Marshall Memo 651

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 5, 2016

In This Issue:

Quotes of the Week

"From the paltry amount of attention paid to the state of American education in the 2016 presidential campaign so far, one might think we've already successfully figured out how to prepare America's children for the challenges of a global, high-tech, competitive environment. Reality disagrees."

Marc Bernstein in "Who Should Be Responsible for Student Learning?" in *Education Week*, August 24, 2016, www.edweek.org

"We do not support so-called trigger warnings, we do not cancel invited speakers because their topics might prove controversial, and we do not condone the creation of intellectual 'safe spaces' where individuals can retreat from ideas and perspectives at odds with their own."

John Ellison, University of Chicago dean of students, in a letter to incoming freshmen, August 25, 2016

"People are really tough only after they have taken a leap of faith for some truth or mission or love. Once they've done that, they can withstand a lot."

David Brooks (see item #1)

"In every school I have visited, social competition and hierarchy, bullying and maltreatment, peer policing, and the marginalization of less-preferred types of boys characterize cultures that even wonderfully committed faculty and staff cannot control."

Michael Reichert (see item #2)

"People talk about the decline of handwriting as if it's proof of the decline of civilization."

Anne Trubek (see item #5)

"If anything, we are in a golden age of writing. Most Americans write hundreds if not thousands more words a day than they did 10 or 20 years ago. We have supplanted much talking and phone calling with texting, e-mailing, and social media."

Anne Trubek (*ibid.*)

1. True Grit

In this *New York Times* column, David Brooks says there's a narrative among middle-aged Americans that once upon a time, kids were toughened up by doing hard manual chores at home and surviving fights on the playground – whereas today, helicopter parents protect their children from adversity and kids don't learn to handle conflicts or deal with pain. Some of this is true, says Brooks, "but let's not be too nostalgic for the past. A lot of what we take to be toughness of the past was really just callousness. There was a greater tendency in years gone by to wall off emotions, to put on a thick skin – for some men to be stone-like and uncommunicative and for some women to be brittle, brassy, and untouchable. And then many people turned to alcohol to help them feel anything at all."

A more helpful way to think of toughness is resilience, says Brooks. "The people we admire for being resilient are not hard; they are ardent. They have a fervent commitment to some cause, some ideal, or some relationship. That higher yearning enables them to withstand setbacks, pain, and betrayal. Such people are, as they say in the martial arts world, strong like water… In this way of thinking, grit, resilience, and toughness are not traits that people possess intrinsically. They are not tools you can possess independently for the sake of themselves. They are means inspired by an end." John Lewis was tough in the name of civil rights. Mother Teresa was steadfast in the name of God. Ordinary people can be gritty when protecting their loved ones or pursuing a dream.

If people today are less tough or resilient, Brooks concludes, it may be because they lack purpose. "If you really want people to be tough," he says, "make them idealistic for some cause, make them tender for some other person, make them committed to some worldview that puts today's temporary pain in the context of a larger hope… People are really tough only after they have taken a leap of faith for some truth or mission or love. Once they've done that, they can withstand a lot. We live in an age when it's considered sophisticated to be disenchanted. But people who are enchanted are the real tough cookies."

"Making Modern Toughness" by David Brooks in *The New York Times*, August 30, 2016, http://www.nytimes.com/2016/08/30/opinion/making-modern-toughness.html

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2. Successfully Educating Boys: What Works

(Originally titled "Unlocking Boys' Potential")

In this article in *Educational Leadership*, Michael Reichert (University of Pennsylvania) ponders his international research on teachers' and coaches' work with

challenging boys – those who are defiant, disruptive, reticent, shy, passive, depressed, or rally peers against the teacher's purpose. Back in Renaissance times, schools were specifically designed for boys, but today cultural beliefs about masculinity clash with what it takes to "do school" successfully. Those beliefs convey that "'real' boys are tough and emotionally stoic, independent and autonomous, keen to compete, and eager to prove themselves in feats of risk-taking and aggression," says Reichert. "In every school I have visited, social competition and hierarchy, bullying and maltreatment, peer policing, and the marginalization of less-preferred types of boys characterize cultures that even wonderfully committed faculty and staff cannot control."

