# Marshall Memo 533

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 21, 2014

## In This Issue:



## Quotes of the Week

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Scott Peters et al. (see item #3)

"Schools should move away from giving the blanket message to parents that they need to be more involved and begin to focus instead on helping parents find specific, creative ways to communicate the value of schooling, tailored to a child's age."

Keith Robinson and Angel Harris (see item #2)

"At the center of teaching writing craft is what is at the center of all good instruction: the student. We don't teach semi-colons; we teach students how to use them well."

Penny Kittle (see item #4)

"Writing is a core skill for living, not just for school. Writing sharpens our vision, tunes us in to what matters, and helps us think through what we must live through. We write to express what we know and see and believe, and we have the power to determine exactly how readers will hear our work: where sentences will glide and where they'll stop."

Penny Kittle (*ibid.*)

"When books reach students, students reach for books."

Penny Kittle (*ibid.*)

## 1. Tips on Raising Caring Children

What does it take to raise a compassionate, moral child? asks Adam Grant (Wharton School, University of Pennsylvania) in this *New York Times* article. Researchers have found that worldwide, this is parents' number one priority – instilling caring is more important to them than their children's achievement. But how much difference do parents make in this area? Are some children born good-natured and others mean-spirited? Studies of twins suggest that between one-quarter and one-half of people's propensity to be kind is inherited – which means that parents and the environment account for up to three-quarters. Drawing on the psychological research, Grant has these suggestions for adults working with children:

• *Praise is more effective than rewards*. If we want to reinforce caring, "Rewards run the risk of leading children to be kind only when a carrot is offered, whereas praise communicates that sharing is intrinsically worthwhile for its own sake," says Grant.

• *With children around 8 years old, praise character, not actions*. Say, for example, "You're a very nice and helpful person," which leads children to internalize being helpful as part of their identity. However, this approach doesn't work with younger children, who haven't formed a stable sense of self, and with children 10 and older, there's no difference in whether they're praised for character or actions.

• *Nouns work better than verbs*. It's better to encourage a child to "be a helper" than "to help," and it's better to say, "Please don't be a cheater" than "Please don't cheat." Grant explains: "When our actions become a reflection of our character, we lean more heavily toward the moral and generous choices. Over time it can become part of us."

• *With bad behavior, evoke guilt, not shame*. "Shame is the feeling that I am a bad person, whereas guilt is the feeling that I have done a bad thing," says Grant. "Shame is a negative judgment about the core self, which is devastating; shame makes children feel small and worthless, and they respond either by lashing out at the target or escaping the situation altogether. In contrast, guilt is a negative judgment about an action, which can be repaired by good behavior. When children feel guilt, they tend to experience remorse and regret, empathize with the person they have harmed, and aim to make it right." When parents get angry, withdraw their love, and threaten punishments, children feel shame and believe they're bad people. Some parents are so worried about this dynamic that they fail to discipline their children – which can get in the way of moral development.

• *With bad behavior, say you're disappointed*. "[E]xpressing disappointment, explaining why the behavior was wrong, how it affected others, and how they can rectify the

situation," says Grant, "enables children to develop standards for judging their actions, feelings of empathy and responsibility for others, and a sense of moral identity, which are conducive to becoming a helpful person. The beauty of expressing disappointment is that it communicates disapproval of the bad behavior, coupled with high expectations and the potential for improvement: 'You're a good person, even if you did a bad thing, and I know you can do better.'"

• *Model caring and generous behavior*. Studies have shown that children pay more attention to what adults *do* than what they *preach*. "Children learn generosity not by listening to what their role models say, but by observing what they do," says Grant.

[There's an interesting contrast between these findings and Carol Dweck's research and advocacy on praising children for working hard and being strategic rather than for being "smart" – praising actions rather than innate qualities. It seems there is a difference between the way researchers think about the development of moral character versus intelligence. K.M.]

