Marshall Memo 150

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 6, 2006

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Quotes of the Week

"A lot of teachers have taught their hearts out and don't have a good way of telling who's learning what and what's working and what's not."

Kati Haycock, quoted in "Back to School: Performance Data Driving Education Now" by Eleanor Chute in the *Pittsburgh Post-Gazette*, Aug. 29, 2006

"If you don't have teachers talking to each other and working collaboratively and using data, you might as well close up shop."

An anonymous principal quoted in item #2

"A lot of educational failure is really forgetting."

Harold Pashler (see item #4)

"To err may be human, but giving corrective feedback is divine."

Janet Metcalfe (see item #4)

"If I – as a principal – say my goal is literacy, but all of the time we spend together as a staff and the decisions about how resources are allocated appear to be driven by something else, that is a mixed message that will make it hard to be successful."

Layne Curtis, Vancouver, WA principal (see item #7)

"What we found is that some kids have lots of adults in their lives, and there are kids in our building that nobody has a relationship with. Nobody!"

Darrell Vincek, Alaska elementary school principal (see item #3)

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1. A Protocol for Discussing Articles in Faculty Meetings

What's the best way to get teachers talking in a substantive way about professional articles? In the September *Principal Leadership*, Indiana-based consultant Daniel Baron describes Final Word, a 45-minute protocol for breaking a faculty meeting into groups of four, having a structured discussion of a particular article, and then coming back together for whole-group sharing. Here's how it works:

• Teachers are given copies of an article a week or so before a faculty meeting and asked to read it, highlight two or three passages they find particularly significant, and jot notes on why they chose those passages.

• Teachers are introduced to the Final Word protocol and given a chance to explore, revise, and accept it.

• Once the faculty has gathered, teachers divide into groups of four, preferably sitting with colleagues they don't normally interact with. Each group should have the broadest possible representation of gender, age, ethnicity, teaching experience, and subject areas.

• Each group sits knee-to-knee in a tight circle and decides on one person to be the timekeeper and facilitator (this member remains active in the discussion).

• One person starts, taking no more than three minutes to read the one passage that meant the most to him or her and the reason (e.g., I agree, disagree, makes me wonder about, etc.).

• Then the other three members of the group take turns reacting to the quote and the first person's commentary, each taking no more than a minute. The initial presenter doesn't respond as the others talk; the purpose of this segment is to expand on the first person's thinking about the quote and the issues it raised, provide different perspectives, clarify the presenter's thinking, and question the presenter's assumptions.

• After the other three have spoken, the presenter has the final word, responding and saying what he or she is thinking about colleagues' comments (no more than a minute).

• It's now the next person's turn to read and explain his or her chosen passage from the article (in case the first person used their quote, they have a back-up), and the process of getting quick reactions from the rest of the group and having the final word is repeated.

• When all four members of each group have presented, heard reactions, and responded, the group debriefs, discussing how the process supported (or did not support) each member's learning. The debriefing might focus on questions like these: What did you notice about the protocol? How did the structure affect the dynamics of the group's conversation? Did the structure expand the individual's understanding of the text? How and why might you use this protocol with your students?

• After all the small groups have finished debriefing, the whole staff might briefly discuss how things went.

A staff can complete this whole process in just 45 minutes, provided that timekeepers keep things moving: the discussion of each person's quote should take about eight minutes (three minutes for initial presentation, three minutes for colleagues' reactions, and one minute for the final word), totaling about 32 minutes, with another five minutes for debriefing in small groups and the remainder of the time for large-group discussion.

The principal might also suggest ground rules before beginning this process, for example:

- Listen for understanding;
- If you wonder about it, ask about it;
- Support one another's learning;
- Encourage and support risk-taking and exploratory thinking;
- Build on one another's thinking.

"Smarter Together: Using Text-Based Protocols" by Daniel Baron in *Principal Leadership* (High School Edition), September 2006 (Vol. 7, # 1, p. 52-54), no e-link available

2. How Principals Can Support Teacher Data Teamwork

In this thoughtful study in the August issue of *American Journal of Education*, Viki Young of SRI International describes four schools with varying levels of teacher teamwork. She zeroes in on the key role of the principal in setting the agenda, getting teachers to use assessment data, and fostering collaborative norms. "School leaders aspiring to establish effective and systematic data use need to embed teaching and learning and their improvement in the heart of data-related activities," she writes. "They need to attend to instruction intentionally, or risk data analyses as compliance activity divorced from teachers' classroom actions…" One of the principals puts it more bluntly: "If you don't have teachers talking to each other and working collaboratively and using data, you might as well close up shop."