Many schools have responded by bringing in "boy-friendly" subject matter, kinesthetic activities, technology, and more, but the results have been disappointing. Meanwhile girls are surging ahead, creating a widening gender gap. What is to be done?

The answer is right under our noses, says Reichert – in the practices of our successful teachers. These teachers report that, "contrary to the stereotypes of young men as diffident, disruptive, or dangerous, most boys care deeply about being successful and simply long for instructors… capable of connecting personally with them and believing in them, even when they may not believe in themselves and struggle with behavior, effort, or attention problems… Relationship is the very *medium* through which successful teaching and learning is performed with boys."

On the flip side, boys often refuse to learn from adults who don't connect with them. When boys have a problem with an adult – a personality clash, difficulty with work, not getting their needs met – they are much more likely than girls to misbehave or check out, and they seem unable to engage in repairing the relationship. One boy said of an unhelpful teacher, "I *hate* him. I'm not doing anything in that class. He can flunk me, they can kick me out – I'm not doing anything."

Reichert's interviews and focus groups with teachers and students revealed seven strategies that build connections with boys. His conclusion: "It appears that every boy can be reached."

- *Demonstrate mastery of subject matter*. "Teachers must be seen as competent, as invested in their subjects and their pedagogy, and as reliable guides for the learning journey," says Reichert.
- *Maintain high standards*. This goes for content, quality of work, and behavior.
- *Respond to a student's personal interest or talent*. Does the teacher *know* the student?
- *Share a common interest*. This can be athletic, musical, mechanical.
- *Acknowledge a common characteristic*. Sharing background, ethnicity, a problem overcome "can be a reliable, if serendipitous, relationship builder," says Reichert.
- *Accommodate a measure of opposition*. Successful teachers don't take oppositional behavior personally but respond with civility.
- *Be willing to reveal vulnerability*. This could take the form of a teacher apologizing to boys with whom he or she had been harsh or made a mistake.

"When these relational gestures are offered and a learning relationship is struck, teachers can

make a profound difference for boys," says Reichert. "When they develop new abilities, boys' self-concepts shift as they come to see possibilities they could not imagine previously. Even more basic, though, is the life-altering lesson that boys absorb from teachers who demonstrate a willingness to go an extra mile on their behalf. They discover that there is help."

"Unlocking Boys' Potential" by Michael Reichert in *Educational Lead*ership, September 2016 (Vol. 74, #1, p. 22-26), available for purchase at http://bit.ly/2bSwTvT; Reichert can be reached at michreich@comcast.net.

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3. Teacher-Student Mediation in Action

In this article in *Roots of Action*, school psychologist Ondine Gross describes a confrontation in a high-school biology class:

- The teacher asks a student to open her book and stop talking.
- The student, angry about the reprimand because other students were also talking, yells, "Leave me the f--- alone!"
- The teacher sends the student to the office.
- The student gets an in-school suspension and a parent is called.
- When the student reenters the class a day later, the teacher has moved on to a new topic and the student realizes she missed an exam and her grade has dropped.
- The student refuses to approach the teacher to make arrangements to do a make-up test.

Incidents like this happen with great regularity, and although many schools have tiered systems of positive behavioral supports and interventions, as many as 20 percent of students don't respond well to them.

Gross believes the way to handle this kind of conflict is a structured, 50-minute meeting led by a trained, impartial adult mediator. "Mediation provides teacher and student with ways to listen and understand each other's perspectives, restore goodwill, and develop positive plans to move forward," she says. "The process boosts social, problem-solving and communication skills – all of which are important for students' resourcefulness should problems arise in the future." Here's how a mediation might play out in the above scenario:

• The mediator asks the teacher to speak first. She says how frustrated she was that the student was disruptive in class and is failing the course. The teacher says she feels the girl's anger and wishes to better understand her feelings. She acknowledges that she sometimes removes a student from class to restore order even though other students were also misbehaving. Asked about the student's strengths, the teacher says she did great work at the beginning of the semester and recalls an insightful comment she made about mitosis. The teacher says she is discouraged that the girl isn't interacting with her anymore and genuinely wants to help her get back on track and raise her grade.

