Marshall Memo 357

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 25, 2010

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Quotes of the Week

"There are no silver bullets in education. But writing – particularly nonfiction writing – is about as close as you can get to a single strategy that has significant and positive effects in nearly every other area of the curriculum."

Douglas Reeves (see item #4)

"Reading quickly and clearly is nice, but hardly an accomplishment when students do not understand the information they are reading."

Douglas Reeves (*ibid*.)

"Writing helps kids get ready for high school, college, and life, and we're not going to stop just because it's not on the test."

John Van Pelt, Lake Villa, Illinois school superintendent (*ibid*.)

"The American curriculum covers too much with too little emphasis on understanding. Students are expected to make sense out of catalogs of names, definitions, and routines. The only students who thrive in this instructional chaos are ones who already have a background that provides a context for these catalogs or ones who have a proclivity for imposing order on abstract symbol systems. Few students fall into either category."

Thomas McCann, Alan Jones, and Gail Aronoff (see item #2)

"I don't like being rushed. Sometimes I get really nervous and my fingers sweat and I give the wrong answer."

A second grader comparing her previous math curriculum to Singapore Math, which proceeds at a slower, deeper pace, in "Making Math as Easy as 1, Pause, 2, Pause…" in *The New York Times*, Oct. 1, 2010, p. 1, A20)
http://www.nytimes.com/2010/10/01/education/01math.html?_r=1&scp=2&sq=Winnie%20Hu&st=cse

1. Is Firing Ineffective Teachers the Answer?

In this thoughtful *Kappan* article, WestEd School Turnaround Center director Ken Futernick says there's increasing support among policymakers for an obvious-sounding approach to improving the quality of classroom instruction: remove ineffective teachers. Supporters of this approach are pushing aggressively for changes in tenure and dismissal policies so school districts can clean house. Futernick agrees that some teachers need to go, but, he says, "Poor teaching results more from poorly functioning systems than from individual shortcomings." He believes the just-fire-them strategy has three problems:

• First, it ignores correctable problems – attrition of good teachers and out-of-field teachers – which Futernick says do "far more to lower overall teacher quality than the presence of incompetent teachers." One study estimates that school districts are spending almost $5 billion a year to recruit, hire, and prepare replacement teachers – and that doesn't include the damage done by the constant churning of teachers in many low-performing schools. Another study found that 27 percent of core courses in high-poverty schools are taught by unqualified teachers. Cynics believe little can be done about attrition and out-of-field teachers in high-poverty schools, but Futernick disagrees. He cites a 2008 Education Trust finding that competent principal leadership, reasonable class size, better compensation, and collegial support can attract and retain qualified teachers.

• Second, it falsely assumes that there are plenty of new teachers to replace those removed. The economic downturn has increased the supply of qualified teachers, but recent trends are in the other direction as enrollment in teacher-education programs declines and many young people turn away from teaching – perhaps because of all the talk about firing incompetents. On the other hand, if schools downplay their fire-the-bums bluster and take care of systemic basics – leadership, facilities, class size, support, collegiality – qualified teachers will materialize. If you build it, they will come.

• Third, it doesn't provide support and resources to struggling teachers who could improve. Futernick writes about an algebra teacher in a New York City high school who is teaching out of field (he was an English major), is not trained to work with ELL and special-needs students, has 40 students in each class and only 30 textbooks, is having difficulty keeping students' attention and explaining the math, and is getting unimpressive student gains on standardized tests. Is the problem here the *teacher* or the *system*? "We must ensure that teachers work within a highly functional system," says Futernick, "one that, at a minimum, provides meaningful performance evaluations, high-quality professional development, reasonable class sizes, reliable and stable leadership, and time for planning and collaboration…

Absent adequate support, even the most capable and experienced teachers struggle and become disillusioned. Failure becomes a self-fulfilling prophecy as the system undermines its own capacity to provide high-quality teaching to all its students."

Futernick believes the debate over dismissing ineffective teachers is a distraction from the important work of fixing dysfunctional systems. "[A]s long as policymakers and unions fight over *this* issue and do not focus on more pressing threats to teacher quality," he says, "there is little chance of closing the student achievement gap." Those at the top must be accountable as well as those at the bottom, he concludes. We need to "give up the short-sighted, overly impatient treatment of underperforming classroom teachers and embrace a systems view that tries to help *all* teachers become committed, caring, and effective teachers. Not every teacher will be able to meet this high standard, but we must make sure that all of them are given the chance."

"Incompetent Teachers or Dysfunctional Systems?" by Ken Futernick in *Phi Delta Kappan*, October 2010 (Vol. 92, #2, p. 59-64), available for purchase at http://www.kappanmagazline.org.

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2. Keys to Improving Teaching and Learning

In this *Kappan* article, Illinois educators Thomas McCann, Alan Jones, and Gail Aronoff say that in our current obsession with accountability and testing, we sometimes lose sight of the basics. "While administrators busy themselves with an array of responsibilities and teachers faithfully attend institutes and afterschool workshops to learn the newest techniques, the century-old assign-and-assess method of instruction remains intact: Teachers talk a lot, students listen a lot, teachers grade a lot."

After visiting hundreds of classrooms in a variety of schools, the authors have the following suggestions:

• Stop using business terminology like *accountability*, *quality dashboards*, and *metrics* to describe what we do in schools. "Unlike our counterparts in the business sector," say McCann, Jones, and Aronoff, "we cannot be certain that stable inputs, outputs, and means of production are a part – nor will ever be a part – of teaching 25 or more students how to read, write, compute, and think well." Instead of accountability, they suggest that we use the word *responsibility* – responsibility for knowing how children learn best, what knowledge is most worthwhile, how subject matter should be organized, how to teach most effectively, how to assess what students understand, and how to organize schools to support teaching and learning.

• The whole staff must have a shared understanding of what high-quality teaching looks like, and this needs to be the centerpiece of recruitment, hiring, induction, mentoring, evaluation, and professional development.

• School leaders need to get into classrooms on a *regular* basis. "The goal of these observations is to identify the extent of the gaps between the teaching that actually occurs in the classrooms and the agreed-on vision of what good teaching should be," say McCann, Jones, and Aronoff.

• Put in place a supportive teacher evaluation system that sets clear standards of performance and promotes teachers' development.

• Work together to narrow the gap between the school's instructional vision and what's happening in classrooms. This involves orchestrating the following: teachers working with mentor/experts who model, observe, and provide feedback; time for collegial teamwork; teaching teachers how to structure high-quality interactions between themselves, students, and peers; making sure all teachers master basic routines, such as focusing students on the essential concepts, reminding them what they have experienced so far, and helping them see how the curriculum is preparing them for the future; and flexibility for teachers to adapt theories and practices in their classrooms.

• Make the curriculum more coherent. "The American curriculum covers too much with too little emphasis on understanding," say McCann, Jones, and Aronoff. "Students are expected to make sense out of catalogs of names, definitions, and routines. The only students who thrive in this instructional chaos are ones who already have a background that provides a context for these catalogs or ones who have a proclivity for imposing order on abstract symbol systems. Few students fall into either category." Teachers need to organize subjects so students are involved in disciplined approaches to solving contemporary problems and design assignments that ask students to replicate authentic responses to real-world tasks.

• Increase academic learning time. Instruction is constantly being interrupted by PA announcements, student chit-chat, teachers conferring with colleagues in the hallway, and so forth. "The more diversions there are," say McCann, Jones, and Aronoff, "the less students learn."

"Truths Hidden in Plain View" by Thomas McCann, Alan Jones, and Gail Aronoff in *Phi Delta Kappan*, October 2010 (Vol. 92, #2, p. 65-67), available for purchase at http://www.kappanmagazline.org.

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3. Integrating Content Knowledge with Reading Instruction

"Congress was right to place a strong emphasis on reading under the No Child Left Behind law," says core knowledge guru E.D. Hirsch, Jr. in this article in *Principal*. "But that emphasis has often resulted in a narrowing of the language arts curriculum into little more than preparation for reading tests." Hirsch believes this narrowing is a fundamental error that results in students being unprepared to do well on reading tests *and* with the reading they will need to do in life. He points to a number of research findings suggesting that teachers should put much more emphasis on content knowledge as they teach reading in the elementary grades:

• *Prior knowledge of subject matter is more important to reading comprehension than technical reading skill*. Hirsch suggests watching a 10-minute YouTube clip by cognitive scientist Daniel Willingham - http://www.youtube.com/watch?v=RiP-ijdxqEc - explaining why low-income students usually do worse than their middle-class peers on reading tests – unless the poorer kids happen to know something about the subject matter, in which case they do better. "The critical role of relevant background knowledge in language comprehension is one

of the important findings of cognitive science in the past 50 years," says Hirsch. "If middle-class students tend to do better than low-income students on a reading test, it is chiefly because more advantaged students have gained the relevant background knowledge they need to make sense of the passages in the test."

• *As students move up through the grades, reading tests progressively focus more on background knowledge*. This is why the common emphasis on reading skills in the early grades has failed to boost reading scores after students leave third grade. By eighth grade, reading tests are "de facto tests of general knowledge," says Hirsch – knowledge students should have been acquiring by listening and reading since kindergarten. This is why a "great deal of emphasis in kindergarten through third grade should be placed on orally imparting the knowledge that will ultimately enhance students' language proficiency."

• *Instruction in reading strategies is necessary but not sufficient*. Hirsch believes that teaching students skills like "finding the main idea" and "questioning the author" are helpful at first, but after students understand that there is an author behind the print trying to get ideas across to them, teaching and practicing these skills takes up valuable real estate in students' working memory and keeps them from focusing on meaning. Once students have learned ten basic reading skills, says Hirsch, continuing to teach them is useless.

• *Vocabulary growth happens gradually*. It's been said that students learn 15 words a day, but this is a statistical extrapolation working backwards from a successful high-school graduate, who knows about 80,000 words. In fact, the process of word acquisition is "slow and subtle," says Hirsch. "Each day we learn a tiny bit about hundreds of words along a broad front. It takes several meaningful exposures to a word before we gain a confident awareness of its ranges of meaning." The key point for teachers is that learning vocabulary in isolation from content is not helpful; students are four times more likely to learn an unfamiliar word if the surrounding context is familiar. "Hence the key function of explicit vocabulary study is to explain a few critical words during the effective teaching of a knowledge domain, making the domain more and more familiar."

Hirsch is impressed with the new Common Core Standards which, he says, "rightly emphasize [that] language arts classes should convey key background knowledge, which is the beating heart of verbal skill." He suggests that primary-grade teachers use readalouds to impart much of the literature, history, science, and arts content knowledge they teach, limiting phonics instruction to no more than an hour a day. As students become more fluent and proficient readers, they should shift to getting more knowledge from books they read themselves. "The whole multiyear sequence of knowledge domains from kindergarten through eighth grade ought to be worked out in advance and coordinated with the rest of the school curriculum," says Hirsch, "so that the build up of knowledge and vocabulary can be systematic and cumulative."

"Teaching Content Is Teaching Reading" by E.D. Hirsch, Jr. in *Principal*, November/December 2010 (Vol. 90, #2, p. 10-14), http://www.naesp.org

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4. The Importance of Writing in the Curriculum

"There are no silver bullets in education," says author/consultant Douglas Reeves in this *American School Board Journal* article. "But writing – particularly nonfiction writing – is about as close as you can get to a single strategy that has significant and positive effects in nearly every other area of the curriculum. Nonfiction writing is the backbone of a successful literacy and student achievement strategy." That's because improvements in writing lead to gains in reading comprehension, math, science, and social studies.

The results of an insufficient focus on writing K-12 are well known in colleges (large numbers of students need remedial courses) and the workplace ($3 billion a year is spent bucking up the writing skills of new employees). The writing gap can be traced back to the early grades, where phonics-based reading programs build fluency but not deeper comprehension. "Reading quickly and clearly is nice," says Reeves, "but hardly an accomplishment when students do not understand the information they are reading."

Why aren't students being asked to do more writing? It's partly because some state tests aren't assessing writing, and partly because of a myopic focus on reading skills during the literacy block. "This wrongheaded approach denies research that shows that, when students improve their ability to describe, explain, and persuade in writing, they also improve their reading comprehension," says Reeves. "And when they improve their skills in writing and reading, they also improve their performance – even on multiple-choice tests – in math, science, social studies, and other subjects."

The Lake Villa K-8 school district in Illinois has made writing a core part of its improvement strategy. Teachers have students write to a prompt every six weeks and use home-grown rubrics to analyze the writing, spot areas of weakness, give immediate feedback to students, and share successful practices among themselves. "We start early and never quit," says superintendent John Van Pelt, "emphasizing writing in every class from kindergarten through eighth grade." The district has posted impressive gains in student achievement, even as poverty levels in the district have increased.

Budget cuts have led the state of Illinois to eliminate writing from state assessments, but this hasn't changed Lake Villa's strategy. "We're doing the right thing," says Van Pelt, "and that's all there is to it. Writing helps kids get ready for high school, college, and life, and we're not going to stop just because it's not on the test."

"The Write Way" by Douglas Reeves in *American School Board Journal*, November 2010 (Vol. 197, #11, p. 46-47), no e-link available; Reeves is at dreeves@leadandlearn.com.

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5. What's the Alternative to Round-Robin Reading?

In this article in *Middle Ground*, University of Texas/San Antonio professor Janis Harmon and University of North Carolina/Charlotte professor Karen Wood criticize round-robin reading (the teacher calls on students to take turns reading orally without advance preparation) and popcorn reading (students read aloud and each reader gets to choose who goes next). What's wrong with these time-honored practices? Many students find the format boring;

less material is covered because the pace is so slow; many students don't follow along with the reader; students who are not fluent readers dread being called on, which distracts them from the meaning of the text; reluctant readers suffer from embarrassment when they read poorly; and in popcorn reading, there's a tendency for each reader to call on his or her friends to read next, which narrows the circle of students who get to read.

Despite these well-documented problems, round-robin reading is common in many classrooms. Why? Because many teachers believe it helps with classroom management (all students are doing the same thing at the same time), boosts comprehension (students see and hear the material), and makes difficult texts accessible to slow readers who can't or won't read them silently.

Harmon and Wood believe there are much more effective ways for teachers to use common texts, including:

• *Paired or assisted reading* – Pairs or small groups of students read a passage aloud to each other.

• *Imitative reading* - The teacher reads a passage in an expressive tone and then calls on one or more students to repeat the passage in a similar manner. "Imitating the vocal patterns of an expert reader helps with fluency and pacing which, in turn, helps students understand the author's message," say Harmon and Wood.

• *Whisper reading* – Students read passages at a whisper level so they can hear the text they're reading and make the print-to-speech match. This can be done individually or with a more proficient partner.

• *Choral reading* – All students read aloud together, which can heighten interest and highlight the content.

• *Cloze oral reading* – With students following along, the teacher reads aloud and pauses at strategic moments, asking students to finish the thought or the sentence. This keeps students focused on the text, avoids singling out individual students, and helps students recognize key words.

• *Alternating silent reading* – The teacher periodically asks students to read a passage to themselves and have them retell the meaning and relate it to their own experiences or prior knowledge, either in small groups, in writing, or to the whole class.

• *A medley of the above* – A teacher might begin a lesson by having the whole class chorally read the overview information and them brainstorm and predict. Next, he has students whisper-read the first two paragraphs in pairs, helping each other with difficult words. Next, he has them engage in paired retelling of the content. During these two segments, the teacher circulates, listening and helping as needed. Next, he tells the class to read the next page silently and has them share the key ideas with their partner. With subsequent passages, he alternates between whisper reading and silent reading, each passage followed by retelling with partners. Harmon and Wood estimate that this approach more than triples the amount of time students are engaged in reading, learning, making speech-to-print matches, and learning and remembering important information.

"Variations on Round Robin Reading" by Janis Harmon and Karen Wood in *Middle Ground*, October 2010 (Vol. 14, #2, p. 38-39), for purchase at http://www.nmsa.org; the authors can be reached at Janis.harmon@utsa.edu and kdwood@uncc.edu.

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6. Getting RTI on Track

(Originally titled "Doing RTI Right")

In this *Educational Leadership* article, four Texas educators share the "emotional roadblocks, unnecessary detours, and pesky potholes" they encountered implementing RTI. After spinning their wheels and dealing with the perception among teachers that "RTI was more about paperwork than about closing achievement gaps," they finally addressed four roadblocks:

• *Deficit thinking* – An all-too-common mindset was that when students struggled, the reason was them rather than instructional quality.

• *Handing off* – When students had difficulty, teachers usually sent them to a remedial or special-education program. "This transfer of responsibility denied the student access to grade-level curriculum, reduced opportunities for peer-assisted learning, and removed the student from the general education environment where important social learning opportunities occur," say the authors.

• *The teacher just knows* – "There was an entrenched belief in our district that a teacher's intuition was as reliable as quantitative student data in defining student progress," say the authors. Intuition is important, but they came to believe that effective use of assessment was key to improving achievement.

• *The pathway to special education* – Too many teachers saw RTI as a way to move students into special education, and they needed an attitude adjustment.

To address these roadblocks, the district developed a plan with three essential components:

First, they realigned the RTI process to focus on high-quality Tier 1 instruction and interventions, universal screening of academics and behavior, progress monitoring, data collection, data-based decision making, and fidelity of implementation. RTI campus teams used technology to oversee the process and coordinate PD.

Second, they hired three RTI specialists and had them support principals and teachers, identify best practices at each tier, and bring in better progress monitoring assessments.

Third, the district moved RTI from the special education department to curriculum and instruction. "This pivotal switch reinforced the idea that RTI applies to all struggling students," say the authors. "We now understand that Tier 1 instruction is the cornerstone of a successful RTI program." Student achievement has improved, the need for Tier 2 and 3 has decreased, and the number of special education referrals has declined by 23 percent.

"Doing RTI Right" by Mechelle Bryson, Angela Maden, Laurin Mosty, and Susan Schultz in *Educational Leadership*, October 2010 (Vol. 68, #2, online only) http://www.ascd.org

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7. "Lecture" Is Not a Dirty Word, Says Rick Wormeli

In this article in *Middle Ground*, Virginia-based author/consultant Rick Wormeli says that lectures, if done right, can be powerful learning experiences. Wormeli believes that 90 percent of what students learn from classroom lectures (the most popular teaching technique in secondary schools) comes from the speaker's physical movements, vocal inflections, and facial expressions. "Students need these extras to understand the message," he says. "Lectures can hold students' attention if the presenter uses adequate forethought and has a skillful delivery. The best lecturers are storytellers at heart, and just as stories have plots, lectures have road maps and points of interest and enticements to keep the audience listening." Wormeli suggests ways to make lectures effective:

• *Prime the pump* – Prepare students for what's coming and build interest and anticipation.

• *Use hooks* – Students need these at the beginning and at several points during a lecture to pique curiosity.

• *Preview outcomes, concepts, and details* – Say up front what students should know and be able to do by the end of the lecture – and don't have more than five major concepts, connected in a logical sequence.

• *Connect* – Pepper lectures with key words, effective visuals to clarify and emphasize, and humor – but make the humor relevant to the content. It's helpful to memorize the first five minutes to maximize eye contact and dramatic presence.

• *Check in* – Include lots of back-and-forth with students to establish rapport. Use effective on-the-spot assessments at several points to see whether the content is sinking in.

• *Help students recode* – Use analogies, metaphors, anecdotes, personal asides, connections to background knowledge, material from other classes, previous experiences, and summarization to get students personalizing the information.

• *Invite contrarianism* – Challenge students to spot incorrect information and arguable ideas you've planted in the lecture. "Arguing with and correcting adults' mistakes are very compelling activities for middle-grades students," says Wormeli.

• *Use novelty* – Props, costumes, magic tricks, imitating historical or literary characters, having someone burst into the classroom with late-breaking news on the subject – all these help make lectures memorable. (*I'm a semicolon and I'm lonely. Nobody understands me, and I'm never used. I can be a lot of help, however, especially when a period at the end of the sentence is too strong a sentiment.*) You should also include references to places familiar to students, popular music groups, websites, and movies.

• *Limit and structure note-taking* – Wormeli believes that students feverishly taking notes during lectures detracts from engagement and rarely produces quality notes for later use. Instead, he suggests stopping every 10-15 minutes and leading students in processing what they just experienced through note-taking or some other form of summarization.

• *Co-lecture* – Consider having a student, parent, colleague, librarian or media specialist, expert, or administrator join you for a lecture. "Two voices are more interesting than the singular voice students hear every day," says Wormeli.

• *End powerfully* – "Conclusions need to reveal a powerful punch, a provocative idea, or a closed loop," says Wormeli. Conclusions should revisit important information and incorporate an apt metaphor, quick anecdote, or graphic that pulls the threads together. "Don't default conclusions to the school bell," he says.

"Saying 'Yes' to Lectures" by Rick Wormeli in *Middle Ground*, October 2010 (Vol. 14, #2, p. 43-44), for purchase at http://www.nmsa.org; the author can be reached at rwormeli@cox.net.

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8. Ingredients of Successful Advisory Programs

In this *Teachers College Record* article, Loyola University/Chicago researcher Kate Phillippo reports on a study of 44 teachers who worked in advisory programs in their small high schools. She analyzed two dimensions:

• *Resources* – These included years of teaching experience, work experience outside their current position, experience working with children, experience working with low-income youth, experience with challenging personal circumstances, experience parenting or caring for a dependent child or adult, adult support from colleagues, administrators, or mentors, and formal education. Teachers with limited resources struggled as advisory group leaders and were critical of their own performance. "Advisors who brought experience, support, and other resources to the position, however, did not necessarily enjoy a clear path to the effective, seamless management of their role demands," says Phillippo.

• *Schemas* – These included a vision for providing social-emotional support to students, a vision for advising students, their own ideas about how to conduct the advisory period, a sense of how to respond to emergent student situations, role boundaries with respect to student needs, and role boundaries with respect to their own professional needs. Teachers with well-developed schemas tended to be more successful, even if they brought fewer resources to the table.

Phillippo placed teachers into four quadrants according to their scores on resources and schemas:

Quadrant A – Low resources, low schema
Quadrant B – Low resources, high schema
Quadrant C – High resources, low schema
Quadrant D – High resources, high schema

Teachers in Quadrant A were the least effective as advisors and teachers in Quadrant D were the most effective. Quadrant B teachers were next in line, with Quadrant C teachers next-to-bottom. "A combination of developed schemas and higher levels of personal resources seemed not only to help advisors do the work effectively and clearly, but also to help immunize them against becoming overwhelmed by the intensity and volume of demands placed upon them," concludes Phillippo. She also notes that support within the school makes a difference – house teacher meetings, job-embedded professional development, and one-on-one advice from colleagues.

"Teachers Providing Social and Emotional Support: A Study of Advisor Role Enactment in Small High Schools" by Kate Phillippo in *Teachers College Record*, August 2010 (Vol. 112, #8, p. 2258-2293), no e-link available

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9. Short Items:

a. The English Companion website – This ning site is "where English teachers go to help each other": http://englishcompanion.ning.com. Online discussion groups include: AP literature and language, teaching vocabulary, teaching texts, adolescent literature, new teachers, teaching middle school, literature circles, and poetry roundtable.

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b. All-school book suggestions – In this article in *Principal*, One School, One Book director Bruce Coffey, Jr. describes how an Arkansas school got all parents of K-5 students reading one book to and with their children. The book they chose, to much acclaim, was *The Miraculous Journey of Edward Tulane* by Kate DiCamillo (Candlewick, 2009). Another district had a successful experience with *The Trumpet of the Swan* by E.B. White (HarperCollins, 2001).

"Boost Involvement One Book at a Time" by Bruce Coffey, Jr. in *Principal*, November/ December, 2010 (Vol. 90, #2, p. 60-61), http://www.naesp.org.

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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.marshall8@verizon.net

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 41 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 44 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 about 50 issues a year).

Subscriptions:

Individual subscriptions are $50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

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Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Catalyst Chicago
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
Theory Into Practice
Tools for Schools