Marshall Memo 612

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 16, 2015

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Quotes of the Week

"[E]xperts frequently find it difficult to have *empathy* for the novice, even when they try. That's why teaching is hard, especially for the expert in the field who is a novice teacher."

Grant Wiggins (quoted in item #1)

"Personally, I'm always ready to learn, although I don't always like being taught."

Winston Churchill, quoted in "Needed: Time to Talk" by John Lounsbury in *AMLE Magazine,* November/December 2015 (Vol. 3, #4, p. 18-21), www.amle.org; Lounsbury can be reached at john.lounsbury@gcsu.edu.

"For *everyone*, mathematics becomes challenging. Mathematics is one of the greatest intellectual achievements of humankind. Of course, it will be challenging. Everyone has to work at it – some earlier than others and some later than others."

Dan Teague (see item #7)

"For principals to be true instructional leaders, they need to be in classrooms."

Mary Grassa O'Neill in "How Do We Keep Good Principals?" in *Education Week*, November 11, 2015 (Vol. 35, #12, p. 28), www.edweek.org

"Rather than being focused on Lexile levels or reading levels, librarians need to be focused on identifying powerful, compelling, and meaty texts."

Sandra Hughes-Hassell, quoted in "A Bridge to Literacy" by Linda Jacobson in *School Library Journal,* November 2015 (Vol. 61, #11, p. 28-33), no e-link available

1. Key Insights from Grant Wiggins

(Originally titled "Three Lessons for Teachers from Grant Wiggins")

In this *ASCD Inservice* article, Understanding by Design guru Jay McTighe reflects on three central lessons from his colleague Grant Wiggins, who died unexpectedly in May:

• *Always keep the end in mind*. Wiggins said to teachers that when they plan curriculum, assessments, and learning experiences "backwards," their goals will be more clearly defined, their assessments more appropriate, their lessons more tightly aligned, and their teaching more purposeful. This goes well beyond coverage, says McTighe: "Rote learning of discrete facts and skills will simply not equip students to apply their learning to novel situations… The idea is to plan backwards from *worthy* goals – the transferable concepts, principles, processes, and questions that enable students to apply their learning in meaningful and authentic ways." Framing Big Ideas and Essential Questions will lead students to understand the content at a deep level.

• *Feedback is key to successful learning and performance*. Wiggins believed that grades and exhortations ("Try harder!") aren't very helpful. Truly effective feedback:

- Is timely;
- Describes specific strengths and weaknesses;
- Uses student-friendly language;
- Gives students opportunities for self-adjustment.

The outcome: students know exactly what's on target and what needs to be fixed.

Wiggins also believed that teachers should constantly seek feedback on their work – from students (exit tickets and questionnaires); from colleagues (reviewing unit plans and assessments); from formative assessments ("tasting the soup" as it's made); and by analyzing student work (like coaches viewing game films) and adjusting classroom strategies.

• *Remember what it's like to be a learner*. "[E]xperts frequently find it difficult to have *empathy* for the novice, even when they try," said Wiggins. "That's why teaching is hard, especially for the expert in the field who is a novice teacher. Expressed positively, we must strive unendingly to be empathetic to the learner's conceptual struggles if we are to succeed." Teaching isn't telling; understandings must be constructed – earned – in the mind of the learner.

One of the most powerful ways to gain empathy for students is to shadow a class for a day and reflect on the experience. This article http://bit.ly/1zia3EB (summarized in Marshall Memo 557) is a classic example.

"Three Lessons for Teachers from Grant Wiggins" by Jay McTighe in *ASCD Inservice*, August 31, 2015, http://inservice.ascd.org/three-lessons-for-teachers-from-grant-wiggins/; McTighe can be reached at jmctigh@aol.com.

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2. Richard Stiggins on Formative Assessment

In this *Education Week* interview with Catherine Gewertz, assessment expert Richard Stiggins identifies three common misconceptions:

- That annual standardized tests improve teaching and learning (only formative assessments have the potential to do that, says Stiggins);
- That formative assessment is an event (it's actually a day-to-day process to give students and teachers a stream of information for next steps in learning);
- That assessment results often discourage students ("Good formative assessment keeps students believing that success is within reach if they keep trying," says Stiggins).