"Raising a Moral Child" by Adam Grant in *The New York Times*, April 13, 2014 (p. SR1, 6-7), http://www.nytimes.com/2014/04/12/opinion/sunday/raising-a-moral-child.html?_r=0

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## 2. When Parent Involvement Helps – and When It Doesn't

In this thought-provoking *New York Times* article, Keith Robinson (University of Texas/Austin) and Angel Harris (Duke University) report on three decades of research assessing 63 different forms of parent involvement in children's schooling. Robinson and Harris found that virtually all parents try to help their children do well in school, but most of their efforts don't produce positive results. Here are some forms of involvement that do not boost achievement:

- Observing a child's class;
- Contacting the school about a child's behavior;
- Checking in with the teacher;
- Attending PTA meetings;
- Helping decide a child's high-school courses;
- Helping a child with homework.

The bottom line, say the authors, is that "most forms of parental involvement yielded no benefit to children's test scores or grades, regardless of racial or ethnic background or socioeconomic standing. In fact, there were more instances in which children had higher levels of achievement when their parents were less involved than there were among those whose parents were more involved." Even seemingly positive forms of involvement such as discussing school or regularly reading with a child had mixed effects with different racial/ethnic groups, and helping with homework was associated with *lower* student achievement. "Most parents appear to be ineffective at helping their children with homework," say Robinson and Harris. The only exception was Chinese, Korean, and Indian parents, whose help was associated with higher grades (but not higher test scores) for their adolescent children.

Does parent involvement ever help? Yes, say Robinson and Harris. "We believe that parents are critical for how well children perform in school, just not in the conventional ways that our society has been promoting." Their research found a positive impact from parents who:

- Communicate the importance of school and an expectation that the child will go to college;
- Discuss what the child is doing in school (in most racial/ethnic groups);
- Request a particular teacher for a child.

"Schools should move away from giving the blanket message to parents that they need to be more involved and begin to focus instead on helping parents find specific, creative ways to communicate the value of schooling, tailored to a child's age… [P]arents who have been less involved or who feel uncertain about how they should be involved should not be stigmatized. What should parents do? They should set the stage and leave it."

"Parental Involvement Is Overrated" by Keith Robinson and Angel Harris in *The New York Times*, April 13, 2014 (p. SR7), http://nyti.ms/1gvtDCn

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## 3. Challenging "Gifted" Children Without Labeling Them

In this *Education Week* article, Scott Peters (University of Wisconsin/Whitewater), Scott Barry Kaufman (University of Pennsylvania), Michael Matthews (University of North Carolina/Charlotte), Matthew McBee (East Tennessee State University/Johnson City), and Betsy McCoach (University of Connecticut/Storrs) argue that when curriculum is delivered in an undifferentiated fashion, many students are "ill served" – those who are far behind, and those who already know the material.

"Gifted education has been controversial since its earliest days and remains so today," say the authors. "Given public unease, it is difficult for schools to devote resources to the children who could be learning more quickly and more deeply than the ordinary curriculum allows." What most schools are doing now for these students is ineffective, they say – either the dose is too small (an hour of advanced instruction a week) or the available funding is spent on tests to identify gifted students, leaving little or nothing for interventions.

The result is that too many high-achieving students aren't being challenged and engaged and significant numbers lose their edge as they move through the grades. "Every school has students who could do more if they were appropriately challenged," say the authors. Every student deserves to learn something new every day.

What is to be done? For starters, Peters et al. believe we need to stop using the label *gifted*, which "connotes an endowment that some students receive while others do not. Moreover, the term seems to suggest that high academic performance is a permanent quality, both due to chance and applicable to all domains." The question we should be asking is whether instruction is appropriately rigorous for each child. When the content isn't challenging enough, there are several possible reasons:

- The student has exceptionally high intelligence.
- The student is highly motivated and works especially hard in the subject.

- The student has already learned the content at home.

