Marshall Memo 913

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 29, 2021

In This Issue:

Quotes of the Week

"What we've concluded is that teachers are more likely to monitor the political and cultural environment and try to avoid triggering events that generate pressure. Most teachers are just like students – the last thing they want to happen is to be called into the principal's office because somebody complained or publicized something."

Eric Plutzer (quoted in item #1)

"The fact is many students we serve have identities that cast them in pejorative terms, that pose them as weak or dumb or violent and therefore as undeserving of educational opportunities."

Greg Walton (see item #3)

"It's not our job to tell students how they feel. It is our job to create ways of thinking, cultures, and personal relationships that make school a place of genuine belonging for every child."

Greg Walton (*ibid*.)

"Even children who 'crack the code' early and appear to have noticed letter-sound relationships and figured out how to use them will benefit from systematizing their knowledge and developing effective, efficient ways to use their knowledge not only of letters and sounds, but also of patterns involving larger chunks of words. At the bottom line, the more rapidly and efficiently children can decode words, the more accurate and fluent their reading will be, making it possible to give greater attention to comprehension and deeper thinking."

Irene Fountas and Gay Su Pinnell (see item #2)

"Without meaning, there is no purpose."

Irene Fountas and Gay Su Pinnell (*ibid*.)

1. How Can Science Teachers Deal with Politically Sensitive Topics?

In this article in *Education Week*, Madeline Will reports that in our highly politicized era, many science teachers worry about courting controversy when they teach hot-button topics like evolution, climate change, and vaccinations. Students increasingly "come with preconceived ideas," says Arizona teacher Tara Dale, "and they're not open to having those ideas challenged."

The result is that some teachers are pulling back from fully accurate teaching in controversial areas. A recent survey found that 31 percent of middle- and high-school science teachers are not conveying the overwhelming scientific consensus on the human causes of global warming, with more than a quarter giving equal time to climate change denial. A 2019 survey found that 18 percent of biology teachers in public high schools present creationism as a scientifically valid alternative to evolution, and 15 percent tiptoe around the issue, endorsing neither evolution nor creationism.

Some teachers feel outside pressure from parents, administrators, and school board members, but the decision to present "both sides" seems to be mainly self-imposed. "The overt pressure is relatively rare," says Eric Plutzer of Pennsylvania State University. "What we've concluded is that teachers are more likely to monitor the political and cultural environment and try to avoid triggering events that generate pressure. Most teachers are just like students – the last thing they want to happen is to be called into the principal's office because somebody complained or publicized something."

How can teachers deal with these pressures? *Education Week* checked with experts and compiled five suggestions:

• *Be upfront with parents about what's being taught*. "People's guards are up on so many issues," says California teacher Danny Woo. "They just want to know that their kids aren't being forced to believe a certain thing." The best approach is transparency about curriculum content, a clear statement that it's being taught from a scientific perspective, pointing to the relevant state standards ("I'm just doing my job"), and referring religious and other questions back to families.

• *Be respectful if students share contrary views*. Tara Dale, the Arizona teacher, said a student stood up during a lesson on climate change and said to the class, "This is where they start brainwashing us. You need to start thinking for yourself." Dale responded, "I appreciate the fact that you said we need to think critically. You're absolutely right," and then proceeded to present data for students to evaluate. "I want him to trust me," says Dale, "and if I diminish what he says or I diminish who he is… then he's lost trust in me, and there's no way he's going

to listen to what I have to teach him." Chris Carman, an Ohio environmental science teacher, described students telling him that global warming is a hoax. "I wish it weren't real," he responded, "but here's the information we have."

• *Let students evaluate the evidence on their own*. Montana science teacher Linda Rost explains the controversy about global warming to her students, then asks them to write an essay presenting evidence and graphs for both natural and human-caused changes. "Instead of me shoving it down their throats," she says, "they have to evaluate the evidence and decide for themselves."

