice for you might be to make some rules about raising hands, taking turns, being courteous, and so on."

• The comment: "If they won't study, they won't learn, yet some kids don't do homework and still test well."

- Shifting up: "You believe that learning requires effort, yet for some kids, this doesn't seem to be true."
- Shifting down: "So it's puzzling that Aldo doesn't seem to study, yet he excels on tests."

• The comment: "Some of our group meetings are unfocused and a waste of time."

- Shifting up: "What you want is a more productive team."
- Shifting down: "You want people on time, prepared, and on topic."

"Raise the Level of Conversation by Using Paraphrasing as a Listening Skill" by Robert Garmston in the *Journal of Staff Development*, Spring 2008 (Vol. 29, #2, p. 53-54), no e-link available

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6. How to Avoid Getting Blindsided by Bad News

In this *Harvard Business School* article, business professors Patrick Barwise and Sean Meehan recount the following dialogue:

Boss: Why is Jane leaving?

Colleague: She's been unhappy for months.

Boss: Why didn't she tell me?

Colleague: She tried.

Why do scenarios like this play out so often? To find out, Barwise and Meehan did 360-degree surveys of 4,000 U.S. managers across various industries and functions and found that the biggest gap between bosses' self-perceptions and the perceptions of their colleagues was in their openness to hearing discouraging or negative news. "The primary explanation," say the authors, "is that in most boss-subordinate relationships, superiors overestimate their openness to receiving difficult messages and simultaneously underestimate the extent to which the power difference discourages subordinates from speaking their minds. Put simply, managers often unwittingly signal that they don't want to hear bad news – for instance, by changing the subject or avoiding interaction – and subordinates tend to censor themselves." These barriers inhibit the flow of information – of useful bad news and also positive ideas for improvement that could be seen as criticism.

The solution? Barwise and Meehan recommend doing anonymous 360-degree surveys to get a sense of how your own peers and subordinates view your receptiveness to all kinds of feedback, and if they are more inhibited by your subtle signals than you think they should be, finding ways to open the channels of communication.

"So You Think You're a Good Listener" by Patrick Barwise and Sean Meehan in the *Harvard Business Review*, April 2008 (Vol. 86, #4, p. 22), no e-link available; Barwise can be reached at pbarwise@london.edu and Meehan at Meehan@imd.ch.

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7. School Board Member Guidelines from Arkansas

In this article in *American School Board Journal*, veteran North Little Rock (AR) school board member Lynn Hamilton shares "Top 10 Secrets of Successful School Board Members":

10. *Create successful superintendents through encouragement, support, and private suggestions*. The "unique nature of the relationship," says Hamilton, "requires that you present ideas as tactful suggestions, not instructions. Once mutual trust is created, your superintendent will respond with enthusiasm to privately offered constructive criticism."

9. *Actively listen and respond quickly without gossiping or criticizing the schools*. Board members are most effective when they quickly refer concerns to the proper authorities.

8. *Intentionally and consciously work to improve relationships and job performance*. "Never make the same mistake twice," says Hamilton. "When a conflict occurs or an interaction doesn't go smoothly, consider how a better outcome might have resulted."

7. *When you refer people to the superintendent, encourage them to use your name*. This empowers a citizen with a complaint, and it also empowers the superintendent to solve the problem. A few days later, the board member can follow up with the superintendent.

6. *Strive never to ask a potentially embarrassing question in public*. Do your homework and ask such questions of staff before board meetings.

5. *Encourage and support fellow board members through gestures of genuine appreciation and admiration*. Look for strengths that complement the areas in which you're not strong. Occasionally send hand-written notes expressing appreciation.

4. *Always dress as well as the superintendent when you're together in public*. "A judge doesn't wear a robe in court because it's comfortable," says Hamilton. "Your attire will foster respect or disrespect for you and your position."

3. *Understand and employ the power of apologizing*. Hamilton contends that "a humble, appropriate apology creates respect. Likewise, refusing to acknowledge a mistake creates disrespect and reinforces the offending party's negative opinion."

2. *Impress people by serving, not with a title*. "No one enjoys the company of an egotist," says Hamilton. "After all, a board position isn't the U.S. Senate."

1. *Successful school board members frequently hear the words, Thank you*. "Parents and staff let you know when they're pleased with the schools or with a particular situation in which a child was helped," concludes Hamilton. "You're headed in the right direction when you hear these words. Conversely, when expressions of gratitude are too infrequent, it's time to change course and examine your relationships."

"Secrets of Board Success" by Lynn Hamilton in *American School Board Journal*, April 2008 (Vol. 195, #4 p. 48-51), no e-link available. The author can be reached at lhamilton@arkansasonline.com.

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8. Short Item:

Dr. Seuss story maker –This website leads students go through several steps to create a dialogue between two Dr. Seuss characters. The site may be most helpful for English language learners: http://www.seussville.com/games/storymaker/story_maker.html.

Spotted in "References and Resources" edited by Vanessa Caceres and recommended by Vander Viana in *Essential Teacher*, March 2008 (Vol. 5, #1, p. 36-37)

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

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 37 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 44 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 about 50 issues a year).

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Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
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