Bestowing the "gifted" label isn't a helpful response to this situation, argue the authors. Instead, they suggest doing a better job with differentiation:

- Identify specific instances where students' academic needs aren't being met. Teachers might ask themselves, "Who is not being challenged in my math classroom today?" or "Which students won't learn anything new from next year's science curriculum?"
- Create or locate appropriate interventions to meet those needs.

These might include allowing early entrance to kindergarten, double-promoting students, and helping teachers provide challenging material for students who are ahead at certain points in the curriculum.

On a related note, the authors say, "One recent study found that, across the United States, 95 percent of kindergarteners tested in the fall demonstrated mastery of counting up to 10, identifying one-digit numbers, and recognizing geometric shapes. Despite this widespread level of proficiency, teachers reported spending an average of 12.7 days per month reteaching this content, a finding negatively associated with student learning."

"Gifted Ed. Is Crucial, But the Label Isn't" by Scott Peters, Scott Barry Kaufman, Michael Matthews, Matthew McBee, and Betsy McCoach in *Education Week*, April 16, 2014 (Vol. 33, #28, p. 40, 34), www.edweek.org; Peters can be reached at peterss@uww.edu.

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## 4. Six Keys to Improving Students' Writing

(Originally titled "Teaching the Writer's Craft")

"Writing is a core skill for living, not just for school," says New Hampshire teacher/author Penny Kittle in this exceptionally helpful *Educational Leadership* article. "Writing sharpens our vision, tunes us in to what matters, and helps us think through what we must live through. We write to express what we know and see and believe, and we have the power to determine exactly how readers will hear our work: where sentences will glide and where they'll stop… We want students to know this and to write with clarity, voice, and authority."

But too many teachers "act like scolds," says Kittle, "red pens in hand, stamping out sin and punishing errors." Too many students come to regard writing like a trip to the dentist, rush through their writing, and ignore the corrections and comments their teachers spend so much time making. "It's time to stop scolding and start teaching," she says. "At the center of teaching writing craft is what is at the center of all good instruction: the student. We don't teach semi-colons; we teach students how to use them well. This is a subtle, but essential difference." Here are her suggestions:

• *Independent reading* – "Students become better writers when they read voraciously, deeply, and often," says Kittle. "It is Leo Tolstoy and Sherman Alexie and Billy Collins and shelves of young adult literature consumed like the last deep breath you take before a dive. When books reach students, students reach for books." She pushes her high-school students to read at least 25 books a year, constantly conferring, matching them with the right book, and

asking them to find especially well-written passages to add to the "book graffiti board" on one wall of the classroom. She believes wide reading should be a whole-school effort.

• *Providing topic choice* – "Students who choose what they write about bring passion and focus to the task of writing," says Kittle. "Ask them to argue for changes they believe in. Give them audiences throughout the school and the world."

• *Daily revision* – Kittle has her students reread and listen to their writing each day, "sharpening ideas and images while shaping our sentences to be clear and smooth… All writers need a gathering place for thinking that allows for the mess of the first draft… Mistakes have to be OK as we struggle to get ideas on the page." This takes place in a low-stakes environment and helps students pay attention to details as well as style and content. "Yet the mastery of mechanics is an illusion," she says; "errors increase when we are unsure of what we are trying to say."

• *Sentence study* – Kittle has her students imitate interesting sentences, "noticing how punctuation works in a sentence and then practice using it as they craft their own sentences." One student called her over and asked, "Mrs. Kittle, I need punctuation that is bigger than a comma. What are my options?" Doing this kind of problem-solving in class helps students "see punctuation as a tool they can use, not just something they can name," she says. "They become the independent writers we desire."

• *Combining sentences* – Having students take three or four simple sentences and create a single complex sentence is excellent practice, says Kittle.

• *Modeling the writer's craft* – "I write in front of my students, demonstrating the decisions I make to clarify and tune sentences," she says. "I model the composition of essays, letters, and stories that matter to me, that I am deeply invested in crafting… I allow my students to watch me struggle. Passion is contagious."