• *Include media literacy in science classes*. Students need explicit training in critical thinking so they're equipped to distinguish between trusted sources and misinformation. One approach is knowing the five characteristics of science denial: fake experts, logical fallacies, impossible expectations, cherry picking, and conspiracy theories (acronym FLICC). Other important skills are distinguishing between causation and correlation, identifying biased and rhetorical language, and analyzing databases.

• *Stay current on the science*. College courses and PD on climate change are generally weak, Will reports. "It might be hard to teach something if you're not totally sure," says Ann Reid of the National Center for Science Education. Teachers need to read the literature and attend high-quality training sessions so they know their facts and can speak with authority.

"5 Ways to Teach Climate Change, Covid-19 in Polarized Times" by Madeline Will in *Education Week*, November 24, 2021

Back to page one

2. Irene Fountas and Gay Su Pinnell on Systematic Phonics Instruction

In this online article, literacy gurus Irene Fountas (Lesley University) and Gay Su Pinnell (Ohio State University) address *the* hot topic in early literacy: Do children need systematic phonics instruction? Absolutely, say Fountas and Pinnell: "Even children who 'crack the code' early and appear to have noticed letter-sound relationships and figured out how to use them will benefit from systematizing their knowledge and developing effective, efficient ways to use their knowledge not only of letters and sounds, but also of patterns involving larger chunks of words. At the bottom line, the more rapidly and efficiently children can decode words, the more accurate and fluent their reading will be, making it possible to give greater attention to comprehension and deeper thinking."

Fountas and Pinnell summarize twelve research-based principles that should be put to work in a daily block of 30 minutes of phonics in the primary grades:

• Explicit phonics instruction is effective when taught in a cumulative sequence ranging from simple to more complex. Steps include how print works, hearing sounds in words, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, vocabulary, word structure, and a flexible range of word-solving strategies.

• In kindergarten and first grade, students need to be taught strong phonological awareness, including knowing individual phonemes. Much of this is developed through shared

reading of poems, songs, and stories, taking advantage of the pleasure children get from rhyme, rhythm, assonance, alliteration, and fun words like *pop*.

• Children need to learn how to look at print, name the letters, and see the subtle differences between them – for example, distinguishing *n* from *h*, *d* from *b,* and *u* from *n*. They also need to learn left-to-right directionality, spacing between words, punctuation, and more.

• Children need to internalize the alphabetic principle – that letters and sounds are connected in a systematic way: a graphic form (letter) is related to a specific sound (phoneme). This gets more complicated as students move through the grades and learn, for example, that the *a* sound can be represented as *-a, -ai, -ay, -aigh,* and *-et*.

• Effective phonics instruction teaches students to move through words sound by sound and/or letter by letter (synthetic approaches), and notice parts and patterns in words as they are taken apart (analytic approaches). They have to learn how to deal with silent letters and other irregularities.

• Another essential component is systematically building students' word-solving ability – being able to rapidly and efficiently notice and seek out word patterns and their relationships to sounds. There are 70-75 phonogram patterns in the English language. "Noticing and using these patterns," say Fountas and Pinnell, "gives children power over words."

• Children need to build knowledge about the structure of words (syllables, root words, prefixes, and suffixes) and use this knowledge flexibly to take words apart while reading (sounding them out) and writing (saying a multisyllabic word in parts and writing it that way). "This breaking down and building up process allows the reader/writer to use basic phonics principles," say the authors.

• Students need a repertoire of known words so that as they read and write, they solve problems against a background of accurate reading. After being exposed to tricky high-frequency words (like *the* and *said*) several times, children recognize them and have a leg up, freeing cognitive bandwidth for fluency and comprehension. Decodable texts are unnecessary, say Fountas and Pinnell, if the texts children read are carefully constructed and sequenced with many simple words that are easy to decode and linked to phonics instruction – and the stories are interesting and make sense.

• Children need a flexible range of in-the-head strategies to apply as they read and write – including the ability to solve words, read with fluency, and comprehend. "Without meaning, there is no purpose," say the authors. Reading and writing are not a mechanical process; readers and writers need to be flexible: "They try things out. They make hypotheses." They're not guessing, they're self-monitoring and problem-solving. And they gradually get better.

