Marshall Memo 608

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 19, 2015

In This Issue:

Quotes of the Week

"Girls don't want to grow up to be scientists if they have never met one or if they think they're all Einstein-like geniuses with crazy hair."

Meghan Groome, director of New York Academy of Sciences, in an October 15, 2015 letter to the *New York Times* responding to a 10/11/15 article on girls in STEM fields

"Why do so many introverts look back on high school as the worst time of their lives – and why do we accept this reality as normal and 'OK'?"

Susan Cain and Emily Klein (see item #2)

"Ultimately, what matters is not only how well you can collaborate in groups, but the quality of the mind you bring to the group."

David Brooks (see item #3)

"Leaders need to challenge their own thinking about whether people can improve."

Francesca Gino and Bradley Staats (see item #1)

"You've got to know how to say, 'I made a mistake.'"

Bill T. Jones, modern dance choreographer, in an interview with Dana Lissy and Alison Beard in *Harvard Business Review*, November 2015 (Vol. 93, #11, p. 156)

"The point of instruction must be to empower learners with tools for learning and acting in the world."

Susan Kirch (see item #5)

"There is no sight more terrifying to a visiting author than a rapidly filling auditorium and the techspert can't find the right dongle."

George O'Connor (see item #8)

1. Four Human Biases That Prevent Organizations from Succeeding

"Biases cause people to focus too much on success, take action too quickly, try too hard to fit in, and depend too much on experts," say Francesca Gino (Harvard Business School) and Bradley Staats (University of North Carolina Business School) in this *Harvard Business Review* article. Here's their analysis of how these "deeply ingrained human tendencies" interfere with organizational learning and continuous improvement – and some ideas on how they can be overcome.

• *Bias toward success* – There are four challenges: (a) fear of failure, which leads people to avoid mistakes and, when they happen, sweep them under the rug; (b) a fixed mindset, which leads people to try to appear smart at all costs and see failure as something that will prove they're not; (c) overreliance on past performance, which leads people to ignore others' potential to learn; and (d) attribution bias, which involves attributing one's success to hard work, brilliance, and skill (rather than fortune), while blaming one's failures on bad luck. Here's how to overcome these challenges:

- Destigmatize failure. "Leaders must constantly emphasize that mistakes are learning opportunities, rather than cause for embarrassment and punishment," say Gino and Staats, "and they must act in ways that reinforce that message."
- Embrace and teach a growth mindset. "When people are taught a growth mindset, they become more aware of opportunities for self-improvement, more willing to embrace challenges, and more likely to persist when they confront obstacles," say the authors. "Leaders need to challenge their own thinking about whether people can improve."
- Consider potential when hiring and promoting. Part of this is overcoming less-than-positive initial impressions (a tendency among those with a fixed mindset) and the inclination to favor people like oneself.
- Study data to identify what caused success and failure. Gino and Staats suggest conducting postmortems on all projects, successes and failures. And it's important to avoid the tendency to manipulate the facts to fit preexisting notions.

• *Bias toward action* – When faced with a problem, most leaders want to *do something* rather than planning for future action, even if that something isn't helpful. There are two challenges: (a) exhaustion, which detracts from thoughtfulness; and (b) lack of reflection, which is a byproduct of being "always on." Here are some solutions:

- Build breaks and vacations into the schedule. It makes a big difference if people have time to rejuvenate and reflect.
- Take time to just think. People need to block out time every day to plan and reflect on how things are going. At Tommy Hilfiger, no meetings are permitted on Fridays.
- Encourage reflection after doing. "Don't avoid thinking by being busy," a mentor told the authors. One study found that taking 15 minutes at the end of a work day reflecting and jotting notes on the lessons learned that day was highly beneficial.

• *Bias toward fitting in* – There are two challenges with this tendency: (a) believing we need to conform, which leads people to follow organizational norms and rules rather than thinking outside the box; and (b) failure to use one's strengths, which comes from an organization that doesn't encourage people to exercise their signature talents. Here's how to overcome these:

- Encourage people to cultivate their strengths. Managers should ask themselves, "Do I know what my employees' talents and passions are? Am I talking to them about what they do well and where they can improve? Do our goals and objectives include making maximum use of employees' strengths?"
- Increase awareness and engage workers. Repeating key messages and giving people anonymous channels to report problems and make suggestions are essential tools.
- Model good behavior. Leaders need to walk the talk and reward employees who speak up about problems, including the leaders' own.