Ideally, he continues, formative assessments do three things: (a) clarify the learning target for students; (b) tell them where they are with respect to the target; and (c) provide insights on how they can close the gap. "Do you see where the locus of control resides?" asks Stiggins. "It's with the student."

Should formative assessments be graded? Students' progress should be monitored and shared with them, says Stiggins, using clear performance criteria and student-friendly feedback. Sometimes formative assessments provide more-accurate information on students' skills, knowledge, and understanding than formal assessments. But he's against grading day-to-day checks for understanding: "My admonition to teachers is, while the learning is going on, and we're diagnosing and providing good feedback, the grade book remains closed."

Stiggins describes his observation of a high-school English teacher working with her students to establish criteria for a term paper they'd just been assigned. First she gave students a copy of an exemplary term paper, had them identify what made it so effective, and had them synthesize the characteristics. Then she passed out a poorly written paper and went through a similar exercise. "OK," she said, "let's talk about the differences between these two papers. What was it about the good paper that differentiates it from the bad paper?" This discussion, and small-group work that followed, produced a consolidated range of quality on several essential criteria they should be aiming toward in their own papers – their own rubric!

"Q&A: Misconceptions About Formative Assessment" An interview with Richard Stiggins by Catherine Gewertz in *Education Week*, November 11, 2015 (Vol. 35, #12, p. S4-S5), http://bit.ly/20Xi9xU;

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3. Asking the Right Questions in PLCs

(Originally titled "Getting to the Why and How")

In this article in *Educational Leadership*, Jason Brasel, Brette Garner, Britnie Kane, and Ilana Horn (Vanderbilt University) say that ideally, teacher teams analyzing interim

assessment results should answer four questions:

- *What* do we need to re-teach?
- *To whom* do we need to re-teach it?
- *Why* did students struggle with this?
- *How* do we re-teach it?

The problem, say the authors, is that many PLCs focus only on the first two and don't think carefully about why students did poorly in certain areas, what went wrong instructionally, problems with the assessment itself, and what strategies will improve results. Here are some of questions that effective lead teachers and instructional coaches ask to get their colleagues thinking deeply about assessment data:

- What do you think made some items difficult for students?
- What are some possible sources of confusion?
- What do students' wrong answer choices tell us about their errors and misconceptions?
- How did we originally teach this concept? What worked? What didn't work?
- What are the best strategies for addressing the misconceptions?
- What are the best curriculum resources?
- How do you think students will respond to an alternative instructional approach?

"Getting to the Why and How" by Jason Brasel, Brette Garner, Britnie Kane, and Ilana Horn in *Educational Leadership*, November 2015 (Vol. 73, #3), http://bit.ly/1YdtZ4M; Brasel can be reached at Jason.brasel@vanderbilt.edu.

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4. What UDL Looks Like in Two Classrooms

In this article in *School Administrator*, Massachusetts district administrator Katie Novak describes two lessons:

- Third graders sit on the floor as the teacher reads Chapter 2 of *Charlotte's Web*. Then each student quietly writes a paragraph about Fern's feelings about Wilbur.
- In a high-school U.S. history class, students read John Locke's 1690 *Two Treatises of Civil Government* and respond to a document-based question on their Chromebooks. The teacher circulates and conferences with individual students.

In both cases, students are reading an appropriately rigorous text and the lesson is aligned to standards, but the teachers' one-size-fits-all assignments don't meet the needs of a diverse group of students. Novak suggests that each lesson could be improved by applying Universal Design for Learning (UDL) principles:

• In the third-grade classroom, students choose where to sit (beanbag chairs, a couch, chairs, the rug) and the way in which they read the chapter: an audiobook, reading aloud to a group of peers, or reading the book silently to themselves. The teacher has listed vocabulary words (apple blossom, woodshed, brook) on a whiteboard, paired with photos. When students have finished the chapter, they choose how they will show their understanding of Fern's feelings toward Wilbur: writing a letter from Fern to Wilbur; using purple gel pens to craft a poem or song about Fern's feelings; or forming a group and creating a skit. All students set

goals for their work and have access to appropriate graphic organizers and rubrics, and the teacher circulates, providing support where needed. Toward the end of the lesson, students reflect on their learning, write, type, or dictate a self-assessment, and then share their products with classmates.

