Marshall Memo 472

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 11, 2013

In This Issue:

Quotes of the Week

"Stress turns out to be far more complicated than we've assumed, and far more under our control than we imagine."
Po Bronson and Ashley Merryman (see item #1)

"Probably nothing induces a threat state more than feeling you can't make any mistakes."
Po Bronson and Ashley Merryman (*ibid*.)

"Young adolescents are fascinated with and horrified by their bodies."
Paul Deering, John McAleese, Joy Hannah, and Doug McLean (see item #2)

"We have abundant powers for ignoring, forgetting, or misinterpreting information that may seem to contradict our view of reality."
David Perlmutter (see item #3)

"On an average day in middle school, fully a third of my brain was obsessed with personal safety. I feared the block 10 times more than any pop quiz."
Ta-Nehisi Coates in "Hip-Hop Speaks to Guns" in *The New York Times*, Feb. 6, 2013
http://www.nytimes.com/2013/02/07/opinion/coates-hip-hop-speaks-to-the-guns.html?_r=0

"Think back to a teacher you had in school whom you didn't like. Chances are, your dislike for the teacher spilled over into a dislike for the subject the teacher taught."
Ruby Payne in "When Discipline Issues Are Emotional Issues" in *Middle Ground*, February 2013 (Vol. 16, #3, p. 9-10), www.amle.org

1. Worriers or Warriors: Who Does Better in High-Stress Situations?

In this fascinating *New York Times Magazine* article, Po Bronson and Ashley Merryman analyze why some people go to pieces under pressure while others thrive in competitive, stressful situations – why some people are *worriers* while others are *warriors*. "Stress turns out to be far more complicated than we've assumed," say Bronson and Merryman, "and far more under our control than we imagine. Unlike long-term stress, short-term stress can actually help people perform, and viewing it that way changes its effect. Even for those genetically predisposed to anxiety, the antidote isn't necessarily less competition – it's more competition. It just needs to be the right kind."

Genetically predisposed? Yes, it turns out there's a gene involved in stress tolerance – the COMT gene. It carries the assembly code for an enzyme that clears dopamine from the prefrontal cortex of our brains. We work best when dopamine is maintained at a Goldilocks level – not too much and not too little. There are two variants of the COMT gene: one builds enzymes that *slowly* remove dopamine; the other builds enzymes that *rapidly* clear dopamine.

All people carry the genes for one variant or the other, or a combination of both. Those who carry the slower dopamine-removing COMT gene have a cognitive advantage under normal conditions. But their stronger reasoning power (problem-solving, complex thought, foreseeing consequences, executive functioning) deteriorates under stress, when their frontal cortex is flooded with dopamine. Unable to clear the dopamine fast enough, their performance sinks to suboptimal. Conversely, people with the faster dopamine-removing COMT gene do less well in everyday conditions but excel under stress – they're able to clear the dopamine and keep their brains functioning at optimal levels.

A study of thousands of Taiwanese students taking an exceedingly high-stakes national examination found that those with the slow-acting enzymes (the worriers) scored 8 percent lower than those with fast-acting enzymes. In this exam, lots of A students literally traded places with B students.

People born with the fast-acting enzymes (the warriors) "actually need stress to perform their best," says Adele Diamond, professor of developmental cognitive neuroscience at the University of British Columbia. Under everyday conditions, they tend to underperform, but stress raises their dopamine level. "They are like Superman emerging from the phone booth in times of crisis," say Bronson and Merryman. "Their abilities to concentrate and solve problems go up."

How are the COMT genes distributed? Since we get one from our fathers and one from our mothers, one quarter of children have only the slow-enzyme variant, one quarter have only the fast-enzyme variant, and half have a mixture of both. Does that mean those with the slow-enzyme gene are forever cursed? Actually not. According to studies of Navy SEALs, pilots, and soldiers in Iraq and Afghanistan, worriers can learn to handle stress with the proper training and preparation. In fact, say Bronson and Merryman, shielding slow-enzyme worriers from stress "could be the worst response, depriving them of the chance to acclimate to recurring stressors." What they need is *stress inoculation*: put them in worry-producing situations without overwhelming them and give them enough time to recover. "Training, preparation, and repetition defuse the Worrier's curse," they say.

One of the most surprising research findings is that when students get certain messages before a big test, it affects how they label stress – and that improves their performance. In an experiment at Harvard, undergraduates about to take a Graduate Record Examination (GRE) practice test were given a short note saying the purpose of the study was to examine the effects of stress on cognition. Half the students (the experimental group) were given an additional note saying that recent research suggests that "people who feel anxious during a test might actually do better." It advised students that if they felt nervous, "you shouldn't feel concerned… simply remind yourself that your arousal could be helping you do well."

Students who received the second note scored 50 points higher in the quantitative section than the control group on the practice test (out of a possible 800 points). On the real GRE, those who received the don't-worry notes scored 65 points higher. The same experiment was replicated with remedial math students at a Midwestern community college. Did the notes make students in the experimental group more relaxed? Not at all. Researchers took saliva samples and found that students were just as nervous but they processed their anxiety differently, transforming it into a positive force that drove better performance.

Another researcher, Wendy Berry Mendes, a psychology professor at the University of California/San Francisco, asks us to examine the mental state of high-school students waiting outside an SAT testing site. Some are in a "threat state" – shoulders hunched, rubbing their hands, stamping their feet. Inside their bodies they are experiencing vasoconstriction – a tightening of the smooth muscles that line their blood vessels. Their blood pressure is rising, their breathing is shallow, oxygenated blood levels and energy supplies drop, and hormone changes make them more fearful of making mistakes.

Other students – their shoulders back, chests open, rising on their toes, blood vessels dilated – are in a "challenge state." Their hormones are suppressing fear networks in their brains, their brains may be getting as much as two liters of extra blood a minute, and they're excited to get started on the test.

"As the doors to the test center open," say Bronson and Merryman, "the line between challenge and threat is thin. Probably nothing induces a threat state more than feeling you can't make any mistakes. Threat physiology can be activated with the sense of being judged, or anything that triggers the fear of disappointing others. As a student opens his test booklet,

threat can flare when he sees a subject he has recently learned but hasn't mastered. Or when he sees a problem he has no idea how to solve."

Genetic differences aside, the key difference is between competition that challenges and competition that threatens. "Standardized tests lack the side benefits of competing that normally buffer children's anxiety," say Bronson and Merryman. "Nobody has ever come out of an SAT test saying, 'Well, I won't get into the college I wanted, but that's O.K. because I made a lot of new friends at the Kaplan center.'" So the trick is to give students practice at competition and help them develop the right mindset. "Children benefit from competition they have prepared for intensely, especially when viewed as an opportunity to gain recognition for their efforts and improve for the next time," says Rena Subotnik of the American Psychological Association. In-class spelling bees, science fairs, and chess teams all help to build skills in handling stress productively. A student's science project might not be the winner, the judging of their project might be stressful and scary, but the experience builds skills and performance.

"Maybe the best thing about academic competitions is that they benefit Warriors and Worriers equally," conclude Bronson and Merryman. "The Warriors get the thrilling intensity their minds are suited for, where they can shine. The Worriers get the gradual stress inoculation they need, so that one day they can do more than just tolerate stress – they can embrace it. And through the cycle of preparation, performance and recovery, what they learn becomes ingrained."

"Why Can Some Kids Handle Pressure While Others Fall Apart?" by Po Bronson and Ashley Merryman in *The New York Times Magazine*, Feb. 10, 2013, http://nyti.ms/14EbYAG

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2. Applying Maslow's Hierarchy with New Zealand Teens

In this thoughtful article in *Middle Ground*, New Zealand intermediate-school educators John McAleese, Joy Hannah, and Doug McLean and University of Hawaii/Manoa professor Paul Deering describe how three New Zealand schools systematically provide for their young adolescents' hierarchy of needs: physiological, safety and security, love and belonging, esteem and achievement, and self-actualization. "Tired kids are justifiably unhappy and will not – cannot – pay attention to what you are saying," say the authors. "Scared kids have only safety on their minds. Kids without friends or a group are preoccupied with a gnawing in their gut. Kids who don't have opportunities to take on exciting, realistic challenges in a supportive environment just won't try anything. And without a sense of a bigger purpose, we are all doomed to lethargy, substance abuse, and worse."

• *Physiological needs* – "Young adolescents are fascinated with and horrified by their bodies," say the authors. The three schools make a point of providing a wide range of intramural and intermural sports, outdoor education, and physical education options and keep students active in class. They serve low-fat, low-sugar meals in their cafeterias, make sure students carry water bottles so they're properly hydrated, emphasize protection from the sun, and promote a realistic sense of body image.

• *Safety and security needs* – Young teens have particular challenges in this area, say Deering, McAleese, Hannah, and McLean, "thanks to their uncoordinated bodies and under-construction brains." Each school has "graduated levels of intervention, support, and reasonable consequences for inappropriate behavior, with an emphasis on helping the students analyze their actions and learn to make better choices more often." The schools cluster students in teams of under 100 students, and homeroom and advisory teachers focus on dealing with peer pressure, conflict, rumors, and media manipulation. And after-school programs keep students busy with sports and other activities in the afternoon hours.

• *Love and belonging needs* – The schools operate on the assumption (backed up by research) that the most important influences on young adolescents are their parents, not pop stars and athletes. The schools help families with parenting, affirm affiliations with cultural and ethnic groups, and learn about the language and culture of New Zealand's diverse indigenous groups. The schools require students to wear uniforms to cut down on peer pressure on clothing styles and organize peer tutoring and projects to build students' social skills. The schools also provide sex education: "With adolescents' hormones saying *Yes*, and their brains saying *What?*, it is essential to help them learn about healthy sexuality," say the authors.

• *Esteem and achievement needs* – The schools eschew "ability groups" based on tests and other fallible measures and try to develop all eight Gardner intelligences and link school to students' interests through active, student-directed learning and student-led report card conferences. All three schools work on getting students to develop a realistic, solid sense of self-esteem, set goals, and constantly self-assess.

• *Transcendence needs: self-actualization, aesthetics, being known and understood* – "So what?" is a frequent challenge from adolescents, reflecting both skepticism and a drive to find meaning and purpose. The schools explicitly teach compassion and involve students in projects that connect them to something bigger than themselves – helping the economically disadvantaged, saving the whales, turning an empty lot into a park, creating works of art, exploring their spiritual dimension, and making connections to their own and other cultures. "Experiences like these," conclude Deering, McAleese, Hannah, Doug McLean, "become a 'positive addiction' – Maslow's Self-Actualization."

"Teaching the Whole Student: Maslow Means Middle School" by Paul Deering, John McAleese, Joy Hannah, and Doug McLean in *Middle Ground*, February 2013 (Vol. 16, #3, p. 11-13), www.amle.org

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3. The Art of Taking Criticism

In this *Chronicle of Higher Education* article, David Perlmutter (University of Iowa) bemoans the fact that candidates who are turned down for jobs rarely get candid feedback on where they fell short. Fear of hurting people's self-esteem and getting into legal difficulty results in many professionals being sheltered from frank opinions on their performance. "We are facing a criticism crisis," says Perlmutter. "Never have so many needed good critiques and gotten so few."

When criticism is given, there's another problem: people's resistance to accepting and putting it to good use. Here are Perlmutter's suggestions:

• *Accept that pointed criticism is good for you*. The word *critique* is derived from the Greek *kritikos*, meaning the ability to make a judgment. Getting honest and specific judgments on our work can be very helpful to growth and development.

• *Learn to weigh, compare, and contrast criticism*. "Avoid equally those who pour on negativity as well as those who always tell you everything you write is wonderful," says Perlmutter. Look for colleagues who have the time to look carefully at your work and are honest, specific, and helpful with their comments. And use different people for different types of critique: one person might be good at catching typos, another at observing teaching, another at career counseling.

• *Reward helpful criticism*. Don't be defensive; graciously thank those who give thoughtful critiques and offer to return the favor.

• *Beware of selectivity bias*. "We have abundant powers for ignoring, forgetting, or misinterpreting information that may seem to contradict our view of reality," says Perlmutter. Avoid the common tendency to shop for data that confirms our own world view by getting advice from people in several different roles, assuring them that we can handle criticism, and pressing them for detailed, candid feedback.

• *Start early*. Establish a reputation as someone who "takes criticism well," says Perlmutter. "Scout out and form mentor-protégé relationships with respected elders and supportive friendships with positive, achieving peers. All the while you can make clear – in attitude and deed – that you really appreciate honest, lucid, and insightful advice."

• *Give as well as get*. One of the best ways to learn about effective critiques is to practice the art of being a good critic yourself. Sitting in on job interviews and discussing them afterward is a great starting point.

"In Search of a Good Critique" by David Perlmutter in *The Chronicle of Higher Education*, Feb. 8, 2013 (Vol. LIX, #22, p. A23-24),
http://chronicle.com/article/In-Search-of-a-Good-Critique/136937/

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4. Dealing with Students' Sexualized Behavior in the Classroom

In this helpful *Kappan* article, Nancy Rappaport (Harvard Medical School) and Jessica Minahan (Newton, MA Public Schools behavior analyst) offer suggestions for understanding and teaching students who exhibit sexualized behavior (for example, sexual language, gestures, or noises, inappropriately touching others, or classroom masturbation). "These behaviors are relatively rare," say Rappaport and Minahan, "but can be very upsetting to teachers, who often don't know what to do… Most schools have a zero-tolerance policy for sexualized behavior. However, some consequences of these policies can accidentally reinforce the unwanted behavior, re-victimize students with trauma histories as they receive harsh punishments for behaviors they don't understand, or reinforce an adversarial child-authority dynamic… An appropriate teacher response (with support from school mental health staff) and therapy can

help them learn to respect personal boundaries, form healthy relationships, and function better in school."

According to Rappaport and Minahan, three main factors are linked to sexualized behavior in young people:

• *Social skills deficits* – These students have trouble understanding others' body language, facial expressions, and tone of voice and conforming to the unwritten, nonverbal rules of social interaction. They may be on the autism spectrum, including Asperger syndrome. Or their actions may stem from an attempt to attract attention or be a way of expressing anger and frustration. Students with social skills deficits may not understand the emotional impact of their actions on others.

• *Impulsiveness* – These students act and blurt out before they think and may have severe attention deficit disorder. "While impulsive students don't control themselves in the moment," say Rappaport and Minahan, "they can usually process the incident later and feel remorse… They need instruction in self-regulation, not social skills." They also need close supervision.

• *Previous sexual abuse* – "When students experience sexual trauma and have their sense of personal safety violated, the effect can be long-lasting and devastating," say Rappaport and Minahan. "All children who have experienced sexual abuse should undergo a psychological evaluation and may need ongoing counseling." That said, most victims of sexual abuse don't develop sexualized behaviors (their symptoms are usually more subtle), and children who exhibit sexualized behaviors don't necessarily have a history of sexual abuse. Teachers should "stay curious" about what causes sexualized behaviors and not make assumptions. But if there is clear evidence of abuse, educators are mandated reporters and need to follow school protocol and report to child protection services.

How should teachers and other staff respond to sexualized student behavior? The goal is to draw as little public attention to the behavior as possible, hide one's personal distaste or distress, and make clear that a rule was broken and a consequence is forthcoming – for example, "That is inappropriate. You lost extra time on the computer", or removing the child from the classroom with as little talk as possible. For students who have proficient writing skills, the teacher might ask them to answer questions like: *How did my behavior make others feel? What did I want from this behavior? Did I get what I wanted? What was a better way to get attention?*

Accommodations and modifications can help change these students' behavior while addressing underlying deficits, and help traumatized students communicate their distress in different ways. Some examples:

- Personal space – Separation between students' desks and spacing students on carpets and when lining up can reduce problems.
- Vigilance – Adult supervision is important at recess, in the cafeteria, and in bathrooms. Students with sexualized behaviors may need to have permission to use a staff or nurse's bathroom.

- Self-regulation – These students can be taught to recognize when they are becoming agitated or are about to cross the line to inappropriate conduct and have a strategy for taking a break or moving to a special spot in the classroom.
- Interaction – There's a danger of sexualized student behaviors provoking negative adult responses, creating a cycle that's hard to break. "Making any student feel embarrassed about sexualized behavior is unproductive and invites shame," say Rappaport and Minahan. "Students who feel that they're bad are more likely to engage in negative attention-seeking or rule-breaking behavior." They recommend being systematic about positive interactions and also, when a student is showing signs of becoming agitated, setting a timer and saying you'll be back in two minutes to check in. When these students behave appropriately and achieve, positive reinforcement is important. However, staff members should be cautious about hugs since they may not know what triggers traumatic memories. They may want to work out a personalized handshake or "hand hug" with the student.

"'I Didn't Mean to…' Practical Suggestions for Understanding and Teaching Students with Sexualized Behavior" by Nancy Rappaport and Jessica Minahan in *Phi Delta Kappan*, February 2013 (Vol. 94, #5, p. 21-26), www.kappanmagazine.org

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5. Effective Use of Interim Assessments

In this *Kappan* column, Newark school leader Paul Bambrick-Santoyo poses the following scenario: two teachers seem equally skilled in the classroom (as judged by administrator observations), but the students in the first class get far better test results than students in the second. Bambrick-Santoyo's explanation: the first teacher is constantly analyzing assessment results and adjusting teaching accordingly – specifically:

- He directs his questions to the student who most needs to work on that skill.
- In-class quizzes spiral the content students most need to review.
- He is constantly making subtle adjustments to practices based on assessment results.

In this classroom, teaching that superficially appears comparable to that of the second teacher has far more impact on student learning.

Bambrick-Santoyo contrasts this use of during-the-year assessments with the way some schools use end-of-year test results to reward and punish teachers. The latter approach is "a deeply imperfect solution," he says, "and one that does *nothing* to help this year's students. This system rewards past performance rather than builds better future performance. By contrast, the best instructional leaders see assessments as resources to drive in-the-moment teacher improvement."

Bambrick-Santoyo describes a meeting between a middle-school principal in Newark, NJ and a math teacher as they analyze the results of an interim assessment. The principal praises the teacher on the overall results and then focuses on question 17, a fractions problem that most students got wrong. The teacher, based on his analysis of the results before the meeting, says students made basic computational errors multiplying fractions in the word

problem and didn't catch them because they didn't know value estimation – how to look at an answer and realize that it's not in the ballpark.

The principal wants more specifics. "What are the questions students need to ask themselves to make value estimation a habit?" he asks. The teacher explains that students need to be able to round fractions and mixed numbers, estimate the answer, solve the problem, and then ask themselves if the answer makes sense. "What you want them to do is right," says the principal. "So now what I want to think about are the concrete action steps we can take to build that metacognition in them. How can we take this opportunity to do that? What would you want the lesson to look like – the modeling, the handouts – so students do this all the time?" They proceeded to design a mini-lesson and handout, plan how the teacher would model the strategy for students and coach them as they used it, and decide when the lesson would be taught.

Bambrick-Santoyo concludes with the key elements that make interim assessments optimally effective:

• *Frequency* – Giving high-quality interim assessments four times a year (roughly every 6-8 weeks);

• *Reassessing previously learned skills* – "Doing so ensures that the insights gathered from the data can serve not as autopsies but as checkups, allowing teachers to make corrections while there is still time," he says.

• *Close analysis* – "The best analysis meetings don't stop at the level of overall skills," says Bambrick-Santoyo. "They drill down to specific errors."

• *Follow-up* – Analysis meetings need to produce specific action plans, right down to mini-lessons and handouts and when the lessons will be taught. "Too often," he says, "assessment meetings are filled with great ideas that never see the classroom… Without a systematic and relentless commitment to turn analysis into concrete, deliverable lessons, gathering data is meaningless."

"Coaching – and Teaching – for Results" by Paul Bambrick-Santoyo in *Phi Delta Kappan*, February 2013 (Vol. 94, #5, p. 70-71), www.kappanmagazine.org

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6. Comparing Science Achievement Among 15-Year-Olds Worldwide

In this *New York Times* article, Hannah Fairfield reports the results of a science test given to a representative sample of 15-year-olds in 65 OECD countries. In most, girls outperformed boys – but not in the United States and most western- and northern-European countries. Why? Because different countries offer different incentives and convey different expectations about female achievement in science. In the some countries, boys are more likely to "see science as something that affects their life," says Andreas Schleicher, who oversees the OECD tests. And then there's stereotype threat originating in gender expectations, which are formed as early as four years old.

Click the link below to view the detailed chart of countries' achievement; you can see

which country each dot is by hovering over it with your cursor, and view an analysis of different countries by clicking the numbers in the top right-hand corner.

"Clues to a Troubling Gap" by Hannah Fairfield in *The New York Times*, Feb. 5, 2013 (p. D1, D3), http://nyti.ms/VQXfOZ

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7. Short Items:

a. Beat-the-odds schools – This Education Trust website has write-ups of effective high-poverty schools at http://www.edtrust.org/node/3420. You can view detailed profiles of "Dispelling the Myth" award-winning schools back to 2005.

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b. Model curriculum units – The Massachusetts Department of Elementary and Secondary Education has been working with Jay McTighe and others on backwards-designing a number of curriculum units (ultimately 100 of them). You can view the four that have been posted so far at the link below:

- ELA Grade 3: Writing About History, Plymouth
- Math Grade 6: Ratios and Rates
- History and Social Science Grade 8-10: U.S. Constitutional Rights
- Science Grade 9-12: Energy

http://www.doe.mass.edu/candi/model/sample.html

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c. HATs: History Assessments of Thinking – Working with the San Francisco and Lincoln (NE) public schools, a group of educators at Stanford University has created a set of 10-minute assessment tasks that measure how well students can analyze documents from the Library of Congress – letters, books, photographs, prints, speeches, interviews, radio broadcasts, and film clips. These HATs, along with interactive rubrics and student responses, are available free at http://beyondthebubble.stanford.edu.

"Beyond the Bubble in History/Social Studies Assessments" by Joel Breakstone, Mark Smith, and Sam Wineburg in *Phi Delta Kappan*, February 2013 (Vol. 94, #5, p. 53-57), www.kappanmagazine.org; Wineburg can be reached at Wineburg@stanford.edu.

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d. A miniature historical rooms game – The Art Institute of Chicago has an online display of the Thorne Miniature Rooms showcasing different periods of U.S. history. A game that moves you from one to another is at http://www.artic.edu/aic/thorne-game/index.html

"Twitter Tips" in *Educational Horizons*, February/March 2013 (Vol. 91, p. 8)

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e. Let's Go 5-2-1-0 – Kids CO-OP at the Maine Medical Center has created a program to encourage teens to hit these daily targets:

5 or more fruits or veggies
2 or fewer hours of screen time (computer, videogame, television)
1 hour or more of physical activity
0 sugary drinks

For more information and toolkits, see http://www.letsgo.org/toolkits

"News to Use" in *Middle Ground*, February 2013 (Vol. 16, #3, p. 7)

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f. Essay contest on interviewing an older adult – The Legacy Project's national "Listen to a Life" Essay Contest is inviting students to submit a 300-word essay by March 22nd. The prize is a new computer. Details are at http://www.legacyproject.org/contests/ltal.html.

"News to Use" in *Middle Ground*, February 2013 (Vol. 16, #3, p. 6)

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g. Nutrition videos – KidsCOOK Productions has created a series of videos and episodes for students age 8-15 on better eating. See http://www.KickinKitchen.TV

"News to Use" in *Middle Ground*, February 2013 (Vol. 16, #3, p. 6)

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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 42 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:

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- About Kim Marshall (including links to articles)
- A free sample issue

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- How to change access e-mail or log-in

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
ASCA School Counselor
ASCD SmartBrief
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
Newsweek
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
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
Wharton Leadership Digest