• Robust vocabulary and spelling instruction is essential across the grades. Incorrect phonetic spelling – which is natural in the early grades – needs to be quickly replaced with correct spelling as students learn more words, learn how to take words apart, master the irregularities, and draw on Latin and Greek roots to understand and spell more and more words.

• Teacher expertise is essential, including understanding the simple and complex relationships between graphic symbols and phonemic elements, base words, word roots, and

etymology. "Being knowledgeable about the acquisition of decoding strategies, vocabulary expansion, and spelling techniques should help a teacher to be more strategic and efficient," say Fountas and Pinnell. "It underlies the ability to observe closely and to be responsive to them rather than following a program in a rote or robotic way."

• Explicit phonics instruction should be an integral part of a comprehensive literacy design that gives children ample opportunities to use what they understand in meaningful reading and writing. "Explicit phonics instruction without the opportunity to engage in purposeful and joyful reading and writing is a barren curriculum," say the authors. Children need to be engaged in seeking connections and patterns and "hands-on" work with letters, sounds, word parts, and words, with explicit links to reading and writing in other contexts.

"Learning to read is complex and individual, especially for children who struggle," conclude Fountas and Pinnell, noting the equity challenge of doing right by English language learners and children who enter schools with disadvantages; teachers need to draw on their funds of knowledge and individual strengths. "Becoming literate is an enormous achievement, and for most children, one that requires the assistance not only of a skillful and knowledgeable teacher, but the support of a literacy learning community in schools and classrooms."

"Twelve Compelling Principles from the Research on Effective Phonics Instruction" by Irene Fountas and Gay Su Pinnell, 2020, Fountas and Pinnell Literacy; the authors can be reached at ifountas@lesley.edu and gay@gsupllc.com.

Back to page one

3. Supporting Students Who Fear They Don't Belong

In this article in *Education Week*, Greg Walton (Stanford University) says that in middle and high schools, when students feel they don't belong, their attendance, behavior, and grades suffer. Research evidence of this has led educators to frequently tell students, *You belong!* But that's not enough, says Walton. "Simply telling students, 'You belong!' ignores their legitimate concerns. Worse yet, it shifts the onus to the student: We've assured you that you belong. If you still don't think you belong, that's *your* problem."

This is especially true for the most vulnerable students – those who are subject to inner doubts based on their gender, race, or economic background. "These are the students who need sensitive support," says Walton, "not glib reassurance." He has three suggestions:

• *Acknowledge how difficult school transitions can be* – forgetting locker combinations, getting lost in an unfamiliar building, not having friends, being treated unfairly, racial stereotyping. Adults need to reassure kids that being nervous is normal, and things will get better. It's helpful for teachers to read books like *First Day Jitters* by Julie Danneberg and confess their own back-to-school worries (and nightmares).

• *Use the curriculum to foster pride*. "The fact is many students we serve have identities that cast them in pejorative terms," says Walton, "that pose them as weak or dumb or violent and therefore as undeserving of educational opportunities." Curriculum units, corridor displays, and auditorium performances that showcase the achievements of diverse groups can dispel these "rumors of inferiority."

• *Find ways to emphasize growth mindset* – that school isn't all about discovering who is talented and brilliant. Fixed-mindset messages, even if they're implicit, are "terrifying for students who face the stereotype that people like them aren't as smart as others," says Walton. This can happen when students hear the *You belong* message – and then one student is praised for a spectacular piece of work. A better approach:

- Listen to students' concerns.
- Focus on the future – the amazing things students will learn and work on together.
- Praise students for progress on their work.
- With critical feedback, convey this message: *I'm giving you this feedback because I have high standards and I know you can meet them.*

"It's not our job to tell students how they feel," Walton concludes. "It is our job to create ways of thinking, cultures, and personal relationships that make school a place of genuine belonging for every child."

"Stop Telling Students 'You Belong!'" by Greg Walton in *Education Week*, November 17, 2021 (Vol. 41, #13, p. 20); Walton can be reached at gwalton@stanford.edu.

