Marshall Memo 1061

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 11, 2024

In This Issue:

Quotes of the Week

"Frequent low-stakes tests that give you real feedback about where you need to improve and how you can improve, that's an incredibly useful regime."

> Claude Steele in "Breaking Free of Stereotype Threat with Claude Steele" in *Rethinking with Adam Grant*, January 24, 2023; this wide-ranging interview covers the "churn" that stereotype threat triggers, over-efforting, disinvesting in school, the power of self-affirmation, "positive" stereotyping, and anti-bias training

"It's surprisingly easy to hear a hard truth from someone who believes in your potential and cares about your success."

> Adam Grant (*ibid.*)

"I find that mathematics teachers often lead grading improvements because they can recognize and correct mathematical weaknesses in our century-old approaches. Plus, they translate these ideas for our non-mathematical colleagues, supporting a collective effort to improve grades throughout a school or district."

> Joe Feldman in "Why Math Teachers Often Lead Grading Reform" in *Mathematics Teacher: Learning & Teaching PK-12*, November 2024 (Vol. 117, #11, pp. 854-855)

"Be aware of and avoid some well-intended compliments that hinder the growth of persistence. For example, saying, 'Wow you did that so fast!' or 'You got it right on your first try!' can unintentionally suggest that taking time and making multiple attempts is less valuable, diminishing the importance of productive effort."

> Sherri Martinie and Jennifer Bay-Williams in "Harvesting Problem-Solving Skills" in *Mathematics Teacher*, November 2024 (Vol. 117, #11, pp. 786-787)

1. Strategies for Dealing with Adverse Life Experiences

In this article in *Psychology Today*, editor Hara Estroff Marano says it's a myth that adults and children can just *bounce back* from a serious accident or a grievous loss. "Steel bounces back," she says; "it returns to its previous form after a perturbation. People do not, cannot… There's no one magic capacity of resilience; it takes deploying an array of them and switching among them as needed, to reset multiple systems of body and brain." She describes nine such strategies:

• *Find a role model*. This can be a friend or relative who got through a difficult situation, or a historical or even a fictional character to provide an instruction manual for navigating adversity and doing what has to be done. "It's an axiom of human psychology," says Marano, "that we rarely attempt what we don't believe we can do."

• *Seek and give social support*. "Deliberately seeking the assistance and comfort of others reduces negative feelings and helps stabilize emotions," says Marano – and the same goes for reaching out to others: "It shores up self-esteem, it bolsters immunity, it lowers blood pressure and helps the heart. Not least, it calms the nervous system."

• *Face your fears*. Trying to put aside thoughts of a distressing experience gets in the way of recovery, says Marano. "Acts of avoidance actually magnify the fear and fog the brain, keeping it from learning to distinguish past threat from present threat… Directly confronting fears in a safe environment as quickly as possible after a disruptive experience reduces the consolidation of fear-etched memories and helps extinguish already consolidated ones." Cognitive processing therapy and exposure therapy can be very helpful.

• *Do difficult things*. Exposing children and adults to challenging situations "builds physical and psychological stress tolerance," says Marano. With kids, this goes against the conventional advice on parenting, but having challenging experiences "protects them far more and for far longer than most present-day efforts to keep them safe… Stress inoculation stimulates active coping."

• *Loosen your grip on yourself*. This seems to go against the notion that toughness is how to deal with adversity, but neuroscientist Richard Davidson believes the "quiet path" to subduing distress is more effective – building the skills of well-being, making friends with one's mind through "befriend strategies."

• *Search for meaning*. "Having a sense of purpose, and adhering to values that support it, provides the structure of something positive," she says, "and serves as proof that some part of you isn't damaged by adversity… By keeping people focused on what matters, a sense of meaning and purpose curbs the repetitive negative thinking that fuels psychological distress."

• *Flip your mind*. When people talk about growing in the aftermath of a traumatic experience, they often talk about cognitive flexibility – reframing the experience, seeing it from a different perspective, extracting something of value (even humor), deliberately changing your thought process, and avoiding rumination, which Marano says is "a potent perpetuator of negative feelings."

