

# Marshall Memo 465

A Weekly Round-up of Important Ideas and Research in K-12 Education

December 17, 2012

## In This Issue:

1. [What witnesses of bullying do – and why](#)
2. [E.D. Hirsch takes issue with Paul Tough’s book, \*How Children Succeed\*](#)
3. [Problems implementing interim assessments in high schools](#)
4. [Why some students are silent in the classroom](#)
5. [Five pointers for accommodating a student with Asperger syndrome](#)
6. [New factors for college-bound students to consider](#)
7. [Ten geography activities for secondary students](#)
8. [A NAEP report on the vocabulary achievement gap](#)
9. [Books on children with disabilities](#)
10. Short item: [Why learn math?](#)

## Quotes of the Week

“The purity of their souls just mesmerized me. I never intended it. They’re so pure in spirit, so pure in their soul. They don’t lie; they can’t lie. To me, they’re the closest you can get to God. And they challenge me every day with their questions, their view of the world.”

Ann Marie Bokatzian, teacher of students with autism, quoted in Joan Richardson’s Editor’s Note, “God in Every Child”, in *Phi Delta Kappan*, December 2012/January 2013 (Vol. 94, #3, p. 4), [www.kappanmagazine.org](http://www.kappanmagazine.org)

“I believe teachers teach the best they know how.”

Anthony Muhammad, quoted in “Leadership Through Learning” by Tracy Crow in *Journal of Staff Development*, December 2012 (Vol. 33, #6, p. 16-22)

“Leadership is a balance between support and accountability; support has to precede accountability. Accountability is unethical if it’s not preceded by support.”

Anthony Muhammad (*ibid.*)

“A leader’s effectiveness is a direct function of his or her behavior as interpreted by others. While it might be tempting to blame those you lead for their unwillingness to follow, it is your behavior that builds trust, motivation, and influence – or creates suspicion, apprehension, and discouragement.”

Charles Dwyer in “Self-Design: A Tool for Positive Change” in *Wharton Leadership Nano Tools for Leaders*, November/December 2012

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## 1. What Witnesses of Bullying Do – and Why

In this *Harvard Educational Review* article, Silvia Diazgranados Ferrans, Robert Selman, and Luba Falk Feigenberg (Harvard Graduate School of Education) explore what goes through the minds of eighth-graders in urban middle schools when they witness bullying, resulting in these possible courses of action:

- Standing by while the bullying continues
- Standing up to the bully passively (declining to take part and privately supporting the victim)
- Standing up to the bully actively
- Joining in

Underlying these decisions are four layers of moral reasoning. Ferrans, Selman, and Feigenberg argue that each of these provide entry-points for schools to reduce the amount of bullying that takes place:

Students' personal needs for safety, belonging, and power. Students voiced the following to explain their actions:

- "People need to feel safe."
- "People need to belong."
- "People need to have power."

The school's rules and culture:

- Survival-based climate: "If there is a problem, you are on your own."
- Power-based climate: "If we catch you, you'll be in trouble."
- Care-based climate: "If there is a problem, we'll find a solution together."

Rules among peers:

- "Be cool" "Fit in" "Go with the flow."
- "It's okay to make fun of others as long as you don't take it too far."
- "Stand up for yourself" "Don't snitch."
- "Mind your own business."

The rules of friendship:

- "Stick up for your friends, no matter what." (Unfortunately, this may include joining in bullying if a friend is doing it.)
- "If you mess with my friend, you mess with me."

All these are in play as students decide what to do when they witness teasing and bullying. There are four key factors:

- *Interpretation of the underlying nature of the situation* – If the witness thinks the bully is just kidding (i.e., it’s teasing), he or she is likely to stand by or join in. If the witness thinks the bully is taking it too far, the other factors decide which course of action will be taken. This judgment takes place in a social climate in which all students want to be popular. Teasing is a way that students position themselves in the social hierarchy. “I feel like it’s just like the natural order of things and it has to happen,” said one girl.