Young believes that successful school leaders must skillfully attend to the following data-related issues:

• *Dealing with reporting student assessment results* – This includes cutting down on time-consuming and frustrating confusion about data, especially when teachers are not expert or comfortable with data systems and don't have adequate access to computers.

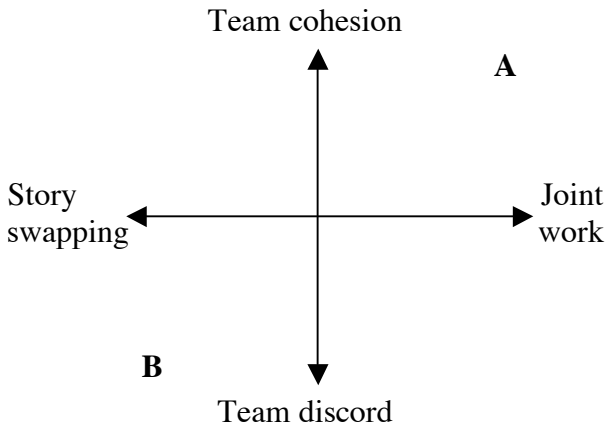
• *Helping teachers interpret and understand the data* – This includes giving teachers expert assistance as they look at evidence of their students' learning so they draw action implications for their classrooms.

• *Providing instructional resources linked to the data* – This includes professional development, coaching, curriculum materials, and leveraging the expertise of colleagues.

• *Facilitating meetings so teachers can answer the "so what?" question* – This includes pushing team discussions toward the classroom implications of student assessments and planning specific changes in their teaching.

• *Following up with teachers* – This includes making sure that teachers act on their plans and have the support and materials to make a difference with students.

Young's study placed each of the schools on a matrix with two axes, one a continuum from team discord to team cohesiveness, the other a continuum from "story swapping" to joint work. Clearly the worst place to be is B, with lots of team discord and story swapping, and the best place is A, with high team cohesion and joint work. This matrix might be helpful for school self-study and goal-setting.



"Teachers' Use of Data: Loose Coupling, Agenda Setting, and Team Norms" by Viki Young in *American Journal of Education*, August 2006 (Vol. 112, #4, p. 521-548), no e-link available

3. Building Resilience in High-Risk Students

A young person's resilience – the ability to rise above adversity and thrive – used to be thought of as innate, says Nancy Walser in this article in the fall issue of *Harvard Education Letter*. But recent research has linked resilience to specific "assets" that can be bolstered by their families, schools, and communities. The Minneapolis-based Search Institute has identified 40 assets shared by young people who successfully navigate life's hardships. Half the factors are external (for example, support from family members) and half are internal (for example, caring about school and being motivated to succeed). Over the last decade, Search has surveyed three million 6th-through 12th-graders and found a direct correlation between the number of assets children have and their success in school. The more assets students have, the more likely they are to get mostly A's and the less likely they are to get involved in substance abuse, risky sexual activity, and violence. These correlations hold across race, ethnicity, gender, age, economic background, community size, and region.

The good news for students whose families and communities are not providing some of the key resilience factors is that 22 assets can be developed by schools. This suggests a highly productive role for educators as they work with students who come to school with relatively few assets. Some researchers believe that the conventional risk-prevention approach to working with high-risk students – trying to steer them away from negative behaviors – is less productive than working to maximize their assets. Here are the 22 assets that schools can support directly or indirectly:

- Supportive adults – the child is linked to three or more caring adults outside the home;
- Climate – the school has a nurturing, encouraging culture;
- Parent support – the school reaches out to parents to maximize their involvement in helping their children succeed in school;
- Valuing youth – the community values young people (and kids know it);
- Youth as resources – young people are given useful roles in the community;
- Service – young people serve others in the community at least one hour a week;
- Safety – the student feels safe at home, at school, and in the neighborhood;
- Boundaries – the school provides clear rules and consequences;
- Adult role models – parents and other adults model positive, responsible behavior;
- Peer influence – the child's best friends model responsible behavior;
- High expectations – teachers encourage the child to do well;
- Creative activities – the child spends three or more hours a week in lessons or practice in music, theater, or the arts;
- Youth programs – the child spends three or more hours a week in sports, clubs, or organizations at school or in the community;
- Achievement motivation – the child is psyched about doing well in school;
- Engagement – the child is actively engaged in learning;
- Homework – the child reports doing at least an hour of homework every night;
- Bonding to school – the child cares about his or her school;
- Reading for fun – the child reads for pleasure three or more hours a week;
- Planning and decision-making – the child plans ahead and makes choices;
- Interpersonal competence – this includes empathy, sensitivity, and friendship skills;
- Resistance skills – the child can resist negative peer pressure and dangerous situations;
- Peaceful conflict resolutions – the child can resolve problems nonviolently.

The Search Institute urges schools to use this list to do an inventory of individual students' assets and plan ways that the school can bolster those that are weak and supply some that are missing. "We have always known that human development is inextricably linked with academic development," says Peter Bensen of Search, "but in a time in history where we are putting so much emphasis on testing and academic achievement, we risk losing sight of something that is very obvious: Achievement is as much about student development as it is about rigor and curriculum." Bensen and his colleagues believe that effective asset development leads to higher academic achievement.

Clay Roberts, another Search Institute staffer, trains teachers and principals to implement asset development in schools. He has found a number of ways in which adults can connect with students, from the simple "Good morning, how are you?" to keeping in touch with students after they graduate. Roberts encourages teachers to take a personal interest in each student and learn about their interests, strengths, talents, and aspirations. "You need to get close, very close to those who you think will be the most difficult right away," he advises,

"because when you need to discipline them – and you will – they will think you're doing it because you like them. The tendency is to do the opposite."

One technique used by the Bowman Elementary School in Anchorage, Alaska (which has worked with the Search Institute) is using a staff meeting to write the name of every student on a paper star on the wall and then having staff members put a Post-it Note with their name next to the star of every student with whom they have a significant relationship. "What we found," says Darrell Vincek, the principal, "is that some kids have lots of adults in their lives, and there are kids in our building that nobody has a relationship with. Nobody!" Each year the school makes a point of getting some staff members to check in with each of those isolated students on a regular basis, even if it's just a casual conversation. Surveys within this school showed immediate improvements. "We know if kids are connected to schools, they are going to do better, they are going to get their homework in," says Vincek. "These things don't take a lot of time."

"'R' is for Resilience" by Nancy Walser in *Harvard Education Letter*, September/October 2006 (Vol. 22, #5, p. 1-3), no e-link available

4. Keys to Improving Long-Term Retention of What's Taught

What's the best way to get students to remember important material months and years after it's taught? This article in the current *Education Week* reports on the work of the Cognition and Student Learning project (CASL) in the U.S. Department of Education, which is exploring this question. Harold Pashler, a psychology professor at the University of California, San Diego, cites the alarming statistic that one-third of young Americans can't locate the Pacific Ocean on a map. "I personally am completely convinced there was a time when they could," he says. "A lot of educational failure is really forgetting."

But what helps some students remember while others forget? Here are some findings from the CASL project:

• *Taking a test can aid long-term memory*. One study had college students read prose passages on general scientific topics; afterwards, one group took a test with open-ended recall questions; a second group restudied the material but did not take a test. Five minutes after the testing and review sessions, both groups were tested on the material: the study-only group did better than the group that took a quiz. But when tested a week later, the group that was tested remembered more material. Henry Roediger, who conducted the study, said, "I usually think of my tests as being for assessment purposes, but giving someone a memory test and having them retrieve information from memory actually changes memory."

• *Open-response questions work better*. Roediger and others have found that learning seems to "stick" better in students' memory when they are required to generate their own answers to questions or their own definitions of words and concepts, versus answering multiple-choice questions.

• *Spaced review works better than immediate review*. Paschler and his colleagues taught new material to college students and then gave subgroups review sessions at different intervals:

the next day, a week later, and a month later. After a year had passed, the researchers re-tested students on the material. Students who had reviewed the material a month after initial instruction remembered three times more than those whose practice sessions took place a day or a week after initial instruction. The researchers theorize that the optimal spacing of review may be 10 to 20 percent of the time over which students are expected to recall the information. "If you want to teach people things so they'll remember then for five years, ideally you would want them to have a one-year study interval," he said. "That means if you have an exam the next day and you cram the night before, that's the least efficient thing to do in terms of what you remember five years from now."