• *Exercise.* "Walking works," says Marano. "So does running and bicycling. But if you really want resilience, turn up the music and dance."

• *Balance your bugs*. "New research makes a persuasive case that resilience is a whole-body phenomenon," says Marano, "and one of the most active processes takes place in the gut. To create a resilient brain, you need to create a resilient microbiome." Research is ongoing, but we already know that it's helpful to cut down on processed foods and eat a balanced diet with lots of fiber, omega fatty acids, antioxidants, and fruits and vegetables.

"9 Ways to Overcome Adversity" by Hara Estroff Marano in *Psychology Today*, November/ December 2024 (Vol. 57, #6, pp. 32-37, 45)

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2. Making Worthwhile Knowledge the Heart of the Curriculum

In this *Education Gadfly* article, assistant principal/author Daniel Buck suggests five ways teachers can build students' storehouse of information – a key to reading proficiency and academic achievement:

• *Teach students how to make important information stick*. "Human learning occurs in an exchange between our working and long-term memories," says Buck. Many students use less-than-ideal ways to get material into the part of their brains where it will endure – for example, highlighting, rereading, and summarizing. Flash cards and other methods that take advantage of the retrieval effect and spaced review are far more effective – in other words, quizzing oneself and strategically spreading the quizzes over time.

• *Build students' schema*. Existing knowledge acts as Velcro for new learning, and teachers can greatly increase students' ability to understand and incorporate important information if they strategically provide images, diagrams, vocabulary, and brief explanations for upcoming topics.

• *Have student memorize*. "Young children can delight in poetry – the rhythm, the symmetry, the sing-song nature – even before they fully understand the words," says Buck. "They also store complex syntax and familiarize themselves with unique grammar constructions to employ in their own writing. Complex language becomes second nature." Memorizing poems, speeches, songs, soliloquies, and other meaty material builds knowledge, mental imagery, cogent arguments, and phrases that have lasted through the ages. Buck likes the idea of teachers previewing the key vocabulary and concepts that students will be expected to memorize by the end of a curriculum unit.

• *Read challenging material out loud*. "How many of us have memories of sitting down to read our assigned Shakespeare at home," asks Buck, "only to face an impenetrable wall of

early-modern English that our adolescent brains simply couldn't decipher? This is a waste." When teachers read such passages out loud – also complex social studies and science passages – students get access to dense and important material.

• *Keep questions simple*. There's nothing trivial or low-status about the bottom levels of Bloom's Taxonomy, says Buck. In fact, in Bloom's 1956 introduction, he refers to knowledge acquisition as the "primary" goal of education, the necessary foundation of higher-order, analytical thinking. "Too many teachers want to jump right to analysis or critique," says Buck, "instead of asking simple, basic recall and comprehension questions… Teachers should never stop with basic recall, but simple questions of comprehension must precede questions of analysis."

Ideally all this takes place within a well-thought-out K-12 knowledge curriculum, says Buck, but even if that's not in place, these five precepts can have a positive impact on teaching and learning.

"How Teachers Can Build Knowledge" by Daniel Buck in *Education Gadfly*, November 7, 2024

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3. Fostering Deeper Classroom Discussions

In this *Cult of Pedagogy* article, Peter Johnston says that in the ideal classroom, students are trying out new strategies and ideas and stretching intellectually. But that won't happen by itself; teachers have to guide classroom discourse so students:

- Get out of their own heads;
- Hear different perspectives;
- Take classmates' ideas seriously;
- Check each other's thinking;
- Grow their knowledge;
- Solve problems together.

Some teachers are particularly good at shaping this dynamic, says Johnston, and they do it with well-chosen prompts and questions. Some examples:

• *Let's do some thinking together about this book*. This is different from students sitting and hearing the teacher do a readaloud of a science, social studies, or ELA text. "Thinking together demands collective participation toward a collaborative end," says Johnston.