Back to page one

4. Getting Teens to Ask for Help When They Don't Know They Need It

In this *Edutopia* article, Sarah Gonser says many secondary-school teachers are frustrated when students don't ask for help when they're confused in class, or fail to take advantage of after-school office hours for one-on-one support. For teenagers, says Gonser, several factors may be at work: "a potent mix of peer pressure – the urgent need to appear competent in front of friends and classmates is a driving force at this age – and a lack of metacognitive skills when it comes to assessing their own learning and knowledge gaps."

The key, she concludes from interviews with practitioners and researchers, is to "lower the temperature" around help-seeking, making it a "normal part of being a good learner, something students feel comfortable and empowered to do regularly." Here are several strategies she gathered from front-line educators:

• *Reconsider after-school office hours*. These generally conflict with students' clubs, jobs, and chilling out – no wonder they don't show up. Better to schedule brief check-ins with students during class time and systematically see all students over several weeks. A variation on this is conducting brief in-class "interview assessments" to get a feel for how well students know the material.

• *Teach metacognitive skills*. To ask for help, students must first know when they're struggling, which requires self-awareness and honesty. Explicit instruction is necessary to get teens past denial – beyond the familiar pattern of making the teacher do all the work of identifying what's wrong and fixing it. Students might be prompted to ask themselves, *Do I need to ask for help? Are there areas that are unclear to me? Could I teach this concept to a friend or family member? What is a strategy I want to try using more often? How am I doing in this class, this unit, this project? How do I know?*

• *Normalize asking for help*. Students need to be reminded how commonplace needing and asking for help is in all walks of life. Teachers' personal stories from adolescence are helpful, as is inviting in other adults to talk about help-seeking in their work.

• *Provide non-public options*. One study found that a private sign-up for an SAT prep class got an 80 percent participation rate, compared to 53 percent with a public sign-up. It's also important that students know they can reach out for help via e-mail or text – with explicit limits to protect teachers' out-of-school time.

• *Model assertiveness*. What may seem like a teacher ignoring a student may be a simple matter of the teacher not being aware of the situation. Students need to see what it looks like to speak up with strength, not meanness.

• *Provide conversation-starters and role-plays*. These are especially helpful for shy students and English learners. Some prompts:

- *I'm struggling with ---. Can we talk about it later?*
- *I'm working hard, but I'm still not understanding ---. Can you help me?*
- *I'm not sure what I need. Can you please talk to me?*
- *Can you give me advice about ---.*

"How Kids Can Overcome the Awkwardness of Asking for Help" by Sarah Gonser in *Edutopia*, November 19, 2021

Back to page one

5. High-School Students Help Their English Teacher Fine-Tune Instruction

In this article in *English Journal*, Connecticut teacher Kimberly Hellerich describes asking her high-school students for their input on the instructional choices she was making. Here's what students suggested about how frequently to use various instructional and SEL strategies:

- Growth mindset with assessments (e.g., reworking written assignments and tests, early submission of fourth-quarter outside reading assignments for feedback) – All the time
- Growth mindset language (the teacher emphasizing the word ***yet*** and encouraging students to think in those terms) – All the time
- Brain breaks and physical activity – At least once a week
- Mindfulness (playing soothing instrumental music during in-class writing assignments, activities, and discussions) – At least once a week
- In-person discussions (using turn-and-talk, small-group discussion questions, whole-class discussion questions) – At least once a week
- Community circles (relationship building, feedback on assignments and activities, and English-content-based discussions) – At least once a week
- Formative assessment (students creating their own questions, think-pair-share activity – About every two months
- Socratic seminar – About every two months

Subsequently, a group of students made a presentation to the high school's faculty, had teachers discuss the ideas in teams, and asked everyone to jot their takeaways. The activity got

very positive reviews. A research paper that the students wrote with their teacher, "Embracing Student Voice," is available here.

"(Re)vitalizing Instruction via Participatory Action Research" by Kimberly Hellerich in *English Journal*, November 2021 (Vol. 111, #2, pp. 49-55); Hellerich can be reached at reframinginstruction@gmail.com.