• In the U.S. history class, one group of students participates in a Socratic seminar in a corner of the room, using a template as they explore whether citizens have a right to dissolve their government. Other students design John Locke's Facebook page and interpret the book through a series of status updates. A third group sits with the teacher reviewing strategies for closely reading a primary-source document and responding to a document-based AP question.

"A Scene Shifter: Personalization Under UDL" by Katie Novak in *School Administrator*, November 2015 (Vol. 72, #10, p. 34), http://my.aasa.org/AASA/Toolbox/SAMag/Nov15/Novak.aspx; Novak can be reached at novak414@gmail.com.

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5. Four Types of Assessment and How They Can Be Used

In this *Education Week* item, Sarah Sparks compares the key characteristics of different approaches to gathering and using student learning data:

• *Formative learning assessment* – Teaching students how to set goals for their learning, identify their growth toward those goals, evaluate the quality of their work, and identify strategies to improve.

• *Formative diagnostic assessment* – Frequent on-the-spot checks of students' progress to pinpoint learning problems and identify strategies to improve teaching and learning.

• *Benchmark or interim assessment* – Periodic during-the-year tests (perhaps quarterly) to compare students' understanding or performance in a curriculum unit (or a semester) against a set of uniform standards.

• *Summative assessment* – Year-end (or end-of-course) tests to compare students' performance against a set of uniform standards.

"Types of Assessments: A Head-to-Head Comparison" by Sarah Sparks in *Education Week*, November 11, 2015 (Vol. 35, #12, p. S3), http://bit.ly/1QHx4aV; these two *Education Week* videos http://www.edweek.org/ew/section/multimedia/formative-assessment-videos.html show fourth-grade teachers modeling formative assessment strategies.

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6. Going Beyond Growth Mindset to Teach Students Optimism

(Originally titled "Seeing Beyond the Glass Half-Full")

In this *Education Update* article, Sarah McKibben reports on a curriculum designed to build a positive mindset. "Optimism is not about being happy all the time," says Amy Lyon, a New Hampshire 5th-grade teacher. "It's about looking at a difficult situation realistically and figuring out which parts you own and which parts you can do something about." It's not about positive slogans or constantly focusing on winning, but rather analyzing what's *causing* good

and bad outcomes.

A 2014 Gallup poll found that only half of grade 5-12 students were hopeful about succeeding in school and life. But a well-crafted curriculum can teach practical strategies that get students thinking about how their words and thoughts influence how they deal with challenges. "Practical optimists are positive thinkers," says author Donna Wilson. "They are aware of the realities (the practical part) of learning – for example, that learning can be hard work – and they're aware of the reality that life can be difficult."

The language that students use is important. Here are a two comparisons of pessimistic and optimistic language:

- My mom is the crabbiest mom in the entire world.
- My mom is in the crabbiest mood ever.
- Teachers are unfair.
- Ms. Carmine is unfair.

Lyon will catch herself using pessimistic language in class and say, "Whoa, did you just hear me say that? Who can help me phrase that in a more optimistic way?"

Lyon's monthly lessons teach students to "catch their thoughts," slow down their thinking, and avoid saying *never* and *always*. They may be too young to understand *grit* (persisting through long-term goals), but they can understand optimism, self-control, and perseverance and see setbacks as temporary. Students write about thoughts in terms of ABC: adversity, belief, and consequence. Lyon also uses children's books like *The Liberation of Gabriel King* (Puffin Books, 2007), in which a boy learns how to deal with bullying that had paralyzed him with fear. Lyon's school promotes four building blocks of optimism in all classrooms: fostering a sense of belonging; praising students for their efforts; giving students choices; and sharing success stories. Teachers also work with parents to encourage them to reinforce optimistic thinking at home.

Another avenue for developing optimism is giving students feedback on less-than-satisfactory work that shows a way forward, and explicitly teaching the importance of mistakes and failure. Chad Donohue, a 7th-grade teacher in Washington, tells his students that if "you aren't stumbling, you aren't really learning" and "I'm not stuck in this place if I don't want to be." He models making a mistake and joyfully working through it, and uses humor to help students escape their fears of failure.