• *What are you thinking?* At a hinge point in a story or expository passage, this question might be followed by asking students to share with their elbow partners, then bring their ideas to an all-class discussion. A follow-up question: *What are you thinking now?*

• *We have two different points of view*. The teacher might then summarize each opinion without naming the students who voiced them, "marking the ideas as part of their collective agency and responsibility in thinking together," says Johnston. "Having multiple perspectives on the table provokes deeper thinking in order to resolve the uncertainties they produce."

• *Are there any other ways to think about this? Could someone play the devil's advocate?* "Disagreement, more than agreement, moves children's thinking forward," says

Johnston. "Knowing how others think also improves children's ability to imagine the intentions and logic of other social beings, something they will bring to their critical reading, their persuasive writing, and their social relationships. The invitation to disagree indicates that disagreement is expected, indeed normal – a necessary understanding for thinking clearly and for participating in a democratic society."

• *Give everyone a chance to say something so you don't miss different ways of thinking*. This request is how a teacher tried to pre-empt students' tendency to tune out their classmates' comments as they wait for a chance to make their point. Teachers can also ask students to repeat what a classmate just said.

• *Did you hear what Tim said?* This changes the usual approach, where the teacher repeats what Tim said, or asks Tim to say it again. In too many classrooms, says Johnston, students don't listen to each other, depending on the teacher to say the most important stuff.

• *Why don't you invite Shauna into the conversation?* This teacher prompt was especially helpful because Shauna looked like she had something to say but was a quiet student who rarely took part in class discussions. After Shauna made a thoughtful contribution, the teacher asked, "If Claire hadn't invited Shauna into the conversation, what would have happened?"

• *It's your job to ask them to explain*. This is how a fifth-grade teacher pushed one of her students to take responsibility for asking a classmate for clarification.

Johnston suggests an anchor chart with general principles for class discussions, with updates made as the year progresses. Some possible principles:

- Listen well.
- Make sure everyone's voice is heard.
- Explain the logic of your idea.
- Be curious – *Why do you think that? Could you explain?*
- Give reasons you agree or disagree – *I agree because… I respectfully disagree because…*
- Work toward agreement.

"How Teacher Language Can Build a More Democratic Classroom" by Peter Johnston in *Cult of Pedagogy*, November 10, 2024; Johnston's book is *Choice Words: How Our Language Affects Children's Learning* (2nd edition, Routledge, 2024)

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4. How to Make Cold Calling Less Intimidating

In this *Edutopia* article, Youki Terada says cold calling has a mixed track record. When teachers call on students who haven't raised their hands, it can get more students engaged and spark lively discussions, but it can also be seen by students as an ongoing *gotcha*, with anxiety overshadowing learning. Terada suggests how cold calling can be warmed up, helping teachers get feedback on how lessons are going, jump-start discussions, and get more students involved – including those who, for a variety of reasons, might not say anything.

• *Focus on the effort, not the answer*. Students will feel less intimidated by cold calling when it's preceded by comments like, "This material is new, so I don't expect you to have a perfect answer – I just want to hear your thinking on the topic" or "That's a really good idea. Can anyone else build on it?"

• *Offer a lifeline*. As in the show "Who Wants to Be a Millionaire," students can "phone a friend," ask the audience, or use a 50:50, choosing between two possible answers. One study found that giving students a chance to back out of a cold call cut down on anxiety.

• *Use students' names*. Doing this in a friendly, welcoming manner, accompanied by eye contact and nodding, can make a cold call seem less like an interrogation and more of a genuine invitation to be part of the discussion.

• *Build on what students know*. If a student doesn't seem to have the answer or is waffling, the teacher can rephrase the question, elicit a partial answer, and help them build on prior knowledge.

• *Be mindful of your disposition*. Teachers can sour the process by interrupting students' responses, breaking eye contact or turning away, grimacing, or using an aggressive or condescending tone of voice.

• *Call on groups*. The teacher can divide the class into pairs or small groups, spreading out the responsibility for responding and allowing students to put their heads together to come up with high-level answers.