• The mediator turns to the student, who says she is touched that the teacher came to the meeting and wants to help her do better. The student seems surprised by the teacher's sincerity, especially that she remembered the mitosis comment, and begins to let down her guard. She confesses that it's hard to keep up in biology since most of her time after school is taken up

helping around the house, adding that her home environment isn't conducive to studying. She says that when the teacher moved her seat away from the front of the class, it was more difficult to pay attention. In addition, by fourth period she is hungry and that makes her cranky. She says the teacher is a good instructor who explains things well. She expresses a desire to improve her grade.

• The mediator then asks the teacher and student to speak directly to each other. The student looks the teacher in the eye and says, "I'm really sorry for the way I've been acting. You are a good teacher and you didn't deserve that." The teacher responds warmly and says she wants to help the girl do better. They discuss moving her seat up to the front of the class, allowing a snack if she is hungry, and getting help after school with missed homework and tests. Both teacher and student leave the meeting smiling, relieved that a positive plan is in place and the relationship has been mended.

Gross concludes with data from a pilot of teacher-student mediation in a diverse high school in the Midwest:

- 82 percent of students who participated in mediation had no further discipline referrals from the teacher in question.
- Over 70 percent of mediations were conducted with African-American students and white teachers, showing that mediation can bridge racial lines.
- 87 percent of participating teachers said mediation improved student behavior and learning.
- Administrators unanimously said mediation was the single most effective Tier II intervention they had used.
- Parents and guardians were grateful that the school was building students' skills rather than using disciplinary interventions that took students out of class.

"Schools are social institutions and their effectiveness is based on the quality of the relationships between people," concludes Gross. "When classroom management strategies include teacher-student mediation, those involved become more self-aware and resourceful. Relationships improve. Learning is enriched."

"Classroom Management Begins with Respect" by Ondine Gross in *Roots of Action*, August 15, 2016, http://www.rootsofaction.com/classroom-management-respect; Gross can be reached at ondineg@gmail.com. Gross's book on this topic is *Restore the Respect* (Brookes, 2016).

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4. How to Work with an Opinionated Colleague (Who Is Wrong)

In this article in *The Language Educator*, Claudia Fernández (Knox College) lists the characteristics of an ideal academic team:

- There is frequent, easy communication.
- Assessment is an integral part of the culture.
- Changes are identified and readily implemented.
- New ideas are frequently discussed.
- Limitations in professional knowledge and skills are recognized and addressed.

- Professional development is seen as essential and it happens regularly.
- Improvement is continuous.

But not every team is like this, and not every educator welcomes new ideas about how to teach better. In her field, world languages, Fernández encounters educators who cling to outmoded and ineffective practices. "Why are they still doing mechanical drills?" she wonders. "Don't they know that meaningless worksheets do little for language acquisition? Have they ever wondered if those memorized dialogues are really helping students?"

How to deal with colleagues like this? From numerous false starts, Fernández has gained these strategic insights:

• *Don't just tell them they're wrong*. "Remember that we all have our pride," she says, "and telling other educators about their shortcomings is not going to take you far in addressing change in your program. You do not need enemies if you want change; you need allies."

• *Evidence alone won't work*. People with incorrect beliefs can become even more entrenched when presented with facts that contradict their beliefs. To change people, you have to reach their hearts, and you can do that only by building relationships.

• *Listen*. "As much as you like to be heard," she says, "your colleagues also like to be heard. If you want to effectively address forces that resist positive change, you need to genuinely listen first." Listen especially for common ground.

• *Be indirect*. Use suggestive rather than declarative language. Let your colleagues come to their own conclusion and, better yet, think it's their own idea. "Remember that the most important thing is not to identify ownership for the idea," says Fernández, "but instead to make the idea happen."

• *Have one-to-one conversations*. "Go and grab a coffee with a colleague, ask questions, and listen to his or her opinions," she says. You may discover surprising information.

• *Identify your allies*. Look for like-minded colleagues, because you won't accomplish much by yourself.

• *Change should be collective*. Pushing for change by yourself won't work, especially if there are glitches along the way. Better to convince others and make it a group effort.

• *Identify the mission*. Hopefully it's finding the best classroom strategies to make a positive difference for students.

• *Choose your battles*. It's overwhelming and energy-draining to try to fix every problem, and this approach can turn off colleagues. Pick one or two key areas and focus on them.