Back to page one

6. Dealing with Students Getting Addicted to Online Computer Games

In this article in *ASCA School Counselor*, Bryce Hagedorn, Alexandra Frank, and Sabrina Butler (University of Central Florida) suggest three tiers of prevention and response when students show signs of being overly preoccupied with digital games:

• Tier 1 – Classroom lessons for all students on forming productive habits and breaking habits that are dysfunctional, safe technology use, digital citizenship, online safety, self-discipline and self-control, time management, delayed gratification for long-term rewards, personal safety skills, and goal setting.

• Tier 2 – Some students don't internalize the messages in Tier 1 and need additional support. An effective screening tool and conversation starter is the WASTE-Time Interview, which was developed in 2005 for clinical use and expanded for school use:

- **W**ithdrawal – How do you feel when you can't play this game? What happens when an adult takes your phone away?
- **A**dverse consequences – What kind of negative consequences have you experienced as a result of your gaming? What are you missing out on?
- Inability to **S**top – Have you tried to cut back, control, or stop your gaming without success, even when you know the negative effects? What happens when you try to limit or cut back on playing?
- **T**olerance or insensitivity – Have you found you need to increase the amount of play to get the same effect? Have you noticed how playing may have escalated over time?
- **E**scape – Do you use playing as an escape from negative mood states – stress, anxiety, depression, sadness, loneliness, or anger?
- **Time** spent and wasted – Have you found yourself spending a lot of time preparing for, engaging in, or recovering from playing? Think back to the last time you played: from the moment when you first started thinking about it, to the time you spent playing, to the time you spent adjusting to reality after you stopped, how much time do you think that was?

"Any student answering yes to three or more questions," say Hagedorn, Frank, and Butler, "raises significant concerns for the presence of an addictive disorder and should result in consultation with the family and a referral to a trained addiction counselor in the community."

• Tier 3 – Students who scored high on the WASTE-Time interview may need a more-intensive, individualized intervention, in consultation with family members and community resources.

"Game Over" by Bryce Hagedorn, Alexandra Frank, and Sabrina Butler in *ASCA School Counselor*, November/December 2021 (Vol. 59, #2, pp. 24-27); Hagedorn can be reached at bryce.hagedorn@ucf.edu.

Back to page one

7. "Translanguaging" in Elementary School Classrooms

In this article in *Language Arts*, Cori Salmerón (Georgia State University) and Jessica Kamphaus (a former fourth-grade teacher) suggest ways that monolingual teachers can support and empower students in their classes who speak two or more languages. One approach to "translanguaging," say the authors, is having students write poems and compositions in English and a second language. Another is having students appreciate their own linguistic repertoires by filling out a "language autobiography" with prompts including:

- *These are the languages I can understand and speak* _____
- *These are the languages I can read and/or write* _____
- *I watch TV shows, films, or see magazines or books in these languages* _____
  *Sometimes*___ *Often*___
- *I have friends who come from these countries and speak these languages* _____
- *I have visited these countries* _____
- *I have family who come from these countries and speak these languages* _____
- *In the future I would like to go to* _____
- *In the future I would like to learn these languages* _____

"Fostering Critical Translingual Writing in an Elementary English Dominant Classroom" by Cori Salmerón and Jessica Kamphaus in *Language Arts*, November 2021 (Vol. 99, #2, pp. 87-98); the authors can be reached at csalmeron@gsu.edu and jessicakamphaus@gmail.com.