• *Cast a wide net*. Some teachers use equity sticks to randomly call on students, which keeps everyone on their toes, thinking about the answer, poised to contribute.

• *Extend wait time*. An effective way to improve the quality of students' answers is to ask a good question and wait several beats before calling on a student. This gives everyone time to think, including slow-processing deep thinkers who will come up with great answers if they're given a little more time.

"Does Cold Calling Work? Here's What the Research Says" by Youki Terada in *Edutopia*, April 26, 2023

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5. With Cellphones and Social Media, What Works with Middle-Schoolers?

(Originally titled "Teaching Better Screen Habits")

In this *Educational Leadership* article, Liz Kolb (University of Michigan) reports on several phases of technology education over the years:

- Keyboarding and basic productivity in the early 2000s;
- Cyberbullying prevention and online stranger danger in the 2010s;
- Mental and physical well-being when using screens in 2020.

Now that almost one in five U.S. 8-year-olds and more than two-thirds of 12-year-olds have a smartphone, with teens spending an extraordinary amount of time on social media, what should schools be doing?

While school cellphone bans are more and more common, educators are still trying to influence students' screen habits. Focusing on middle schools, Kolb and her colleagues have found that these common digital literacy approaches have minimal impact:

- Guest speakers – Many students tune out messages from adult authority figures.
- Extreme examples – Scaring students with horror stories seldom works.
- One-off lessons – Digital education needs to be part of a comprehensive program.
- Online modules – Earning "digital citizen" badges for answering quizzes on short videos seldom leads to safer and kinder online behavior.
- Do's and don'ts – Unless students generate lists themselves, there's limited effect.

So what *does* work? Kolb and her University of Michigan colleagues have found several promising approaches:

• *Acknowledging the good* – It's important to validate the positive aspects of cellphones, says Kolb, rather than starting with *Technology Is Ruining our Youth*. "Young people respond well when we talk about how they are using technology to support their friendships, mental health, and academic lives," she says. Then students are more likely to open up about "their complex feelings around digital space – the good, the bad, and the confusing."

• *Providing facts* – For example, students become more wary online when they learn that apps are designed to be addictive, including the specific features that manipulate their behavior.

• *Working with near-peer advisors* – Kids are more likely to tell someone close to their age what they're experiencing and listen to advice.

• *Small-group conversations* – Groups of four or five middle-school students talking with university students in a "no-judgment space" can be effective.

• *Ongoing interaction* – Rather than one or two lessons a year, schools might encourage teachers to orchestrate weekly check-in meetings to discuss what's really happening in students' digital lives: mean comments online, an e-mail scam, finding out they weren't invited to a friend's party.

• *Putting students in the role of advisors* – University of Michigan students share stories of an online problem with middle-school students and ask for feedback and advice.

• *Involving parents* – Kolb and her colleagues have had success with online events that involve kids and their parents in games, conversation starters, and time for collaboration.

"Teaching Better Screen Habits" by Liz Kolb in *Educational Leadership*, November 2024 (Vol. 82, #3, pp. 48-52); Kolb can be reached at elikeren@umich.edu.

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6. Should Students See the Letters During Phonemic Awareness Lessons?

In this *Hechinger Report*, Jill Barshay says there is some concern about how phonemic awareness lessons are being handled. Responding to "science of reading" advocacy, many

schools have purchased phonemic awareness programs (including Heggerty, which claims to be in 70 percent of U.S. districts). These programs have students sound out the component parts of words – "kuh-aah-tuh" for cat – as they learn the 44 phonemes in the English language. But in many lessons, students are not being shown visuals of the letters that make up the words they're sounding out.

The question, says Barshay: "Should kids in kindergarten or first grade be spending so much time on sounds without understanding how those sounds correspond to letters?" According to a January 2024 meta-analysis in *Scientific Studies in Reading*, the answer is no. The authors found that struggling 4-to-6-year-olds plateaued after about 10 hours of just-auditory instruction, but their progress picked up again if teachers used cards with visual displays of letters along with the sounds – C A T.