• *Focus on your personal goals*. The greatest satisfaction will come from accomplishing what's most important to you, and it can have a spillover effect on others.

• *Be patient, hopeful, and persistent*. Stick to what you believe, but realize that change will not come overnight.

• *If change happens, expect things to get worse before they get better*. "The adjustment, the learning of new tricks, the 'I'm not sure how this goes' phase may interfere with the immediate success of the plan," says Fernández. "You may need to give it more time."

"Effectively Addressing Forces That Resist Positive Changes to Improve Language Learning" by Claudia Fernández in *The Language Educator*, August/September 2016 (Vol. 11, #3, p. 50-52), no e-link available; Fernández can be reached at cfernand@knox.edu.

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5. Should Schools Continue to Teach Cursive Handwriting?

In this *New York Times* article, Anne Trubek reports that some state legislatures around the U.S. are debating the future of cursive handwriting. This is because of backlash over the fact that cursive writing is not in the Common Core State Standards. "People talk about the decline of handwriting as if it's proof of the decline of civilization," says Trubek. "In April, when the Louisiana State Senate voted to put cursive back into the public school curriculum, senators yelled 'America!' in celebration, as though learning cursive were a patriotic act." Another argument that's made for learning cursive is that it enables students (and adults) to read historical documents that were written in script.

But Trubek, who says she is a lefty with "terrible handwriting" and whose son was kept in during recess in third grade because he wrote his *j's* backward, is skeptical. "[I]f the goal of public education is to prepare students to become successful, employable adults, typing is inarguably more useful than handwriting," she says. "There are few instances in which handwriting is a necessity, and there will be even fewer by the time today's second graders graduate." Besides, "A vast majority of historical manuscripts are illegible to anyone but experts," she says, "or are written in languages other than English."

What about research findings that writing by hand engages the mind and improves learning, compared to keyboarding? Trubek mentions a finding that college students who take notes by hand remember more than those who used a laptop, but brushes aside this argument. "Perhaps," she says, "instead of proving that handwriting is superior to typing, it proves we need better note-taking pedagogy."

The most important goal, says Trubek, is achieving "cognitive automaticity" with writing as early as possible, so we can think about what we want to say and how we're saying it without being bogged down in the mechanics. Automaticity is best accomplished on a keyboard around fourth grade, as the Common Core suggests. "Because they achieve automaticity quicker on the keyboard," say Trubek, "today's third graders may well become better writers as handwriting takes up less of their education. Keyboards are a boon to students with fine-motor learning disabilities, as well as students with poor handwriting, who are graded lower than those who write neatly, regardless of the content of their expression." She cites research by Steve Graham of Arizona State University showing that teachers unconsciously rate multiple versions of the same paper differently, giving higher marks to those that show good penmanship and lower grades to poorly penned essays.

"Ours may be the most writing-happy age in human history," Trubek concludes. "Most students and adults write far more in a given day than they did just 10 or 20 years ago, choosing to write to one another over social media or text message instead of talking on the phone or visiting. The more one writes, the better a writer one becomes. There is no evidence that 'text speak' like LOL has entered academic writing, or that students make more errors as a

result. Instead, there is evidence that college students are writing more rhetorically complex essays, at double the length, than they did a generation ago. The kids will be all right."

Trubek's article provoked a number of contrary opinions in letters to the *New York Times*. Here are a few excerpts:

• Ellen Handler Spitz of Baltimore writes that Trubek's argument is the opposite of the *Times's* family health columnist, Dr. Perri Klass, who says that writing by hand serves developmental needs in childhood that typing on a keyboard cannot match. Spitz, a humanities professor at a large public university, has her students write longhand and finds that "intimacy, immediacy, and personal quality infuse their handwritten essays."

• Susan Braiman of New York City says, "The fact that cursive writing is not vital to communication does not diminish its beauty, its ability to delight, or its value as an antidote to our increasingly homogenized society. I feel sorry for any person who has never had the pleasure of receiving a beautifully crafted or perhaps clumsily handwritten letter in cursive writing that reflects time, effort, and the personality of the writer. And I'm sorrier still for the future generations that may never send or receive that most private symbol of personal warmth and attachment."