Kittle shares this YouTube video of one of her students discussing how he developed as a writer: http://www.youtube.com/watch?v=shODcaAI5aU

"Teaching the Writer's Craft" by Penny Kittle in *Educational Leadership*, April 2014 (Vol. 71, #7, p. 34-39), http://bit.ly/RF2bcL; Kittle can be reached at pennykittle@me.com.

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## 5. Freeing Students from the Straitjacket of the Five-Paragraph Essay

(Originally titled "Beyond the Five-Paragraph Essay")

"The five-paragraph essay format often puts students in a box," says Kimberly Hill Campbell (Lewis and Clark College) in this *Educational Leadership* article. Sure, the structure is appealing (introductory paragraph with a thesis statement, three paragraphs of evidence, a concluding paragraph repeating the thesis), but it "stops the very thinking we need students to do," says Campbell. "Their focus becomes fitting sentences into the correct slots rather than figuring out for themselves what they're trying to say and the best structure for saying it." The writing students produce is organized, but much of the thoughtfulness and creativity of class discussions is missing. Campbell says thirty years of research has highlighted some of the reasons the five-paragraph essay format doesn't work:

- Needing a formula keeps students from developing the thinking and organizational skills they need to become good writers.
- Using the formula doesn't help most students score above the average range on high-stakes tests – and in college courses.
- Some college professors complain that the formula leads to "bland but planned" essays.
- It reinforces a deficit model of education. "Students learn that writing means following a set of instructions, filling in the blanks," says a report from the University of North Carolina's Writing Project Collaborative.

What's the alternative? Campbell suggests the following steps, each accompanied by mini-lessons to support students along the way:

• *Students do slow, close reading as preparation for writing*. They should mark up texts, highlighting and appreciating what the writer is doing with words, sentences, punctuation, and technique.

• *Students develop an argument they believe in*. Campbell suggests the following for students as they write a literary analysis:

- Start with low-stakes warm-up writing – This includes journal-writing, responding to quotes provided by the teacher, and responding to prompts connected to the text.
- Students then review their notes, highlight, frame one or more questions, develop a "stand," and find material and quotes to back it up.

• *Create the evidence paragraphs*. Having chosen a supportable position, students write with no fixed number of paragraphs in mind. The key questions are: "What do I want the reader to know about the stance I'm proving? What examples from the text help show this to the reader?"

• *Finish the essay*. When the evidence paragraphs have been written and revised, students draft the introductory and concluding paragraphs, with special emphasis on the lead sentences. Students review their work, answering these questions: "What is your argument? How does it help readers see the text in a new way? What do you need to share with readers about this discovery? So what?"

• *Get peer feedback*. Students work in groups, with each student reading his or her working draft aloud and getting feedback from others.

Teachers who shift to this approach should expect resistance from students, says Campbell. "Come on, can't we just write five paragraphs?" pleaded one of her students. But teachers should press on, because the long-term results will be much better for students.

"Beyond the Five-Paragraph Essay" by Kimberly Hill Campbell in *Educational Leadership*, April 2014 (Vol. 71, #7, p. 60-65), http://bit.ly/1msuqpd; Campbell can be reached at Kimberly@lclark.edu.

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## 6. How a Teacher-Written Exemplar Can Support Effective Teaching

In this *Kappan* column, Newark educator/author Paul Bambrick-Santoyo suggests that before teachers give their students a challenging Common Core-aligned question on a passage

– for example, *How does the author use figurative language to convey the protagonist's tone?* – the teacher should sit down and write the kind of response students should ideally produce. This gives the teacher a helpful end-in-sight benchmark for planning the lesson, for doing on-the-spot checking as students work, and for assessing students' finished products. "Writing an objective is only the beginning of envisioning how far your students can go," says Bambrick-Santoyo. "Writing an exemplar will bring it into unmistakable focus, so that there can be no doubt when your students have reached it."

"At its core, an exemplar takes our broad standards and transforms them into a concrete definition of how 'rigor' works," he continues. "The most a standard can offer – even a great standard – is a vague description of 'what' students must learn. An exemplar paves the way from 'what' they'll learn to 'how' they'll show it" – for example, linking the evidence to a central claim.