This not a new insight. Back in 2000, the National Reading Panel found that phonemic awareness instruction was almost twice as effective when letters were presented along with the sounds. A 2022 meta-analysis of 130 studies came to the same conclusion – that phonemic awareness should be taught in tandem with phonics. The new 2024 study echoes those conclusions, making clear that there are diminishing returns to auditory-only instruction. But in many primary-grade classrooms, students are doing daily phonemic chants and songs without seeing the letters.

"If you teach phonemic awareness," says Tiffany Peltier of NWEA, "students will learn phonemic awareness. If you teach blending and segmenting using letters, students are learning to read and spell." Different students need different amounts of time on phonemic awareness – students with dyslexia need more – but it is clear that very early on, students benefit from seeing the letters as they learn the phonemes.

Barshay interviewed Susan Brady, a reading expert at the University of Rhode Island, who concurred with the importance of integrating instruction on the sounds of words with visuals of the letters. Brady says there's a widespread misconception that students need to learn all the phonemes before moving into phonics. Sound training should be taught at the same time as new groups of letters are introduced, she says: "The letters reinforce the phoneme awareness, and the phoneme awareness reinforces the letters."

Officials at Heggerty told Barshay they were aware of the new findings on phonemic lessons, had revised their program in 2022, and introduced a new program in 2023 pairing phonemic awareness with phonics. For schools using outdated materials, Heggerty is reaching out with suggestions on how they can modify the lessons to include visuals of letters.

A related question, says Barshay, is how much time students should spend on phonemic awareness. Heggerty recommends 8-12 minutes a day, but Barshay interviewed reading researchers who said most children don't need that much; phonemic awareness continues to develop automatically as reading skills improve. NWEA consultant Peltier suggests that phonemic awareness can be tapered off by the fall of first grade, making room for phonics, building vocabulary and background knowledge through reading books aloud, classroom discussions, and writing.

"Proof Points: Controversies within the Science of Reading" by Jill Barshay in *Hechinger Report*, February 26, 2024; Barshay can be reached at barshay@hechingerreport.org.

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7. Does Reading Recovery Improve Students' Phonics Skills?

In this article in *Journal of Education for Students Placed At Risk,* Sinéad Harmey and Jake Anders (University College London) report on their study of 6,023 U.K. primary-grade students who took part in Reading Recovery (intensive one-on-one tutoring for 12-20 weeks) and were given the Phonics Screening Check (PSC) at the end of the school year. The PSC assessment, which is given in U.K. primary schools, has students read 20 real words and 20 pseudo words, the latter accompanied by pictures of imaginary creatures that students are asked to name (versus trying to match the pseudo words with words in their vocabulary), providing data on students' decoding skills.

What did the study find? Students who had completed Reading Recovery did better on the PSC phonics assessment than students who were still engaged with the program, and those students did better on the PSC than students who had not yet begun Reading Recovery. The study also found that the more time had passed between students completing Reading Recovery and the PSC assessment, the better students did at decoding. This is significant because students who start Reading Recovery at the beginning of the school year are those with the lowest prior literacy achievement. In other words, the neediest students gained the most from Reading Recovery.

An important piece of context for this study: U.K. primary schools have a heavy emphasis on phonics, so students referred to Reading Recovery had already had systematic phonics instruction in kindergarten and yet were not decoding well. It appears that Reading Recovery, with its one-on-one instruction, frequent diagnosis, and linking reading with writing, found a way to crack the phonics code for most students.

In sum, say Harmey and Anders, Reading Recovery "provides schools with an effective early literacy intervention for children struggling with early literacy learning."

"The Link Between Completing Reading Recovery and Performance on a Phonics Screening Check" by Sinéad Harmey and Jake Anders in *Journal of Education for Students Placed At Risk*, October-December 2024 (Vol. 29, #4, pp. 311-331); the authors can be reached at s.harmey@ucl.ac.uk and jake.anders@ucl.ac.uk.

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8. Is It Helpful to Retain Failing English Language Learners?

In this article in *Journal of Education for Students Placed At Risk*, Jamie Buckmaster (Oklahoma State University), Angela Urick (Baylor University), and Timothy Ford (University of Oklahoma) report on their study of the long-term impact of grade-level retention on English language learners in an urban U.S. district. The researchers compared ELLs who were kept back at the elementary level with a matched sample of ELLs who were promoted. The study's

conclusion: despite some gains in the years immediately after being retained, seven years later, students who were kept back did less well in reading, writing, and listening than those who were promoted.

"Repeating a year of school did not catch up their language development," conclude the authors. "Students lost a year of school and were susceptible to the socio-emotional consequences associated with retention and English language learning. These findings are important for practitioners."

Buckmaster, Urick, and Ford have two conclusions. First, teachers need to weigh the "enticing" evidence of students' short-term gains immediately after retention with the long-term impact on language development, self-efficacy, and high-school completion . Second, schools should invest in pre-kindergarten and bilingual education to improve the achievement of low-achieving English language learners in order to reduce the perceived need for grade-level retention.

"A Quasi-Experimental, Longitudinal Study of Grade Retention on Language Outcomes for English Language Learners" by Jamie Buckmaster, Angela Urick, and Timothy Ford in *Journal of Education for Students Placed At Risk*, October-December 2024 (Vol. 29, #4, pp. 332-362); Buckmaster can be reached at jamie.buckmaster@okstate.edu.

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9. Recommended Books on the Native American Experience

This *School Library Journal* feature provides a curated list of 2024 titles featuring Native American stories (click the link below for cover images and brief summaries):

Young readers:

- *A Family Tree* by Staci Lola Drouillard – Kindergarten-grade 3
- *My Little Ogichidaa: An Indigenous Lullaby* by Willie Poll, illustrated by Hawlii Pichette – Preschool-grade 3
- *I Am Osage: How Clarence Tinker Became the First Native American Major General* by Kim Rogers, illustrated by Bobby Von Martin – Preschool-grade 3
- *Circle of Love* by Monique Gray Smith, illustrated by Nicole Neidhardt – Preschool-grade 3
- *On Powwow Day* by Traci Sorell, illustrated by Madelyn Goodnight – Preschool-kindergarten

Middle grades:

- *Buffalo Dreamer* by Violet Duncan – Grade 3-7
- *Stealing Little Moon: The Legacy of the American Indian Boarding Schools* by Dan SaSuWeh – Grade 4-6
- *The Ribbon Skirt* by Cameron Mukwa – Grade 4-8
- *Red Bird Danced* by Dawn Quigley – Grade 4 and up
- *Lost at Windy River: A True Story of Survival* by Trina Rathgeber – Grade 3-7

Young Adult:

- *Looking for Smoke* by K.A.Cobell – Grade 9 and up
- *A Constellation of Minor Bears* by Jen Ferguson – Grade 9 and up
- *The Art Thieves* by Andrea Rogers – Grade 7 and up
- *Little Moons* by Jen Storm, illustrated by Ryan Howe – Grade 9 and up

"Native Voices" in *School Library Journal*, November 2024 (Vol. 70, #11, pp. 43-46)

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10. Short Item:

Media Literacy Website – In this *Educational Leadership* article, Chris Sperry (Ithaca College) describes Project Look Sharp, which provides free curriculum resources on media literacy.

"Teaching Media Literacy in an Infodemic" by Chris Sperry in *Educational Leadership*, November 2024 (Vol. 82, #3, pp. 63-68); Sperry can be reached at csperry@ithaca.edu.

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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 other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 54 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 HTMI version as well.

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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
ASCD SmartBrief
Cult of Pedagogy
District Management Journal
Ed Magazine
Education Gadfly
Education Next
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
Kappan (Phi Delta Kappan)
Knowledge Quest
Language Arts
Language Magazine
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
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