• John Russell of White Plains, head of the Windward School serving students with language-based learning disabilities, says, "There is clear evidence that handwriting is an important tool in the acquisition of reading and writing skills, and that handwriting should be part of every language arts program." The real problem, he says, is that teachers aren't learning how to teach handwriting nor do they learn about its significant benefits.

• Sam Goodyear of Binghamton says, "True, typing is efficient. But a love letter? A letter of condolence? A shopping list for a quick trip to the grocery store? E-mail and texting are fine in their place, but there are limits. Besides, there is something beautiful in the personal distinctiveness of one's handwriting. Like one's face, it is shared by no one else."

• Angela Stockton of Gulfport, Mississippi remembers that 44 years ago her boyfriend proposed to her with a handwritten note placed under her car's windshield wiper: "Of course I would have said yes anyway, but a typewritten proposal just wouldn't have been as romantic."

"Handwriting Just Doesn't Matter" by Anne Trubek in *The New York Times*, August 20, 2016, http://www.nytimes.com/2016/08/21/opinion/handwriting-just-doesnt-matter.html; several letters responding to this article on August 31, 2016 are at http://www.nytimes.com/2016/08/31/opinion/why-handwriting-is-still-important.html.

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6. Do Students' Appearance and Grooming Affect Achievement?

"Our attitudes and actions toward others are highly influenced by how successful, talented, or otherwise competent we perceive them to be," say Caroline Fitzpatrick and Clancy Blair (New York University) and Carolyn Côté-Lussier (University of Montreal) in this article in *Elementary School Journal*. "Research suggests that individuals are prone to automatically make assessments about the competence and social status of others based on features of their physical appearance. These features may include facial cues, ethnicity, clothes, and body

language… [I]ndividuals are likely to base their impression of others on limited information and then fill in the rest accordingly."

Does this happen in schools? Fitzpatrick, Blair, and Côté-Lussier report on their study of how Quebec fourth-grade teachers' perceptions of their students' physical appearance (clothing, grooming, cleanliness, affect) correlated with students' success in school (classroom engagement, relationships with teachers, academic self-concept, motivation, parent-teacher partnership, and academic achievement). Their finding? Controlling for ethnicity, family characteristics, and academic competence, the authors conclude, "Children described by teachers more negatively in terms of their appearance had worse academic adjustment… Students described by teachers as appearing poorly dressed, tired, sleepy, or hungry were rated by teachers as being less competent academically, less engaged, and as having a poorer relationship with these teachers. Corroborating these findings from the student perspective, appearance was related to self-report of academic self-concept and intrinsic motivation to succeed in school." The students' math scores were lower and relationships with the parents of these students were also less positive.

"These results suggest that some students may be experiencing difficulties in school because they *appear* inadequately physically prepared for the classroom," conclude the authors. "Children who appear disadvantaged may have school experiences that are characterized by more negative relationships with teachers and lower levels of academic motivation, adjustment, and achievement. Although observed in elementary school, these differences in experiences and adjustment may have enduring consequences. Better understanding these associations can help us reduce the effects of disadvantage on the gradual school disengagement process observed in many at-risk youth."

"Dressed and Groomed for Success in Elementary School" by Caroline Fitzpatrick, Carolyn Côté -Lussier, and Clancy Blair in *Elementary School Journal*, September 2016 (Vol. 117, #1, p. 30-45), available for purchase at http://www.journals.uchicago.edu/doi/full/10.1086/687753;

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7. Key Elements of an Effective Open House

In this article in *Ed. Magazine*, Lory Hough says many school open house meetings are boring, rushed, and don't add much value. Parents listen to the principal talk about rules and expectations and are then herded like cattle from one classroom to another, where teachers give quick talks about rules and expectations. "Do I get to learn, as a parent, a new tip or tool?" asks Karen Mapp, a Harvard Graduate School of Education professor specializing in parent relations. "Do I get to practice something that helps support my kid's learning? Not usually. Do the teachers get to hear from me about what I know about my kid that might help them be a better teacher? No."

Elizabeth Canada, who works for the Boston-based nonprofit 1647 (the year that the Massachusetts legislature declared that educating children was a community responsibility), says of open houses, "Everyone is afraid of something. Educators are worried that parents will think less of them. Young teachers worry that parents will think they don't know what they're

doing. Families are worried they'll be judged. Both sides are nervous about what the other is thinking."