- *The witness’s relationship to the victim and the bully* – In situations where real bullying is taking place, the witness is likely to actively or passively stand up to the bully – unless the bully is a friend, in which case the witness is likely to stand by or join in, depending on the next factor.

- *The universe of moral responsibility* – The question here is whether to help someone who is not a friend. On the one hand, it’s not acceptable among peers to take teasing too far; on the other, there are the norms of minding your own business and not snitching. On balance, the peer group definitely enables joining in (or at least standing by) when teasing and bullying take place because of students’ intense desire to fit into the social hierarchy.

- *The witness’s status vis-à-vis the bully* – If the bully has more power, the witness is likely to passively stand up to the bully. But a witness who has more power than the bully is likely to stand up to the bully.

“Rules of the Culture and Personal Needs: Witnesses’ Decision-Making Processes to Deal with Situations of Bullying in Middle School” by Silvia Diazgranados Ferrans, Robert Selman, and Luba Falk Feigenberg in *Harvard Educational Review*, Winter 2012 (Vol. 82, #4, p. 445-470), <http://her.hepg.org/content/4u5v1n8q67332v03/>

[Back to page one](#)

## **2. E.D. Hirsch Takes Issue with Paul Tough’s Book, *How Children Succeed***

In this review in *Education Next*, core-knowledge guru E.D. Hirsch criticizes Paul Tough’s 2012 book, *How Children Succeed*, for overstating its case. Hirsch begins with Tough’s chapter, “How to Fail”, which reprises the evidence on the ways adverse childhood experiences – neglect, ineffective parenting, abuse, violence, poverty, etc. – often handicap people for life. True, poverty and negative childhood experiences correlate with low achievement around the world, says Hirsch, but some countries are far more effective than the U.S. at mitigating their effects through good schooling. What’s their secret?

That brings Hirsch to Tough’s central thesis – that non-cognitive factors like hard work, perseverance, self-control, self-confidence, and curiosity are more important to life success than stuffing knowledge into children’s heads. The “cognitive hypothesis” has been tried and proven ineffective, says Tough. Not true, says Hirsch: the problem during the No Child Left Behind era is that most schools have implemented the cognitive hypothesis in the wrong way: they have been trying to teach children *skills* rather than *knowledge*. Tough’s disparaging phrase, “stuffing knowledge”, misrepresents what Hirsch believes schools should be doing – skillfully teaching children important core knowledge at each grade. “Knowledge-based

schooling is far more interesting to a child than how-to schooling,” says Hirsch, “and far more effective.”

Hirsch cites the 1992 Early Childhood Longitudinal Survey-Kindergarten Cohort, which followed 2,700 children over a decade and found the top three predictors of children’s success, in order of importance, were:

- General knowledge and vocabulary;
- Fine motor skills (correlated with the development of “executive function”);
- Non-cognitive attributes.

Increasing general knowledge and vocabulary before age six is the single highest correlate to later success, says Hirsch. He notes that the Armed Forces Qualification Test is an excellent predictor of later income. This is true because the AFQT is a verbal and math test, with the verbal component doubled when computing the total score. “This verbal component, largely a vocabulary test, is an index to general knowledge,” says Hirsch.

In his book, *Tough* tells the story of a 12-year-old boy in New York City who, with grit, brains, and expert coaching, became a national-master chess player. However, the boy struggled as he worked with his chess coach to prepare for a test for admission to one of the city’s selective high schools. His teacher was worried because the boy couldn’t locate Africa or Asia on a map or name a single European country, didn’t know the meaning of the words *infant* or *communal* or *beneficial*, and didn’t understand mathematical equations. His lack of early vocabulary and knowledge, says Hirsch, had disadvantaged the boy in the most devastating way.

Hirsch’s point: children need book learning *and* non-cognitive factors to succeed in life. It’s *both/and* rather than *either/or*.