Does this apply to K-12 students? Studies are planned for the coming year, but last year a group of researchers worked with at-risk sixth graders in the South Bronx. Their study found significant improvements in student retention of material when immediate quizzes and spaced review were used.

• *Formative feedback is key*. In another experiment, researchers found that students who did poorly on initial quizzes had equally good long-term results as students who did well on the same tests – *provided that* the low-scoring students were given immediate feedback after the formative tests. "To err may be human," said Janet Metcalfe, a Columbia University researcher who led the study, "but giving corrective feedback is divine."

"Cognition Studies Offer Insights on Academic Tactics" by Debra Viadero in *Education Week,* Aug. 30, 2006 (Vol. 26, #1, p. 12-13), no e-link available

5. What Can Large High Schools Learn from the Small-Schools Movement?

In this article in the fall *Harvard Education Letter*, Laura Cooper, an administrator at Evanston Township High School in Illinois, admits that large schools like hers (it has 3,200 students) are "vestiges of an earlier era." Given the current research on small schools, she says, most communities building new schools aren't going to plan buildings this large. But she's not in favor of tearing down her school or breaking it into small learning communities. In fact, she believes that Evanston Township works, and lists several advantages of large, diverse suburban high schools like hers:

- They can offer a comprehensive curriculum and a wide variety of academic options, including numerous AP courses.
- They can offer specialized programs for ELL and special-needs students.
- They can offer a plethora of extracurricular and athletic programs, including debating and math teams and theatrical and musical groups.
- Because they are large enough to include all the racial, ethnic, and linguistic groups in their community, they can take on a central, unifying role.
- "Participation in a large and diverse student community," writes Cooper, "is one of the best ways to prepare students for citizenship and work in a multicultural society."

Nonetheless, Cooper believes the small-schools movement has three important lessons for large high schools:

• *Creating a personalized learning environment.* A school doesn't have to be small to replicate this small-school feature, says Cooper. Even the largest high schools can create freshman academies, perhaps followed by a three-year career academy; set up a schoolwide faculty advisory program (at her school, one adult and a small group of students meet almost daily over a four-year period); and create special classes for academic support.

• *Accelerating the learning of students who are behind.* All high schools contend with the challenge of students who enter ninth grade without the skills and knowledge to handle a rigorous curriculum. Cooper believes that schools like hers should replicate small schools' intensive focus on ninth graders' success, including double-period English/ reading and math classes, innovative curriculum materials, and explicit instruction in social skills. She also admires the "on track" indicator developed by the Consortium on Chicago School Research to monitor student progress and keep all students on the path to high standards.

• *Supporting professional learning communities among teachers.* A key feature that research has linked to closing the achievement gap is close communication and sharing among teachers who have the same students and/or teach the same content. The challenge is ensuring that team conversations translate to real improvements in teaching and learning. Cooper cites a recent Consortium on Chicago School Research study that differentiated between two types of teacher team interaction:

- "Supportive" activities that address immediate concerns like helping an individual student or helping a new teacher with lesson planning.
- "Developmental" activities that lead to sustained improvements in instruction.

The study found that teacher teams in small urban high schools tend to have "supportive" rather than "developmental" interactions, perhaps because it's easier for members of the group to support a colleague rather than make collective decisions to teach core content in a different way. Cooper says that her school is striving to go beyond this level and give teacher teams the time and support they need to analyze assessment data and student work to constantly improve teaching and learning.

"In Praise of the Comprehensive High School" by Laura Cooper in *Harvard Education Letter*, September/October 2006 (Vol. 22, #5, p. 8, 6-7), no e-link available

6. Thinking Outside Curriculum Boxes

In this *Education Week* opinion piece, retired Florida educator Marion Brady bemoans the fact that schools fail to take full advantage of the way their students' brains naturally organize or "chunk" information into categories. An example: if asked to name as many games as possible, most students will come up with only about a dozen – but if given categories (children's games, computer games, party games, card games, dice games, ball games, games involving nets, etc.), most kids will come up with more than a hundred.

The problem with the school curriculum, says Brady, is that the categories we usually think in – math, language arts, social studies, science – are too confining. "They don't connect with each other," he says, "don't adequately connect with or organize ordinary experience,

don't 'stack' categories in order of importance, don't include 'open-ended' categories essential to novel, creative thought – don't, in short, do the job that needs doing."