Back to page one

8. Award-Winning Nonfiction Books for Children

In this article in *Language Arts*, Denise Dávila and seven colleagues present the books honored by the 2021 Orbis Pictus Award for outstanding nonfiction:

- *Above the Rim: How Elgin Baylor Changed Basketball* by Jen Bryant, illustrated by Frank Morrison
- *All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team* by Christina Soontornvat
- *Honeybee: The Busy Life of Apis Mellifera* by Candace Fleming, illustrated by Eric Rohmann
- *If You Take Away the Otter* by Susannah Buhrman-Deever, illustrated by Matthew Trueman
- *Lifting As We Climb: Black Women's Battle for the Ballot Box* by Evette Dianne
- *The Teachers March: How Selma's Teachers Changed History* by Sandra Neil Wallace and Rich Wallace, illustrated by Charly Palmer

- *All of a Sudden and Forever: Help and Healing After the Oklahoma City Bombing* by Chris Barton, illustrated by Nicole Xu
- *Blood and Germs: The Civil War Battle Against Wounds and Disease* by Gail Jarrow
- *Drawing on Walls: A Story of Keith Haring* by Matthew Burgess, illustrated by Josh Cochran
- *Dream Builder: The Story of Architect Philip Freelon* by Kelly Starling Lyons, illustrated by Laura Freeman
- *How We Got to the Moon: The People, Technology, and Daring Feats of Science Behind Humanity's Greatest Adventure* by John Rocco
- *Jumbo: The Making of the Boeing 747* by Chris Gall
- *The Lion Queens of India* by Jan Reynolds
- *We Had to Be Brave: Escaping the Nazis on the Kindertransport* by Deborah Hopkinson

"2021 Orbis Pictus Award for Outstanding Nonfiction" by Denise Dávila, Amina Chaudhri, Suzanne Costner, Sophie Ladd, Julia López-Robertson, Sanjuana Rodriguez, Jeanne Swafford, and Elouise Epstein in *Language Arts*, November 2021 (Vol. 99, #2, pp. 131-136)

Back to page one

9. One Way to Build Support for the Teaching Profession

In this *Harvard Educational Review* article, Zid Mancenido (Harvard Graduate School of Education) reports on his study of how high-achieving graduates of top universities are often sidetracked from becoming classroom teachers by peers and family members. At the end of the article, Mancenido describes a conversation he had with a colleague who was on the brink of retirement, having spent 20 years as a professor of education and director of a successful teacher preparation program. "She looks me up and down," says Mancenido, "like a battle-worn veteran general looking at a young and uncertain officer," and describes her reaction when students sit in her office and say they'd love to go into teaching but their parents think it would be a waste of an expensive education: "I go ballistic!"

The professor then recalls what she did at a Junior Parents Weekend at their university a few years earlier. Before people came into the auditorium, a blank card was taped under every chair. Addressing the assembled parents, the professor asked everyone to find the card and write down the name of a teacher who had been important to them. The room was immediately abuzz with stories of the impact of amazing teachers on parents' lives.

Finally hushing the conversations, the speaker said, "Okay, so you've got the name of this person who was an important teacher to you. I'd like you to imagine that twenty years from now we do the same thing, and people pull up this card and they write down the name of your son or your daughter."

The room was silent.

"You know me," the professor said to Mancenido. "I just let it sit."

"How High Achievers Learn That They Should Not Become Teachers" by Zid Mancenido in

Harvard Educational Review, Winter 2021 (Vol. 91, #4, pp. 433-456); Mancenido can be reached at zidmancenido@fas.harvard.edu.

Back to page one

10. Short Items:

a. Graphics on Things to Be Thankful For – These graphic presentations, curated by Dylan Matthews on *Vox*, contain some surprisingly upbeat data on poverty, cancer deaths, child mortality, pollution, Covid vaccinations, cigarette smoking, and cage-free hens.

"9 Charts to Be Thankful for This Thanksgiving" by Dylan Matthews in *Vox*, November 24, 2021

Back to page one

b. Fun and Interesting Math Problems – On his website, Richard Byrne recommends these free collections:

- *Would You Rather?* by John Stevens – quick math challenges;
- *Math Pickle* – Math puzzles for all ages;
- *Expii Solve* – Seventy sets of word problems, each on a theme

"Three Places to Find Fun and Interesting Math Problems" by Richard Byrne, July 21, 2021

Back to page one

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 other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 50 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

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 running count of articles)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (bio, writings, consulting)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word and PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 16+ years

Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
Cult of Pedagogy
District Management Journal
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Exceptional Children
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Urban Education