"Seeing Beyond the Glass Half-Full" by Sarah McKibben in *Education Update*, November 2015 (Vol. 57, #11, p. 1, 4-5), available to ASCD members at http://bit.ly/1H4qqtx; McKibben can be reached at sarah.mckibben@ascd.org.

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7. Hard Isn't Bad

In this *Mathematics Teacher* article, North Carolina educator Dan Teague remembers how in 1963 he was part of a group of middle-school students chosen to take an accelerated math class. "As far as we knew, we were the first kids in the history of the world allowed to take Algebra 1 in eighth grade," he says. "We thought we were hot stuff."

But the teacher gave them some sage advice: "You guys are good, and math is easy for you. But always remember this: Everyone has their Green's theorem." He described how he had sailed effortlessly through Algebra, Geometry, Trigonometry, and Calculus – and then he hit Green's theorem in Multivariable Calculus and found it really, really challenging. Even though he was just as good at math as he'd always been, from that point on, he had to work hard to be successful. "His meaning for us," says Teague, "was that, at some point, mathematics becomes difficult – for everyone. And when we hit our personal Green's theorem, as we all eventually will, we need to learn to work at it like everyone else."

The problem is that many students believe that if something is easy, they're good at it, and if they have to work hard to be successful, they're not. "Moreover," says Teague, "and this is the dangerous part of this thought, if a subject isn't easy for you, then you just aren't cut out for it." Even if you enjoy working hard at it and are ultimately successful, you won't consider it as a major or a career option.

This misconception needs to be addressed head-on, he says: "For *everyone*, mathematics becomes challenging. Mathematics is one of the greatest intellectual achievements of humankind. Of course, it will be challenging. Everyone has to work at it – some earlier than others and some later than others. But everyone has a personal Green's theorem."

Teague believes this applies to other subjects as well: "It is important for students to understand that, whatever their area of interest, the subject will eventually become challenging… The real question isn't whether a student finds a subject easy or hard; all subjects will be hard eventually. The real question is, Do you enjoy that challenge? That's how to decide what career path to pursue. You actually don't want an 'easy' job. You want to be challenged by your work and to draw joy and contentment from accepting the challenges it offers and working hard to meet them."

"Everyone Has a Personal Green's Theorem" by Dan Teague in *Mathematics Teacher*, November 9, 2015, http://bit.ly/1RZ0IqE; Teague can be reached at teague@ncssm.edu.

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8. When Should a Teacher Disclose a Personal Tragedy?

In this *Chronicle of Higher Education* article, Jill Silos-Rooney, a professor at Massachusetts Bay Community College, says that her husband committed suicide in 2014 after a long struggle with depression. She had to return to teaching only three weeks afterward because she couldn't afford to take more time off. Students knew that her husband had died but not the cause, and Silos-Rooney didn't tell them.

"It wasn't easy," she says. "I bolted to the restroom in between every class, where I could relieve the strain of holding myself together in a stream of sobs... Mostly, my students gave me the opportunity to plunge into teaching as an escape from the constant, painful thoughts of my late husband and his own unbearable pain. This helped me to heal." But when a student complained how "hard" her life was because she had missed her flight back from spring break in the Caribbean, Silos-Rooney nearly lost it.

One reason she didn't disclose the full story was that her dean had asked her not to, but mainly, she says, it was "because I was incredibly ashamed of his suicide. This is a common response among suicide survivors, noted by researchers and survivors themselves, and it has various causes. It's something I still struggle with. I'm not sure it ever goes away."

Four weeks after Silos-Rooney's return, a student arrived at the very end of a class looking disheveled, distraught, and disoriented and asked to speak to her. When they were alone, the young woman burst into tears and said, "My sister killed herself last night." "OK, I'm listening," said Silos-Rooney. The student said she had been the one who found her sister, their parents weren't available, and she didn't know what to do. Silos-Rooney told her that she was not alone, that many people are suicide survivors, and offered to take her to the counseling office. The student refused to go. "They don't know what this is like," she said. "No one does."

Silos-Rooney took a deep breath and said, "You know that my husband died recently, right? What you don't know, what I'm not telling anyone, is that he committed suicide. I know absolutely what you are going through, because I'm going through it, too." The student looked up at her professor with absolute relief, as though a great weight had been lifted from her. Silos-Rooney continued: what had saved her was being surrounded by professionals who knew how to get her to the right resources. The student went with her to the counseling office where the dean of students worked out a plan for the rest of the day and week.

"That moment changed how I felt about talking about my husband's death," says Silos-Rooney. "I knew then that my experience, as agonizing as it was (and still is), could help others. Now, if the subject of depression or suicide comes up in my history courses (and it does often, surprisingly, especially when discussing historical figures), I don't shy away from the subject, worrying that I might reveal too much of myself, especially my weaknesses. Students now see me as a role model of how to conduct oneself while grieving, of how it is possible to go on and even laugh and have fun after personal tragedy. This is an important lesson for late adolescents to learn – especially those who think that missing a plane at the end of spring break is a devastating experience."

Suicide is the 10th-leading cause of death in the U.S. and near the top among college students. Silos-Rooney is open about being a suicide survivor, and even though she doesn't pretend to understand depression, she knows "that our students look to us for more than academic content. They look to us for a certain kind of life wisdom, for advice, as role models." After a high-profile local suicide, a student told her that he was severely depressed and didn't know what to do, but felt she would understand. She was able to get him help.

"A Dark Secret Worth Sharing" by Jill Silos-Rooney in *The Chronicle of Higher Education*, November 13, 2015 (Vol. LXII, #11, p. B20), http://bit.ly/1X35btO

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9. Measuring the "Working Alliance" Between Teacher and Student

In this *Elementary School Journal* article, Jessica Toste (University of Texas/Austin), Nancy Heath (McGill University), Carol McDonald Connor (Arizona State University), and Peng Peng (George Washington University) suggest that a good way to conceptualize the

teacher-student relationship – so important to students' success – is as a "working alliance." The ideal working alliance has three components:

- *Bond* – The emotional component that includes "positive attachments based on mutual trust, liking, respect, and caring;"
- *Task* – Understanding and agreement about what needs to be learned;
- *Goal* – The degree to which both parties are collaborating toward classroom goals.

The researchers used the Classroom Working Alliance Inventory to measure the strength of these components in a number of grade 3-6 classrooms. Here are the actual questions from the teacher and student versions, with responses collected on a 5-4-3-2-1 Likert scale:

Teacher version – Bond:

- I believe _____ likes me.
- I am confident in my ability to help _____ at school.
- I enjoy working with _____.
- _____ and I trust one another

Task:

- _____ and I agree about the things he/she needs to do to improve schoolwork.
- I am confident that what _____ is doing in school will help him/her learn better in the areas of difficulty.
- I think _____ and I agree on what is important for him/her to work on.
- I believe that what I work on in school with _____ is useful.

Goal:

- I believe that _____ and I agree on what he/she needs to learn and why.
- We are working towards goals that we have agreed upon together.
- _____ and I agree about what his/her difficulties are.
- We agree about what _____ needs to do differently in school.

Student version – Bond:

- I believe _____ likes me.
- I am confident that _____ can help me at school.
- I feel that _____ enjoys working with me.
- _____ and I trust one another.

Task:

- _____ and I agree about the things I need to do to help me improve my schoolwork.
- What I am doing in school helps me learn better in the areas where I have difficulty.
- We agree on what is important for me to work on.
- I believe that what I work on in school with _____ is useful.

Goal:

- _____ understands what I want to learn at school and why.
- _____ and I are working towards goals that we both agree on.
- _____ and I agree about what my difficulties are.
- We agree about what I need to do differently in school.

The researchers found significant internal consistency with both questionnaires, also that

students' descriptions of their relationship with teachers correlated well with their teachers'. The study also found that teachers had better bond/task/goal working alliances with students who were better behaved and more cooperative.

"The obvious impact of teacher-student relationships on students' functioning makes it imperative that teacher professional development emphasizes the importance of understanding and promoting relationships," conclude the authors. The three-part model goes beyond just liking students and, they say, and "provides an avenue for teachers to connect with students with whom it may be more difficult to form emotional bonds."

"Reconceptualizing Teacher-Student Relationships" by Jessica Toste, Nancy Heath, Carol McDonald Connor, and Peng Peng in *The Elementary School Journal*, September 2015 (Vol. 116, #1, p. 30-48), available for purchase at http://bit.ly/1PL5qcc.

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10. Helping Students Find Primary Sources

(Originally titled "Straight from the Horse's Mouth")

In this *Education Update* article, author John Micklos Jr. recommends several online resources for original documents:

- The Library of Congress: www.loc.gov/teachers/usingprimarysources
- The Reference and User Services Association, a division of the American Library Association: www.ala.org/rusa/resources/usingprimarysources
- WorldCat: www.worldcat.org for access to resources in libraries worldwide (narrow the search to archival materials)

Micklos suggests that students ask five questions as they search for primary-source materials:

- Who is responsible for the information? Credentials and credibility?
- What's the goal and who is the intended audience? Is the aim disseminating information, persuading, or selling products?
- Is this the original source, or was it copied or transcribed from somewhere else?
- Are the materials accurate? Compare with other sources.
- Does the source incorporate diverse perspectives?

"Straight from the Horse's Mouth" by John Micklos Jr. in *Education Update*, November 2015 (Vol. 57, #11, p. 2-3, 6), http://bit.ly/1Mxadd8

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11. Recess in Other Countries

In this *Kappan* article, Rong Chang and Fanni Liu compare the amount of recess time in most U.S. schools – an average of 26 minutes a day, including lunch and snack time – with high-achieving Asian countries and Finland:

- Many Chinese schools have a 10-minute recess for every 40 minutes of instruction, plus an hour of lunch and nap or rest time; students are encouraged to put in extra time in the evening, especially in the upper grades.

- Shanghai's policy is that each elementary-level class lasts only 35 minutes, and recess takes up almost 40 percent of the school day. In middle and high schools there's more instructional time, but recess also increases.
- Korea, Taiwan, and Japan have similar policies to China's.
- Finland – Students have 75 minutes of recess a day, which includes a 15-minute break after every lesson.

These countries believe strongly in liberal amounts of recess time, for the following reasons:

• It improves learning by promoting intellectual and emotional development, elevating students' energy, and improving concentration.

• It improves classroom management by "resetting" children's emotional and cognitive timers, say Chang and Coward: "Recess may help students avoid cognitive overload and the temptation to create distractions during instruction." Educators in New Zealand noticed a decrease in bullying after adding more recess time.

• It fosters social development. "In the unstructured space of recess, students have to be able to initiate, negotiate, cooperate, share, and build relationships with one another," say the authors, "– skills highly valued in the adult world but that often are quite different from work or play under adult supervision and control."

• It promotes physical well-being, including building fitness in ways that aren't included in structured physical education classes.

"More Recess Time, Please!" by Rong Chang and Fanni Liu Coward in *Phi Delta Kappan*, November 2015 (Vol. 97. #3, p. 14-17), http://pdk.sagepub.com/content/97/3/14.full; Coward can be reached at fanni.coward@ttu.edu.

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12. International Comparisons

The November issue of *Kappan* has articles describing school practices in a number of other countries. Here are links:

• Singapore's teacher selection – http://pdk.sagepub.com/content/97/3/8.full

• Australia's use of Reading Recovery – Available for purchase at http://bit.ly/1ls5WB0

• Italy's policies on learning disabilities – http://pdk.sagepub.com/content/97/3/23.full

• Switzerland's use of high-school internships – For purchase at http://bit.ly/1HReZVU

[a] Poland's comprehensive reform plan – http://pdk.sagepub.com/content/97/3/34.full

• Principal preparation in England – Available for purchase at http://bit.ly/1X3xg49

• England's and Canada's "leading from the middle" (versus top-down) initiatives – Available for purchase at http://pdk.sagepub.com/content/97/3/42.full

• Colombia's work with disadvantaged students – For purchase at http://bit.ly/1Ye5t3f

"What the U.S. Can Learn from Other Countries" in *Phi Delta Kappan*, November 2015 (Vol. 97, #3, p. 8-53)

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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 44 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/Public Education NewsBlast
Better: Evidence-Based Education
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
Essential Teacher
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Middle School Journal
Peabody Journal of Education
Perspectives
Phi Delta Kappan
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