• *Bias toward experts*. This tendency creates three challenges: (a) an overly narrow view of expertise (titles, degrees, and years of experience versus time on the front line); (b) the tendency to misunderstand the potential drawbacks of working at the same job for an extended period of time; and (c) inadequate frontline involvement, which robs the organization of the wisdom of those closest to the action. Here's how these tendencies can be overcome:

- Encourage workers to own problems that affect them. Problems need to be fixed when and where they occurred. "Tackling problems immediately, when the relevant information is still fresh, increases the chances that they will be successfully resolved," say Gino and Staats.
- Give workers different kinds of experience. Specialization helps efficiency, but mixing up work assignments promotes learning and deeper understanding and improves employee engagement.
- Structure the workplace so employees get to know their colleagues well. Working with the same people over time increases coordination, optimizes the use of valuable expertise, improves response to new circumstances, and helps people work together to solve problems.
- Empower employees to use their experience and expertise. As Steve Jobs once said, "It doesn't make sense to hire smart people and tell them what to do; we hire smart people so they can tell us what to do."

"Why Organizations Don't Learn" by Francesca Gino and Bradley Staats in *Harvard Business Review*, November 2015 (Vol. 93, #11, p. 110-118), https://hbr.org/2015/11/why-organizations-dont-learn

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2. How Schools Can Accommodate Their Introverted Students

"Why do so many introverts look back on high school as the worst time of their lives – and why do we accept this reality as normal and 'OK'?" ask Susan Cain (author of *Quiet: The Power of Introverts in a World That Can't Stop Talking*) and Emily Klein (Montclair State University) in this article in *Independent School*. "Do professional educators have a full understanding of how tough a place an American school can be for introverts? Do we realize what an extroverted act it is, in the first place, to go to school all day long in a classroom full of people, with constant stimulation, precious few breaks, and almost no quiet time or alone time? Even for introverted kids who like school, it's still an over-stimulating environment – not unlike an all-day cocktail party for an introverted adult (but without the alcohol)."

Researchers have found that between one-third and one-half of students are introverts, but most teachers think the "ideal" student is an extrovert. A number of introverts have achieved great success – among them Charles Darwin, Albert Einstein, George Orwell, Steven Spielberg, Larry Page, Steve Wozniak, and J.K. Rowling – but their success may have been in spite of their schools. Cain and Klein are on a mission to reverse the historical bias of schools in favor of extroverts.

They start with lessons from brain research on temperament, which shows that "physiological differences profoundly influence temperament – and therefore the classroom experiences of students." Introverts differ from extroverts in the way their dopamine-based reward network reacts to external rewards – it's less activated. Social situations that are energizing for extroverts are exhausting and "unrewarding" for introverts, who need to be alone to recharge their batteries after stimulating interpersonal interactions.

"And while extroverts and introverts are equally warm and loving (dispelling the myth that introverts are somehow antisocial), extroverts are more likely to respond to the reward value of a social situation," say Cain and Klein. "As a consequence, they tend to seek positive social attention." School is tailor-made for them: "From grading students for participation (almost exclusively defined as raising one's hand and speaking, rather than engaging quietly with the material), to an emphasis on cooperative learning and group discussion, to subtle and informal but powerful incentives for being well liked and socially active, schools reward outgoing students and penalize quiet ones."

Drawing on a Connecticut school's lively interchange among students and faculty on this topic, Cain and Klein suggest several ways for schools to right the imbalance:

• *Rethink grading for participation*. The point of grades is to accurately assess students' learning, not how much they talk in class. "We encourage teachers to separate grades for learning from grades for participation," say Cain and Klein. "Why not give one grade for mastery of the material and a separate grade for character?" The second grade

would measure meaningful intellectual contributions, empathy, courage, persistence, listening, and respect for others.

• *Change classroom dynamics*. Teachers should think about orchestrating classroom engagement, defined as how absorbed students are in a variety of tasks. Instead of whole-group discussions, this might involve "think, pair, share" with students reflecting, writing, and then discussing with one other classmate. This is also helpful for extroverts, who benefit from slowing down their thinking and putting a filter between their brains and their mouths. The best classroom structures push both introverts and extroverts out of their comfort zones. Another approach is posting several quotes around the classroom and asking students to engage in a "silent dialogue" about them, rotating from sheet to sheet "conversing" with classmates through their written comments and questions.

• *Connect with introverted students*. "I was more intentional to make warm eye contact with them," says one of the Connecticut teachers, "smiles that let them know that I know they are with me, even if they are not sharing as much."

• *Wait five or ten seconds before calling on students*. This gives all students more time to think and shy students a chance to gather their courage.

• *Use social media in the classroom*. Quiet students may have an easier time sharing their thoughts in an online response or blog, which will make them more confident in all-class discussions.

• *Coach introverted students*. Cain and Klein encourage teachers to talk individually with shy students to prep them for a comment their might make in class or a question they might think about answering. Parents can also be coached on how to support their introverted children.

• *Create groups for students who are anxious about public speaking*. "In a class swirling with social and, in the later grades, sexual politics, practicing public speaking can be so frightening that it becomes counterproductive," say Cain and Klein. "Desensitizing the fear in small, supportive settings is crucial for students who are afraid of the spotlight."

• *Rethink recess*. "The notion that *all* students should restore themselves, each and every day, by running out into a big noisy yard is very limiting, and frankly unimaginative," say the authors. Students should have the option to play board games or chill by themselves.

• *Change cafeteria tables*. Socializing in a noisy group of 10-12 kids at conventional lunchroom tables is not an introvert's cup of tea – they're much more comfortable chatting with two or three peers at a small, round table.

• *Encourage deliberate practice*. Many students do their best work taking on challenging tasks alone.

• *Some quiet, please!* Extroverts perform better academically in a lively environment while introverts do better when it's quiet, so there is no one-size-fits-all formula for schools. All the same, accommodations must be made, say Cain and Klein: "In order to flourish, quiet students need to have the ability, for at least part of the day, to have some control over the amount of stimulation that is right for them to optimally learn."

"Engaging the Quiet Kids: Brain Science and the Teaching of Introverts" by Susan Cain and Emily Klein in *Independent School*, Fall 2015 (Vol. 75, #1, p. 64-70), no e-link available; Klein can be reached at kleine@mail.montclair.edu.

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3. David Brooks Pushes Back on Pure Project-Based Learning

In this *New York Times* column, David Brooks comments on Greg Whiteley's new documentary, "Most Likely to Succeed." The film's message is that most American schools are trying to load knowledge into students' heads and training them for rote tasks, an approach that won't prepare them for a world in which information can be accessed almost instantly and many routine tasks are performed by computers and robots. A better approach, argues the film, is to de-emphasize content and train students in the relational skills essential for success in the 21st-century: motivation, collaboration, perseverance, self-confidence, and nimbleness navigating several jobs and careers. The documentary showcases High Tech High in San Diego, which gets students working on group projects to answer a driving question – for example, Why do civilizations rise and fall?

Brooks sees the appeal of this approach, but he has concerns: "Long stretches of history and other subject curriculums are effectively skipped. Students do not develop conventional study habits. The big question is whether such a shift from content to life skills is the proper response to a high-tech economy… Ultimately, what matters is not only how well you can collaborate in groups, but the quality of the mind you bring to the group." Brooks worries that the process-oriented approach "ignores the distinction between information processing, which computers are good at, and knowledge, which they are not."

What is the formula for producing wise and successful adults? Brooks believes relational skills are important but should be taught alongside content and skills. He suggests that schools organize themselves around four essentials:

• *Content* – "You have to know what a neutron or a gene is," he says, "that the Civil War came before the Progressive Era." Those who have mastered a well-chosen body of core knowledge are better prepared to understand advanced facts and concepts.

• *Pattern formation* – Students have to be able to link facts together in ways that make sense. "This can be done by a good lecturer," says Brooks, "through class discussion, through unconscious processing, or by going over and over a challenging text until it clicks in your head."

• *Mental reformation* – When students immerse themselves in a field, they can learn a new language and way of seeing the world – for example, how to think like a mathematician, poet, or physicist. "At this point," says Brooks, "information has become knowledge. It is alive. It can be manipulated and rearranged. At this point a student has the mental content and architecture to innovate, to come up with new theses, challenge others' theses, and be challenged in turn."

• *Wisdom* – This, says Brooks, "is a hard-earned intuitive awareness of how things will flow. Wisdom is playful. The wise person loves to share, and cajole and guide and wonder…"

"The cathedrals of knowledge and wisdom are based on the foundations of factual acquisition and cultural literacy," he concludes. "The stairway from information to knowledge to wisdom has not changed. The rules have to be learned before they can be played with and broken."

"Schools for Wisdom" by David Brooks in *The New York Times*, October 16, 2015, http://www.nytimes.com/2015/10/16/opinion/schools-for-wisdom.html?_r=0

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4. The "Goldilocks" Level of Scaffolding and Support for Students

In this *Kappan* article, Rachel Dale (an elementary teacher in Wake County, North Carolina) and Jimmy Scherrer (formerly of North Carolina State University) describe how the following math problem was taught in three different classrooms:

> *Tyler and Samantha ordered same-size pizzas. Tyler's was cut into eighths, Samantha's into tenths. Tyler ate four pieces of his pizza. How many pieces would Samantha have to eat to consume the same fraction of her pizza? Explain your work with words, pictures, or numbers.*

• *Classroom #1* – The teacher reads the problem aloud, asks students to solve it with a partner, and circulates. In one group, a student quickly solves the problem by seeing that 5/10 is the same as 4/8, but his partner doesn't get it. The teacher decides to let them wrestle with it on their own. Another pair is arguing about whether the pizzas are pepperoni or cheese. The teacher is happy they're engaged and again, doesn't intervene. She notices that a number of students are drawing circles for the pizzas and having trouble dividing them up appropriately. She decides to let them struggle with this interesting challenge. At the end of the class, she assigns 20 equivalent fractions problems for homework.

• *Classroom #2* – The teacher reads the problem to students and walks around the room observing groups working. One is drawing circles representing the pizzas but has divided both into eighths. The teacher draws two circles and shows how to divide them up correctly. The students thank him. Another group is stuck trying to figure out 4/8 = ?/10. The teacher suggests that they draw two circles to represent the pizzas, divide one into eight pieces, the other into ten, shade in four of the eight pieces, then look to see the equivalent proportion in the other. Assuming that the students are no longer confused, the teacher moves on. Another group is making the mistake of dividing both pizzas into eighths, and the teacher decides to call the class to order and demonstrates the correct procedure on the board. He adds that they can use number lines instead of drawings. Unsure about the level of understanding, he doesn't assign math homework.

• *Classroom #3* – The teacher displays the problem, asks a student to read it aloud, and challenges students to solve it in several different ways. She circulates and notices one group of students who quickly realize that 4/8 is the same as 5/10. "How might you be able to convince me of that without using numbers?" she asks. The students ponder this and begin to draw the pizzas to illustrate the fractions. The teacher overhears another group talking about

their favorite kinds of pizza and immediately redirects them to the task. A third group is having trouble partitioning their circles; they tell the teacher they're trying to compare the circles. "Say more about that," she says. "If we can get this circle into 10 equal pieces, we could see how many of these pieces would equal the four pieces that we shaded in that circle," says a student. "I see," says the teacher. "If you are having a difficult time dividing the circle into equal pieces, perhaps you can apply your method using a different shape." As she walks away, the group is discussing using squares or rectangles. The teacher lets students work for five more minutes and then convenes a whole-class discussion.

These teachers' ways of handling the same task demonstrate three possible points on the "Goldilocks" scale:

- Too little scaffolding, resulting in unsystematic exploration;
- Too much scaffolding, constraining opportunities to think through and persevere;
- Just the right amount of scaffolding, resulting in productive struggle.

The third teacher's interventions were appropriate, say Dale and Scherrer. The teacher didn't hesitate to get involved to help students who were off task or stuck, but she didn't reduce cognitive demands and asked questions that pushed students to think through possible solutions on their own.

"Goldilocks Discourse – Math Scaffolding That's Just Right" by Rachel Dale and Jimmy Scherrer in *Phi Delta Kappan*, Oct. 2015 (Vol. 97, #2, p. 58-61), www.kappanmagazine.org; Dale can be reached at rdale@wcpss.net.

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5. Helping Students Become Thoughtful, Skeptical Readers

In this article in *The Reading Teacher*, Susan Kirch (New York University) worries that the Common Core ELA and the Next Generation Science standards' emphasis on getting students to locate *evidence* in texts is producing an unintended consequence: superficial evidence-finding in many classrooms. "Identifying and using evidence as called for in the standards is not enough," says Kirch. "The phrases used in these standards – *use evidence, identify evidence, draw evidence, cite relevant evidence, support with evidence* – imply that evidence is an object that can be identified simply by looking at it." A deeper and more-thoughtful approach to text evidence should "help students develop abilities to understand how explanations, arguments, or persuasive narratives are produced."

Kirch's concern is that without an understanding of the purpose of evidence, students may become confused or bored with what they're being asked to do – or conclude that they should just believe what authors are saying and what adults tell them. "This is not why we became teachers," she says. "The point of instruction must be to empower learners with tools for learning and acting in the world… Evidence is a cultural tool constantly being reproduced in every new situation, and learners need to recognize this."

That's why Kirch and her colleagues embarked on the Knowing and Knowledge Study, challenging third and fourth graders to think about the question, *What do we mean when we say we know something?* Students interviewed friends with questions like these:

(a) Please tell me something you know about sound; (b) How did you come to know this about sound? (c) Why do you think this is true? and (d) If you had to prove this, what would you do? Here are some of the ideas that students and teachers came up with as they delved into what makes evidence robust:

- We can explain it.
- We can show it.
- We expect to be challenged.
- We can provide proof.
- We can convince people to believe us.
- We really saw it. It happened.
- We experienced it ourselves.
- We researched it.
- We can give examples.
- We are confident about it.

Over several days, this activity made students much more discerning as they looked at authors' evidence in texts. They asked themselves, *Did the authors prove their claim? Is an alternative possible? How do we know that? Are there any other clues on the page – pictures, diagrams, illustrations – that could be used as evidence?*

What emerged, says Kirch, was that "students were recognizing functional properties of evidence as a tool rather than focusing (incorrectly) on the superficial identity of evidence as an object… Most notably, they were beginning to discuss whether all evidence is equally useful, valid, and trustworthy." Here are some questions they were able to answer:

- How do we decide to trust a source?
- What sources do we use most frequently?
- What sources do we use least frequently?
- Do we tend to believe what we read no matter what it says or who writes it?
- Do we tend to believe what we read only when it is consistent with our own personal experience?
- Do we tend to trust what parents, teachers, and older siblings tell us but not younger siblings or peer-group friends?
- Do we tend to trust our senses and experiences over other sources, or do we tend to defer to others?

"Teaching and Learning the Purpose of Evidence for Knowledge and Knowing" by Susan Kirch in *The Reading Teacher*, September/October 2015 (Vol. 69, #2, p. 163-167), available for purchase at http://onlinelibrary.wiley.com/doi/10.1002/trtr.1396/abstract; Kirch can be reached at susan.kirch@nyu.edu.

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6. Orchestrating Classroom Urgency

In this article in *Kappan*, Joanne Kelleher (an assistant principal in King's Park, New York) says that instructional urgency "is not moving so fast that only the top students can

keep up; it is not skipping important topics in the curriculum in order to move ahead; and it is not continuously practicing for high-stakes assessments. Urgency does not mean that faster is better or that a classroom should become a pressure cooker." Rather, urgency means that students understand the critical importance of their work and that every minute counts. Kelleher highlights three ways that teachers orchestrate urgency:

• *Optimizing time* – One of the best ways to make optimal use of time is through efficient classroom routines – students' learned expectations for how to enter the classroom, find materials, get to work, move from activity to activity and place to place, and do the work. Teachers can also create a learning buzz (without necessarily moving fast – Augustus Caesar: "Make haste slowly") through pacing, variety, smooth transitions, setting time limits, and building anticipation.

• *Planning for engagement* – When students are invested in their schoolwork, there tends to be more energy and urgency. Teachers can foster this by working with students to set unit and lesson goals, structuring authentic learning tasks, giving students significant choices, and assessing learning with real-world performance tasks involving an outside audience.

• *Walking the walk* – Creating a sense of urgency "is not a sedentary proposition," says Kelleher. The most-effective teachers seldom sit down; they roam the classroom prodding, supporting, and inspiring their students from bell to bell.

"Create a Sense of Urgency to Spark Learning" by Joanne Kelleher in *Phi Delta Kappan*, October 2015 (Vol. 97, #2, p. 21-26), www.kappanmagazine.org

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7. Should We Teach Reading in Kindergarten?

In this *Education Gadfly* article, literacy guru Tim Shanahan takes on the idea that if we refrain from trying to teach reading to kindergarteners, our kids will end up being better readers, like those in Finland. This idea is from the "Whistle a happy tune" philosophy of education, says Shanahan. "It links one cultural input with one achievement output and assumes both a causal connection (not teaching reading in kindergarten will result in higher achievement) and that if this cultural input were adopted elsewhere, the same outcome would result there as well… It sure is fun to think about how easily we could remake our society." Shanahan makes several points:

- Finland is significantly less economically and culturally heterogeneous than the U.S.
- The Finnish language is much easier for children to decode than English because it has a much more regular relationship between spelling and pronunciation.
- Because Finland is small, there are few dialectical differences to complicate things.
- Finnish children, on average, grow up in homes more likely to have intact marriages, parents with college or advanced degrees, good nutrition, exposure to vocabulary, books, and newspapers in the home, and easier access to public libraries.
- Consequently, one-third of children enter Finland's schools already reading. "That sure takes the pressure off those supposedly high-skilled Finnish teachers," says Shanahan.

Considering all this, he concludes, teaching American children to read in kindergarten is "a really good idea." While many students begin school with major deficits in vocabulary and core knowledge, Shanahan believes good curriculum and pedagogy (not present in all classrooms, he concedes) will give them a head start that lasts. Shanahan cites extensive research to refute the claim made by Nancy Carlsson-Paige that there's no long-term benefit from early reading instruction.

"Finland's 'Joyful, Illiterate Kindergarteners'" by Tim Shanahan in *The Education Gadfly*, October 14, 2015 (Vol. 15, #40), http://bit.ly/1PCKogp

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8. Do's and Don'ts for Schools Hosting an Author

In this graphic-novel-style piece in *School Library Journal*, author George O'Connor shares some suggestions based on his numerous presentations in schools:

- Have someone ready to greet the author at the door so there are no hold-ups or hassles.
- Have technology set up and tested in advance. "There is no sight more terrifying to a visiting author than a rapidly filling auditorium and the techspert can't find the right dongle."
- Choose the right space for the presentation – for example, not a big auditorium without shades if the author wants to show slides.
- Teachers and other adults in the audience should model attentive behavior; students will take cues from them if they're yawning or checking their smartphones.
- Don't let students mob the author after the presentation. "We're a gentle breed, we authors," says O'Connor. "We just gave our all in a presentation, and we don't want to be the heavy who says no to a child's request. Organize a signing with guidelines.
- For a signing, make sure the author has a stable surface to write on and have students put sticky notes on their books showing how their names are spelled.
- Have fun! Authors' presentations can add a huge amount to the literacy program.

"How to Host a Successful Author Visit" by George O'Connor in *School Library Journal*, October 2015 (Vol. 61, #10, p. 28-29), http://www.slj.com/2015/10/books-media/graphic-novelists-reflect-on-school-visits/

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If you have feedback or suggestions,
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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
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Elementary School Journal
Essential Teacher
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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