But potentially, says Mapp, an open house is "the beginning of the relationship between home and school. It's a partnership focused on the child's learning. As a staff, if we said, 'Here's our first chance to engage parents,' then surely open houses… would be a much warmer, much more collaborative event and *linked to learning*." She has several suggestions:

- Make home visits before the beginning of the school year. These flip the power dynamic, allowing families to see educators on the families' home turf.
- Consider having a general orientation for parents before the beginning of school – more of a mini-fair, with fun activities and a chance to get to know school staff. This is distinct from the open house in mid-September, which is more academically focused.
- Encourage teachers to make a positive phone call to each family early in the year so that calls on behavior problems are not the first time parents hear from the school.
- Have teachers make personal phone calls to parents about attending the open house, and offer alternatives if they cannot attend.
- Provide transportation to families that need it.
- Make sure there are translators on hand during the open house to work with family members who are not fluent in English.
- See the mission of the open house as demystifying the school year for parents and giving them a very clear idea of what their children will be learning.
- Jazz up the open house format, perhaps with a band playing in the school entryway, a red carpet out front for parents, students snapping photos of parents as they enter (like paparazzi), and parents being asked in classrooms about their hopes and dreams for their children (these are later posted on a "family tree").
- Give parents and guardians name tags and a chance to socialize with family members of other students.
- Have students be leaders of the open house at the classroom level: students prepare a PowerPoint presentation on what they are learning and what the plan is going forward.
- Consider staggering open houses, so parents with children in different grade levels don't feel rushed getting to different teachers' classrooms.
- Include actual learning activities for parents. One high school that was teaching students how to craft an argument gave parents an exercise to do on the spot, using evidence around the school to make their own case for a particular point of view.

The bottom line: family members should leave the open house excited about the school year, clear about three or four things their child will know by the end of the year, and feeling part of a team that will help students accomplish those key learnings.

"Scenes from an Open House" by Lory Hough in *Ed. Magazine*, Fall 2016 (#155, p. 28-35), no e-link available; Hough can be reached at lory_hough@gse.harvard.edu. Mapp's book on this topic is *Beyond the Bake Sale* (The New Press, 2007).

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8. I Wish My Teacher Knew…

In this *New York Times* article, Donna de la Cruz describes a get-to-know-you strategy some teachers use at the beginning of each school year; they ask students to complete the sentence, "I wish my teacher knew…" Here are some actual responses:

- I wish my teacher knew I don't have pencils at home to do my homework.
- I wish my teacher knew I love my family.
- I wish my teacher knew that my family and I live in a shelter.
- I wish my teacher knew I am smarter than she thinks I am.
- I wish my teacher knew that sometimes my reading log is not signed because my mom isn't around a lot.
- I wish my teacher knew that my little brother gets scared and I get worried about getting up every night.
- I wish my teacher knew I love animals and I would do anything for my animals. I would love to work at the MSPCA so I could help animals get adopted.
- I wish my teacher knew that my mom and dad are divorced and that I am the middle of 7 kids. 5 out of that 7 are boys.
- I wish my teacher knew I want to learn more about history.
- I wish my teacher knew that my mom might get diagnosed with cancer this week and I've been without a home 3 different times this year alone.
- I wish my teacher knew that my dad works two jobs and I don't see him much.
- I wish my teacher knew how much I miss my dad because he got deported to Mexico when I was 3 years old and I haven't seen him in 6 years.

These and other thoughts from students are available in a recent book by Kyle Schwartz, *I Wish My Teacher Knew: How One Question Can Change Everything for Our Kids* (Da Capo Lifelong Books, 2016); there is also a Twitter hashtag, #iwishmyteacherknew.

"What Kids Wish Their Teachers Knew" by Donna de la Cruz in *The New York Times*, August 31, 2016, http://www.nytimes.com/2016/08/31/well/family/what-kids-wish-their-teachers-knew.html?_r=0

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If you have feedback or suggestions,
***please e-mail* kim.marshall48@gmail.com**

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 45 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
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Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Middle School Journal
Peabody Journal of Education
Perspectives
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Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine
Wharton Leadership Digest