An exemplar also makes it possible for the teacher to compare students' work-in-progress with the ideal and provide efficient real-time feedback (Bambrick-Santoyo watched a middle-school teacher give individual help to her entire class in just ten minutes). Here are the key elements to such rapid-fire teaching:

• Gather useful clues. "When you use in-class data to inform your next move," he says, "you not only address error in the moment, but you also give yourself guidance on how to plan in the days and weeks to come."

• Work with the fasters writers first. Many teachers help their weakest students first, get bogged down, and don't reach most of the class. Bambrick-Santoyo recommends doing the opposite – working first with students who write the fastest (who aren't necessarily the strongest writers), then moving on to struggling students as they reach the point where help is most productive.

• Use "shorthand" symbols to communicate with students. For example, as a teacher circulates, she might put checks by evidence that is on target and circle evidence or explanations that need to be fixed. Agreed-upon marks like these allow the teacher to move more quickly from student to student and give feedback to the entire class in just a few minutes.

"When Students Don't Meet the Bar" by Paul Bambrick-Santoyo in *Phi Delta Kappan*, April 2014 (Vol. 95, #7, p. 72-73), www.kappanmagazine.org; Bambrick-Santoyo can be reached at pbambrick@uncommonschools.org.

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## 7. Using Kindles to Motivate Reluctant High-School Readers

In this *Kappan* article, Oakland (CA) educator Mark Isero describes how loaning Kindles to his ninth-graders got the most reluctant students reading and boosted overall achievement. Here are his observations on why this approach was so effective:

- Reading on a Kindle is "cooler" among peers, especially outside of school; it cuts through the stigma and allows struggling students to covertly self-identify as readers.

- Reading on a Kindle lets students disguise the fact that they're enjoying an elementary-level book like *Charlotte's Web*.
- Isero's large Kindle library (449 high-interest titles at last count) gave students a wide range of choices.
- Up to six students can read the same book at the same time (Isero's Amazon account allows one book to be shared among six devices), allowing students to form book clubs.
- The Kindle allows students to increase the font size to make dense text more readable. "With fewer words per page," says Isero, "struggling readers can feel the joy of finishing pages and wondering what will happen next."
- Students say the interface makes it easier to concentrate. "There's no distractions," said one student. "It's just me and the words."
- The Kindle is always slim and portable, making books that are hundreds of pages long less intimidating.
- Students take better care of their loaned Kindles than physical books.

Here are Isero's tips for launching a classroom Kindle project:

- Start small, perhaps with one reluctant student, and watch the buzz begin.
- Spread the word that you're looking for used Kindles. Many people have moved on to tablets and smartphones for their reading and have a Kindle they're no longer using
- Create a separate Amazon account not associated with your personal credit card.
- Invest in excellent books, building an eclectic high-interest collection.
- After buying e-versions, listen to what students say about their favorite titles and follow their lead.
- Rename your Kindles so they're easy to track, and load up the books.
- Take responsibility for charging the Kindles (although any Android charger will work if a Kindle's battery runs out at a student's home).

"Rekindle the Love of Reading" by Mark Isero in *Phi Delta Kappan*, April 2014 (Vol. 95, #7, p. 61-64), www.kappanmagazine.org; Isero can be reached at markisero@gmail.com.

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## 8. Introducing New Science Standards One Grade At a Time

In this *Education Week* article, Kim Kastens and Abigail Jurist Levy (Education Development Center, Massachusetts) salute the Next Generation Science Standards and the Framework for K-12 Science Education as "an inspiring vision of science education, in which students build a deep understanding of science and engineering during their journey from kindergarten to grade 12." However, implementing these challenging standards all at once is problematic, say Kastens and Levy, especially given the sequential, cumulative nature of any science curriculum. It's like moving the goalposts halfway through a game, putting teachers and students in the upper grades at a disadvantage as they struggle to fill in missing pieces.