“Primer on Success: Character *and* Knowledge Make the Difference” by E.D. Hirsch, Jr., a review of *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* by Paul Tough (Houghton Mifflin Harcourt, 2012) in *Education Next*, Winter 2013 (Vol. 13, #1, p. 79-80)

[Back to page one](#)

### **3. Problems Implementing Interim Assessments in High Schools**

In this troubling *JESPAR* article, Amanda Datnow and Vicki Park (University of California/San Diego) and Brianna Kennedy-Lewis (University of Florida) report on their study of how teachers in four urban high schools (two regular public, two charter) used quarterly benchmark assessments to inform instructional decisions. The leadership in all four schools strongly supported the use of interim assessment analysis to improve teaching and learning; they provided assessments, data systems, time for teacher teams to meet, and guidelines for how teachers were to make meaning of the data.

Some teachers said the assessments were helpful in getting everyone in their department on the same page instructionally and looking at student learning with an eye to improving classroom teaching. But Datnow, Park, and Kennedy-Lewis noticed some glitches that detracted from optimal implementation:

- *Problems with technology* – A number of teachers had trouble logging in and making sense of their students’ assessment results. “To be quite honest,” said one teacher, “you have to be a statistician to go through some of the data unless you’ve actually had training in it.” [This could be blamed on poor assessment literacy among teachers or on user-unfriendly formatting of results.]

- *Variation among departments* – One math team made excellent use of data, but some of the English and social studies departments found it more difficult to frame useful discussions around the data.

- *Resistance to data* – An English teacher said, “For me, teaching is to go by your gut instinct. I’m not dealing with numbers. I’m dealing with students.”

- *Over-testing* – “Kids just feel like test, test, test, test, test,” said another teacher.

- *Narrowing instruction* – “Through a cynical eye, we’re teaching to the test,” said a discouraged teacher – it felt more like test prep than deepening and improving instruction. “I don’t do cooperative learning,” said another.

- *Stifling creativity* – “I mean it’s just straight traditional lecture, do, do, analyze, evaluate, grade, hand back, immediate feedback and then we do, do, do.” This seemed to be the opposite outcome of what policymakers intended – getting teachers to try new and effective classroom practices to improve results.

- *Limitations in the assessments* – Teachers said the interim assessments failed to capture some subtleties of student learning, so they continued to rely on their own classroom checks for understanding to inform instruction – *Do Nows*, exit slips, homework assignments, unit tests, and observing students.

- *Students not involved* – “Ultimately,” say the authors, “learning is not just about the school and the teacher but needs to place the student at the center. Especially at the high school level – where the stakes are considerably higher and students are expected to take more ownership over their learning – understanding how students view data, how they use it, and the extent to which it pushes students to reflect on themselves as learners is critical to assessing the impact of DDDM [data-driven decision making].”

“High School Teachers’ Use of Data to Inform Instruction” by Amanda Datnow, Vicki Park, and Brianna Kennedy-Lewis in *Journal of Education for Students Placed At Risk*, October-December, 2012 (Vol. 17, #4, p. 247-265), <http://bit.ly/VMzWTy>

[Back to page one](#)

#### **4. Why Some Students Are Silent in the Classroom**

Silence in the classroom can be good and it can be bad, says Katherine Schultz (Mills College, CA) in this *Educational Horizons* article. Getting quiet is wonderful if a class has been rowdy, but silence in response to a teacher’s discussion question can bring a lesson to a grinding halt. Schultz says we may have notions of stereotypically silent students – timid girls and Asians or Native Americans – but should consider other reasons students don’t speak up:

- The student is shy at that particular moment.
- The student lacks the knowledge or facility in English to join in a group conversation.

- The student is following cultural norms of not speaking when there's nothing to add.
- The student may be momentarily daydreaming.
- The student might be uncomfortable talking about the topic (race, for example).
- The student may need more time to think through an idea.

“Rapid-paced classrooms favor students who can respond quickly and accurately,” says Schultz; “other students may need time to reflect and the opportunity to try out ideas in small groups or through writing. Teachers may need to learn to read students’ nods and facial expressions to understand silence as a form of participation and to understand that students who are silent may be as engaged in learning as the student who speaks frequently, dominating the conversation.”

In her observations of classrooms, Schultz has come to appreciate students who are silent most of the time but have thoughtful comments that drive the discussion forward. This makes her wonder, “Do students have a responsibility to contribute to the silence of a classroom so that others can talk, along with a responsibility to contribute verbally to the discussion?”

Of course some students’ silence means they are opting out of participating in class and missing out on important learning opportunities. There are several techniques teachers use to get silent students talking and broadening class discussion:

- Cold-calling, which may increase the number of students who speak in a class – but doesn’t address the underlying issues that make some students silent.
- Having students turn and talk with a “shoulder partner”, or write silently for a few moments, before sharing thoughts in an all-class discussion. “Writing and talking informally may give students the courage they need for speaking aloud in class and provide them with practice and time to gather their thoughts,” says Schultz.
- Giving students a few moments to reflect and then going around the circle asking everyone to contribute a few words.

“The Role of Silence in Teaching and Learning” by Katherine Schultz in *Educational Horizons*, December 2012/January 2013 (Vol. 91, p. 22-25)

<http://pilambda.org/horizons/the-role-of-silence-in-teaching-and-learning/>

*[Back to page one](#)*

## **5. Five Pointers for Accommodating Students with Asperger Syndrome**

In this *Kappan* article, Minnesota teacher Martha Palm describes how she learned to accommodate Tom, a boy with Asperger syndrome, in her combined 4<sup>th</sup>-5<sup>th</sup> grade gifted classroom:

- *Go visual.* For example, Palm posted each day’s schedule on the wall, and found that Tom went straight to it when he entered the room each morning. She also displayed diagrams and graphs from teachers’ manuals using a document camera, and made packets with daily instructions.
- *Scaffold instruction with strengths in mind.* Tom was brilliant at solving 3-D SOMA cube puzzles, so Palm had him create a plot chart for books or stories with the cubes in mind

(versus the usual introduction, rising action, climax, and denouement). To help Tom get into books, she had him read a summary or watch a movie. She let Tom (and other students) spend extra time pursuing a passionate interest – in his case, the weather. And sometimes when Tom wasn't showing growth, she gave him harder assignments.

- *De-clutter the environment.* “Make the physical classroom look calm,” advises Palm. To accommodate Tom, she removed some posted material, simplified the classroom jobs to one person each day, organized material into bins on shelves, and left white space on worksheets and packets. She also worked hard to keep the noise and activity level down.

- *Be predictable.* Tom liked the posted schedule, and reminded Palm to change it if there were unexpected alterations. It was important for him to know that there was a basket in a specific place to put completed work. And he worked well with a structure to writing assignments – for example, the “hamburger paragraph” with a one-sentence introduction, three reasons, and a conclusion.

- *Find things to like and appreciate.* Palm acknowledges that Tom's needs could be irritating, but she tried to laugh at his idiosyncracies and find qualities and skills that she truly enjoyed – including his ability to find information.

“First, Do No Harm” by Martha Palm in *Phi Delta Kappan*, December 2012/January 2013 (Vol. 94, #3, p. 13-15), [www.kappanmagazine.org](http://www.kappanmagazine.org); Palm is at [mecom@tpfjunk.org](mailto:mecom@tpfjunk.org).

[Back to page one](#)

## 6. New Factors for College-Bound Students to Consider

In this *ASCA School Counselor* article, Don Fraser of the National Association for College Admission Counseling suggests that high-school counselors research the following criteria for students to help them become more savvy consumers of higher education:

- Academic services available – The level and sophistication of support for struggling students is important, even if applicants don't think they'll need it.

- Retention efforts and student advising – What is the college equipped to do to help students get through to graduation?

- The retention and graduation rates for the student's demographic – Overall retention rates aren't very helpful, says Fraser. If the college hasn't broken the data down by race and sex, that's a red flag.

- Career services available – Are drop-in appointments the extent of support? If so, the college isn't very invested in helping students find a job after graduation.

- The employment rates for similar graduates – “If your student wants to be a psychology major, then he or she should ask about the post-graduate outcomes for students who graduate with a psychology degree,” says Fraser.

- Average debt upon graduation – Applicants need to know how well students are funded, on average.

“Beyond the Traditional Factors: Learn How You Can Help Your Students Construct a Better List of Potential Colleges” by Don Fraser Jr. in *ASCA School Counselor*, November/December

2012 (Vol. 50, #2, p. 22-26), <http://www.ascaschoolcounselor.org>; Fraser can be reached at [dfraser@nacacnet.org](mailto:dfraser@nacacnet.org).

[Back to page one](#)

## 7. Ten Geography Activities for Secondary Students

“Geography frequently takes a back seat to history in the social studies classroom,” say Tom Marshall and Michael Gonchar in this *New York Times Learning Network* article, “but teaching geographic literacy is essential if students are going to understand the challenges and opportunities of our complex world.” They suggest ten activities for teaching geography using *New York Times* content, all related to the National Geography Standards:

[http://education.nationalgeographic.com/education/standards/national-geography-standards/?ar\\_a=1](http://education.nationalgeographic.com/education/standards/national-geography-standards/?ar_a=1)

- *Play Geography Bingo.* Have students search *New York Times* stories and archives to fill in a Bingo card on topics like migration, culture, and ecosystems:

<http://graphics8.nytimes.com/images/blogs/learning/pdf/2012/GeographyStandardsBingoLN.pdf>

- *Have students draw and annotate mental maps.* They should think about times they got lost and how we may be losing skills because we’ve become too dependent on technology.

- *Compare different kinds of maps.* Some maps are better than others, and by looking at different kinds of maps – and use of symbols, imagery, and technology – students can design their own maps of a location they know well, a location in a film or novel, or an imaginary place, to convey detail and enhance understanding.

- *Explore boundary disputes.* The one that’s most in the news is the ongoing conflict between Israelis and Palestinians over their borders. Have students look at the *New York Times* Borderlines blog for interesting and compelling examples.

- *Explore international stereotypes.* Students have opinions of people in other countries that are often exaggerated or inaccurate. Introduce the concepts and have them identify contemporary examples of stereotyping.

- *Explore economic globalization.* Have students read articles on the outsourcing of iPhone jobs and the impact of floods in Thailand and the earthquake and tsunami in Japan.

- *Explore the culture, history, and landscape of a foreign land.* Have students read the Frugal Traveler and Journeys columns in the *Times* and then write their own travel stories.

- *Explore how people affect their environment for better or for worse.* Examples include cities in the Brazilian rain forest and protecting woodlands in Paraguay.

- *Explore the effects of storms, earthquakes, and climate change.* Students explore the negative and positive effects and write letters to local officials suggesting effective actions.

- *Explore migration of people around the world.* What are the pushes and pulls?

“All Over the Map: 10 Ways to Teach About Geography” by Tom Marshall and Michael Gonchar in *The New York Times Learning Network*, Dec. 12, 2012

<http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/>

[Back to page one](#)

## 8. A NAEP Report on the Vocabulary Achievement Gap

In this *Education Week* article, Eric Robelen reports on a first-of-its-kind National Assessment of Educational Progress analysis showing stark racial/ethnic/income gaps in American fourth and eighth graders' vocabulary knowledge. The rich-poor gap was 31 points at fourth grade and 28 points at eighth grade. African-American students were 29 points behind white students in both fourth and eighth grade, and Hispanic students were 29 points behind white students in fourth grade and 28 points behind in eighth. Girls were slightly ahead of boys in both grades.

The study showed a consistent relationship between students' performance on vocabulary questions (a proxy for prior knowledge) and their ability to comprehend a text. Fourth and eighth graders scoring above the 75<sup>th</sup> percentile in reading comprehension had the highest average vocabulary scores, and students scoring at or below the 25<sup>th</sup> percentile had the lowest average vocabulary scores. Here are some of the words that half or more students didn't understand:

- 8<sup>th</sup> grade: *permeated, urbane*
- 4<sup>th</sup> grade: *puzzled, barren, detected, eerie*

The words in the new NAEP test were presented to students in context; they were chosen to be characteristic of written (as opposed to everyday spoken) language; used in a variety of content areas (versus technical or specialized); generally familiar concepts, feelings, or actions; and necessary to understanding part or all of a passage.

“Brand-New NAEP Report on Vocabulary Shows Same Old Gaps” by Erik Robelen in *Education Week*, Dec. 12, 2012 (Vol. 32, #14, p. 14),  
<http://www.edweek.org/ew/articles/2012/12/06/14naep.h32.html>

[\*Back to page one\*](#)

## 9. Books on Children with Disabilities

In this *Kappan* article, Donna Miller (Aaniiih Nakoda College, Montana) recommends books that give a balanced, thoughtful approach to disabilities and are suitable for secondary-school students:

Autism/Asperger syndrome:

- *Al Capone Does My Shirts* by Gennifer Choldenko (Putnam, 2004)
- *Al Capone Shines My Shoes* by Gennifer Choldenko (Dial Books, 2009)
- *Mockingbird* by Katherine Erskine (Puffin, 2011)
- *Rules* by Cynthia Lord (Scholastic, 2006)
- *The Curious Incident of the Dog in the Night-Time* by Mark Haddon (Random House, 2003)

ADHD:

- *Joey Pigza Loses Control* (and the other Joey Pigza books in the series) by Jack Gantos (Farrar, Straus, & Giroux, 2000)

Tourette syndrome:

- *Icy Sparks* by Gwyn Hyman Rubio (Viking, 1998)

Visual impairment:

- *Sees Behind Trees* by Michael Dorris (Hyperion, 1996)
- *Tangerine* by Edward Bloor (Scholastic, 1997)
- *The Window* by Jeanette Ingold (Graphia, 1996)

#### Mental impairment

- *Invisible* by Pete Hautman (Simon & Schuster, 2006)
- *Kissing Doorknobs* by Terry Spencer Hesser (Delacorte Press, 1998)
- *Of Mice and Men* by John Steinbeck (Viking, 1938)

#### Hearing impairment

- *The Raging Quiet* by Sherryl Jordan (Simon & Schuster, 1999)

#### Cerebral palsy:

- *Out of My Mind* by Sharon Draper (Atheneum Books, 2010)
- *Small Steps* by Louis Sachar (Delacorte Press, 2006)
- *Stoner and Spaz* by Ron Koertge (Candlewick Press, 2002)

#### Mobility/physical impairment:

- *Izzy, Willy-Nilly* by Cynthia Voight (Ballantine Books, 1986)
- *Peeling the Onion* by Wendy Orr (Laurel Leaf, 1999)
- *The Crazy Horse Electric Game* by Chris Crutcher (Dell, 1987)
- *The Acorn People* by Ron Jones (Bantam Books, 1976)

#### Learning Disabilities:

- *Freak the Mighty* by Rodman Filbrick (Scholastic, 1993)
- *Niagara Falls, or Does It?* by Henry Winkler and Lin Oliver (Grosset & Dunlap, 2003)

“Literature Opens Doors for All Children” by Donna Miller in *Phi Delta Kappan*, December 2012/January 2013 (Vol. 94, #3, p. 28-33), [www.kappanmagazine.org](http://www.kappanmagazine.org); Miller can be reached at [donnamiller@itstriangle.com](mailto:donnamiller@itstriangle.com).

*[Back to page one](#)*

## 10. Short Item:

**Why learn math?** – This short item in *Teaching Children Mathematics* suggests several websites that help teachers answer this age-old student question:

- <http://weusemath.org>
- <http://www.mathguide.com/issues/whymath.html>
- <http://www.khake.com/page56.html>

“When Would I Ever Use This?” in *Teaching Children Mathematics*, December 2012/January 2013 (Vol. 19, #5, p. 280)

*[Back to page one](#)*

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***Do you have feedback? Is anything missing?***

*If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: [kim.marshall48@gmail.com](mailto: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 42 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 63 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 the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

## ***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  
ASCA School Counselor  
ASCD SmartBrief  
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 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 Ground  
Middle School Journal  
NASSP Journal  
Newsweek  
NJEA Review  
PEN Weekly NewsBlast  
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  
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  
Wharton Leadership Digest