The solution, writes Brady, is to get students thinking outside conventional boxes by teaching them about five broader, overarching categories. "What they need but aren't getting from school subjects," he says, "is a 'master system of mental organization.'"

Humans make sense of experience, he says, by systematically weaving together five main kinds of information:

- *Time* – e.g., morning, the Ice Age, during World War I, once upon a time;
- *Place* – e.g., ancient Egypt, the forest, on the five-yard line, Paradise;
- *Actors* – e.g., Esau and Jacob, the queen and her court, me and Dad, Goldilocks;
- *Action* – e.g., attacking the fort, paying a visit, checking for clues;
- *Cause* – e.g., revenge, too much heat, loneliness, broken dam, impure water.

"Think of the five categories as 'drawers in a file,'" says Brady, "each with a system of subcategories, sub-subcategories, and so on, encompassing not just the organizing systems of everything now taught, but all knowledge, everything cross-filed with everything else."

What teachers should do, he says, is raise students' consciousness of this higher level of organization, so that they see how everything else – history, geography, literature, etc. – fits into a bigger picture. This would help students see that schooling deals with the whole of human experience so they can better understand all the pieces of their education, "rather like matching pieces of a jigsaw puzzle to the picture on the lid of the box."

"Why Thinking 'Outside the Box' Is Not So Easy" by Marion Brady in *Education Week,* Aug. 30, 2006 (Vol. 26, #1, p. 47-49), no e-link available

7. Vancouver, Washington, Works to Improve Secondary Literacy

Between 2004 and 2006, the number of Vancouver, WA tenth graders meeting state standards went from 50 to 73 percent. In this article in the September *Principal Leadership*, Deborah Davis and Rhonda Barton of the Northwest Regional Educational Laboratory (NWREL) report on what the district did. Vancouver built its academic literacy curriculum around Reading Apprenticeship, a framework developed by WestEd that encourages students to read for fun, understand their own reading processes, and develop problem-solving strategies. Some key ingredients in Vancouver's implementation of these precepts:

- A district-wide emphasis on improving literacy achievement;
- At least one literacy coach in each school;
- Reading and writing taught across the curriculum, supported by teacher training;
- Ongoing professional development to support reading instruction:
- A three-period block for reading and language arts in middle schools;
- Specialized reading classes for freshmen, sophomores, and juniors below proficiency;
- Highly focused classes for students reading as low as the third-grade level, including small-group, whole-class, and individual computer-driven lessons tailored to students' levels (using Scholastic's *Read 180* program);

- After-school tutoring for struggling students offered by teachers from their own school;
- Challenging work for students who are on or above grade level.

In a sidebar, Davis and Barton share pointers from two Vancouver principals who were part of this effort:

• "If I – as a principal – say my goal is literacy," says one principal, "but all of the time we spend together as a staff and the decisions about how resources are allocated appear to be driven by something else, that is a mixed message that will make it hard to be successful." He urges other principals to articulate a vision and framework for literacy improvement and revisit it whenever a new course, PD activity, or operational decision is made.

• Visit classrooms frequently, notice good practices as they emerge, and validate content-area teachers' efforts to include literacy instruction in their lessons.

• Attend literacy PD sessions yourself so you stay connected to what's being implemented.

• Create schedules and conditions where teachers will share their struggles and successes with colleagues.

• Support teachers' recommendations on placement, curriculum, instruction, and classroom management so that instruction is personalized to every student.

"Helping Students Learn to Read" by Deborah Davis and Rhonda Barton in *Principal Leadership* (High School Edition), September 2006 (Vol. 7, # 1, p. 38-41), no e-link available

8. Sizing up State Standards

Last week's *Education Gadfly* reported that the Thomas B. Fordham Foundation just released a critical analysis of state curriculum standards in English, math, science, U.S. history, and world history. "But for a handful of laudable exceptions," the report laments, "the academic standards in use in most states today range from mediocre to dreadful." The average grade given by Fordham was C-, but there are a few bright spots: California, Indiana, and Massachusetts got perfect grades, and Georgia, Indiana, New Mexico, and New York were praised for making significant improvements. Here are Fordham's main reasons for criticizing the low-scoring states:

- Knowledge is subordinated to skills;
- Trendy fads like multiple intelligences sneak into standards documents;
- "Kitchen-sinkism" rules – encyclopedic lists that no teacher could possibly cover in a year;
- Many documents are "camels designed by committees," tending toward "consensus instead of vision… shoddy writing, convoluted organization, and educational confusion."
- Errors that come from not using real subject-area experts to design or at least check standards.

- Fordham continues to criticize the legacy of the influential 1990s standards documents from the National Council for Teachers of Mathematics (NCTM) and English (NCTE) as faddish and anti-knowledge.
- Not building on excellent standards from other states, for example, California, Indiana, and Massachusetts.

[What are educators who work in states with less-than-perfect standards to do? Fordham makes the case for first-rate national standards, but while we wait for that to happen, here's another strategy: going online and drawing on the best states' ideas.]

"Double Dose of Standards" in *Education Gadfly*, Aug. 31, 2006 (Vol. 6, #33, p. 2-3)
http://www.edexcellence.net/foundation/publication/publication.cfm?id=358

9. Online Homework Support for Students

This *New York Times* article describes online services that students can use to get homework help. They fall into two categories:

• *Sites where a student can interact with a tutor through instant messaging*. Tutor.com (http://www.tutor.com) works primarily through libraries. Once students get access (libraries in 40 states pay the fee and give it to students free of charge), they log in and go to the web page, enter their grade and the area where they need help, choose English or Spanish, connect via instant-messaging software to a tutor (usually a retired or current teacher, graduate student, or other professional), and ask their questions. Many of the tutors use an online whiteboard that allows them to diagram and illustrate problems. "The idea is to help figure it out, not give the answer," says George Cigale, the head of the company, adding that half the questions they get involve math problems.

Another online tutoring company is Brainfuse (http://www.brainfuse.com), which does most of its work through contracts with school districts. "There are clearly times when students need a face-to-face tutor, but sometimes they need anonymity," said Francesco Leccisco, director of the company. "Online, a student might be more willing to ask the same question eight times in a row, or to admit he doesn't know how to do long division even through he's in 7th grade." This fall, both Tutor.com and Brainfuse will offer their services to individuals – for a charge. Another for-pay online tutoring service, http://www.GrowingStars.com, uses tutors from India.

• *Sites that provide resources to help students answer their own questions*. One is StudyBuddy (http://www.StudyBuddy.com), which was opened by AOL last month. This free K-12 homework site breaks down content by grade and helps students find credible sources for answers (Wikipedia, for example, is not on its approved list). StudyBuddy also offers Writing Wizard, which allows a student to submit an essay and get a critique within 20 seconds with comments like, "You're not supporting this thesis" or "Your organization is off."

Another site, developed by math teachers for math students, is Virtual Manipulatives (http://www.nlvm.usu.edu). One reviewer said this site is especially helpful in explaining fractions.

If online programs don't appeal (or computer access is lacking), there's always low-tech Dial-a-Teacher (1-888-986-2345), which has been around for 25 years and is funded by the Rochester Teachers' Association. Students can call for help from 3:30 to 7:00 p.m. Monday through Thursday from September to May. Last year the service fielded 15,000 student calls.

"If you Can Click a Mouse You Can Help on Homework" by Alina Tugend in *New York Times*, September 2, 2006 (p. B5), no e-link available

10. How the Arts Can Promote Democracy

In this *New Yorker* article, Alex Ross (quoting Maxine Greene) argues that art education promotes democratic values: kids can understand the world around them better by looking at it from the peculiar vantage point of a work of art. "Children learn to notice surprising details that undermine a popular stereotype," he writes. "They grow tolerant of difference, attuned to idiosyncrasy. They also can experience a shock of perception that shows them alternative possibilities within their own lives, whether or not those possibilities or those lives have an obvious surface relationship with the art work in question." Because they have transcended time, even the oldest works of art can become vehicles of democratic thinking.

"Learning the Score: Why Brahms Belongs in the Classroom" by Alex Ross in *The New Yorker*, September 4, 2006 (p. 82-88), no e-link available

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 36 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 scores of 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 (with occasional breaks; there were 50 issues in 2004-05).

Subscriptions:

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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Update
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Jimmy Kilpatrick
Journal of Staff Development
Language Learner
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
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
Theory Into Practice
Times Educational Supplement