The solution, they believe, is phasing in the new expectations one grade at a time, starting with kindergarten or first grade and continuing with an "upward wave" each year after that. This would mean that "each cohort of students will arrive at each grade with the requisite

prior knowledge," say Kastens and Levy. "Teachers will not be asked to teach material for which students are unprepared, and students will not be held accountable for content for which they haven't learned the background." They believe this approach would be especially helpful for high-need students.

Another advantage of a phased introduction is that it would give schools time to ramp up professional development and acquire the necessary materials and equipment. "If done well," say Kastens and Levy, "this approach would encourage collaboration, reflection, and continual improvement."

"Rolling Out Science Standards In an 'Upward Wave'" by Kim Kastens and Abigail Jurist Levy in *Education Week*, April 16, 2014 (Vol. 33, #28, p. 33), www.edweek.org

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## 9. Using Technology In Ways That Truly Foster Creativity

(Originally titled "Power Up! Technology and the Illusion of Creativity")

In this *Educational Leadership* column, Minnesota educator Doug Johnson bemoans the "creative" presentations it's so easy for students to produce using online tools like Wordle, clip art, stock photos, templates, cartoon creators, poster makers, avatar builders, and infographics generators. Are educators being "lulled into a false impression that they have been developing creativity in students when using technologies that produce brilliant-looking results?" he asks. Here are Johnson's suggestions for fostering true creativity:

- Discourage the use of built-in graphics and clip art. "Ask students to draw and scan their own images or use an online drawing program to create original art," he says.
- Choose tools that require original materials. These include Animoto, Prezi, and Big Huge Labs Motivator, which ask students to provide raw material themselves.
- Choose devices that enable students to make original art. These include tablet computers with microphones, front- and rear-facing cameras, and image-editing software, and desktop computers with drawing pads.
- Make creativity a criterion in the assessment rubric. Creativity isn't an end in itself, says Johnson. "When creativity is employed to convince a reader or viewer of a point of view, solve a meaningful problem, communicate more clearly, or increase attention and engagement, the quantity and quality of creativity increases."

"Power Up! Technology and the Illusion of Creativity" by Doug Johnson in *Educational Leadership*, April 2014 (Vol. 71, #7, p. 84-85), http://bit.ly/QsjbC4; Johnson can be reached at doug0077@gmail.com.

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## 10. Data on Teen Births and Prevention

In this *Education Week* article, Debra Viadero summarizes a CDC (U.S. Centers for Disease Control and Prevention) report on teen pregnancy prevention with these statistics: 27 percent of U.S. teens age 15-17 have had sex, and of those, 83 percent did not have a sex

education course before becoming sexually active. The report notes that the rate of teen births is the lowest on record.

"Teenage Pregnancy" by Debra Viadero in *Education Week*, April 16, 2014 (Vol. 33, #28, p. 5); the full CDC Vital Signs study, "Preventing Pregnancies in Younger Teens," is available at http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6314a4.htm?s_cid=mm6314a4_w

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## 11. Short Items:

***a. Science lab simulations*** – This University of Colorado website has a series of interactive science simulations: https://phet.colorado.edu.

Spotted in a reader comment on a link included in "Bulletin Board: Mix It Up" in *Educational Horizons*, April/May 2014 (Vol. 92, p. 4)

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***b. Five free rubric-building apps*** – This site http://bit.ly/1eh9SNE has links to RubiStar, Technology General Rubric Generator, iRubric, Annenberg Learner Build a Rubric, and Essay Tagger Common Core Rubric Creation Tool.

"Bulletin Board: Mix It Up" in *Educational Horizons*, April/May 2014 (Vol. 92, p. 4)

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***Do you have feedback? Is anything missing?***

*If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail:* kim.marshall48@gmail.com

# About the Marshall Memo

### *Mission and focus:*

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 43 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).

### *Subscriptions:*

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

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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
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
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 Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest