Marshall Memo 565

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 15, 2014

In This Issue:

Quotes of the Week

"To grow up as the child of well-educated parents in an affluent American home is to hit the verbal lottery… When it comes to vocabulary, size matters."

Robert Pondiscio (see item #1)

"[S]chools that hope to educate for upward mobility should be doing all they can to make children as rich as possible in knowledge and language – so that they can grow richer still."

Robert Pondiscio (*ibid*.)

"Early Warning Indicators only become Early Warning Systems when educators have built supports and interventions for teachers and students around the predictions in a meaningful way."

Jim Soland (see item #4)

"I really believe that sports can change people's attitudes and help them face challenges and frustrations. Teamwork, chemistry and leadership are not things we learn from paperwork. If you read a paper on leadership 100 times, you still don't get it. You have to experience it. I think that really helps kids."

Yao Ming in "10 Questions," an interview with Bryan Walsh in *Time Magazine*, December 15, 2014; Ming, a retired NBA player, coaches a youth team in Shanghai

"It's time to abandon the idea that we can separate a student's academic performance from his or her emotional and behavioral performance: Academic and social-emotional learning are mutually reinforcing sides of the same coin."

John Desrochers in "The Best Mental Health Programs Start with All Students" in *Phi Delta Kappan*, December 2014/January 2015 (Vol. 96, #4, p. 34-39), www.kappanmagazine.org

1. Vocabulary Development As the Key to Closing the Achievement Gap

"To grow up as the child of well-educated parents in an affluent American home is to hit the verbal lottery," says Robert Pondiscio in this *Education Gadfly* article. "In sharp contrast, early disadvantages in language among low-income children – both the low volume of words they hear and the way in which they are employed – establish a verbal inertia that is immensely difficult to address or reverse… When it comes to vocabulary, size matters." A robust vocabulary correlates strongly with school achievement, SAT scores, college attendance and graduation, and higher adult earnings even among those who don't attend college.

So how do less-fortunate students build vocabulary? *Not* through studying and memorizing decontextualized word lists, says Pondiscio, but through repeated exposure to unfamiliar words in context – especially Tier 2 words like *verify, superior,* and *negligent*. These middle-tier words "are essential to reading comprehension," he says, "and undergird more subtle and precise use of language, both receptive (reading, hearing) and expressive (writing, speaking)… There is a language of upward mobility in America. It has an expansive and nuanced vocabulary that it employs to nimbly navigate the world of organizations, institutions, and opportunities."

Consider the word *durable*. Here's how a student might gradually master the word and add it to long-term memory by encountering it in four content-area texts:

- The Egyptians learned how to make durable sheets of parchment from the papyrus plant.
- With this lightweight and durable telescope, young scientists can explore the natural wonders of the earth or the craters of the moon and beyond.
- Many durable Roman concrete buildings are still in use after more than 2,000 years.
- Instead of having to find caves to create makeshift shelters for protection from the weather, man started to look for more durable materials with which to build long-lasting dwellings.

In each case, context is vital to figuring out the meaning of *durable* and gradually solidifying it in long-term memory. So is background knowledge. "This is the Matthew Effect in action," says Pondiscio. "Those who have the broadest general knowledge, whether acquired at home, school, or elsewhere in their lives, are most likely to possess the 'schema' necessary to intuit the meaning of the word in context and ultimately incorporate the new words into their vocabulary; those who do not fall further behind. The language-rich grow richer; the poor get poorer."

Students' knowledge base is the "context-creating engine of language growth," he continues. "In short, schools that hope to educate for upward mobility should be doing all they can to make children as rich as possible in knowledge and language – so that they can grow richer still… Low-income children most specifically need more science, social studies, art, and music to build the necessary 'schema' that drive comprehension and language growth."

"Without a common body of knowledge and its associated gains in vocabulary and language proficiency as a first purpose of American education," Pondiscio concludes, "the achievement gap will remain a permanent fixture of American society, and the odds of upward mobility – already depressingly long – will become nearly insurmountable."

"It Pays to Increase Your Word Power" by Robert Pondiscio in *The Education Gadfly*, December 10, 2014 (Vol. 14, #50),
http://edexcellence.net/articles/it-pays-to-increase-your-word-power

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2. Differentiating Feedback for Adults – and Helping Them Grow

In this *Journal of Staff Development* article, Ellie Drago-Severson and Jessica Blum-DeStefano (Teachers College, Columbia University) note three common criticisms of school administrators' feedback to faculty:

- It's inconsistent from administrator to administrator (inter-rater reliability problems).
- It's superficial and artificially positive.
- Honest communication and authentic collaboration are rare.

Among the reasons: the time demands that formal evaluation systems place on administrators and the use of one-size-fits-all evaluation tools.

One way to improve this situation, say Drago-Severson and Blum-DeStefano, is to recognize that there are four distinct ways in which adults experience feedback:

• *Instrumental* – People with this lens take a very practical approach. They believe there are right and wrong answers to problems and right and wrong ways to do things. They rely on policies and procedures and may wonder what there is to argue about since there's one correct way to do things. Their basic reaction is, "What needs to be fixed?" "Tell me what I need to do" and "Tell me what's expected" and they react well to detailed, concrete suggestions and models. They may need to be nudged out of their right/wrong mentality.

• *Socializing* – People with this lens take a supervisor's feedback to heart: if my boss thinks I'm doing well, I am ("It makes me feel valued"), and if my boss is negative, I'm not good at my job ("I feel terrible"). It's particularly tricky to give critical feedback to these people; they may need to role-play conflict that doesn't threaten relationships.

• *Self-authoring* – People with this lens are able to assess other people's feedback in light of their own criteria and decide for themselves what's going well and what needs improvement. They like to express their own opinions, offer suggestions, and come up with goals ("Let me demonstrate competency"), but they need to look objectively at their own thinking and consider ideas and perspectives that differ from theirs.

• *Self-transforming* – Only about 10 percent of U.S. adults have this style, which is more open to others' standards, points of view, ideologies, and beliefs. They see interconnections as a strength, can look at issues from multiple points of view ("We can figure this out together"), and see feedback as a chance to grow and develop a better version of themselves. While adults with this lens have many sophisticated internal capacities, they may still need gentle support in managing "the implicit frustrations and tensions of transformation and change," say the authors.

What are the practical implications of this theory? "Adults with each way of knowing have both strengths and limitations and require different kinds of supports and challenges in order to grown and learn," say Drago-Severson and Blum-DeStefano. The same feedback can be heard as supportive and helpful by one person or disconcerting and disorienting by another – or the person might tune it out completely. This suggests that supervisors should differentiate feedback to meet adults where they are (in the developmental sense). Tuning feedback can help make it even more effective, and, over time, better support and challenge each person (and the organization) to learn how to accept a wider spectrum of feedback.

The authors offer the following suggestions to supervisors:

- Assess what your own feedback-receiving style is and think about how it influences the way you give feedback to others.
- Share the four styles with colleagues to establish a common language about feedback.
- Individualize feedback to each person.
- Offer specific, focused feedback – but know that people with different styles may receive it in very different ways.
- Maintain a positive, compassionate focus during feedback and other communications. "Asking adults to share their preferences and needs for feedback can be a helpful starting place for building trust with individuals and groups," say the authors.
- Ensure regular and ongoing feedback. This approach "underscores the importance of meeting adults where they are psychologically and remaining present to them as they change and grow," say Drago-Severson and Blum-DeStefano. Your own way of delivering feedback may also evolve.
- Provide recipients of your feedback opportunities to respond, reflect, and contribute.

"Tell Me So I Can Hear: A Developmental Approach to Feedback and Collaboration" by Ellie Drago-Severson and Jessica Blum-DeStefano in *Journal of Staff Development*, December 2014 (Vol. 35, #6, p. 16-22), www.learningforward.org; the authors can be reached at drago-severson@tc.edu and jesscblum@yahoo.com.

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3. Job-Embedded, Close-to-Practice Improvement of Science Teaching

(Originally titled "Close-to-Practice Learning")

In this *Educational Leadership* article, Bradley Ermeling (Pearson Research and Innovation Network) and Ronald Gallimore (University of California/Los Angeles) say that Common Core ELA/Math and Next Generation Science standards pose a formidable

professional development challenge, and only approaches close to the classroom will work. Here's a continuum of practices:

- Coursework, book studies
- Workshops, seminars
- Teacher observation, evaluation
- Watching teaching videos
- Analyzing video scenarios to practice decision-making
- Teaching and analyzing simulation lessons
- Lesson study, collaborative teacher research

Ermeling and Gallimore describe how a team of science teachers in a California high school moved down this continuum as they implemented ambitious new standards. Workshops and new instructional materials had little impact, so the school tried showing videos of successful science teaching in other countries. They had good discussions about the videos, but "there was little translation from talk to practice," say the authors. "Video clips and inspiring discussions were still too distant from their everyday work."

So teachers tried lesson study – planning a lesson together, watching videos of team members teaching the lesson, critiquing and tweaking, and trying again. This approach quickly revealed some fundamental teaching problems. In a biology class, teachers unintentionally made the lesson less rigorous by providing students with a helpful worksheet. Watching the video, the team could see how the worksheet prevented students from struggling and dealing with misconceptions – which became even clearer when students did poorly on an assessment. The experience brought teachers face to face with their "deep-seated assumption that 'students struggling' meant 'students failing,'" say Ermeling and Gallimore. "Several teachers realized that they routinely gave students too much guidance… It was a real epiphany for the teachers to recognize their tendency to switch back to telling mode by giving students too much guidance during activities they were supposed to struggle with."

Over an 18-month period, the team gradually introduced more and more genuine inquiry into classrooms. Teachers experimented with slightly different ways of presenting problems within the same class and walked around taking notes, thinking of better ways to present challenges. They resisted the urge to intervene prematurely and encouraged students to persist, identify gaps in their understanding, and rely more on one another. Ultimately, student achievement soared – a record 90 percent of students passed AP Biology, and there were marked improvements in students' physics reasoning.

Ermeling and Gallimore believe there were four key factors in these teachers' hard-won success – factors that need to be present for effective professional development:

- Familiarity with the curriculum – Teachers knew the concepts and skills required by new assessments.
- Immediate classroom application, which "helped bridge the gap between talk and practice and produce classroom-ready, usable knowledge."
- Constant monitoring of what produced desirable learning – This included the wording of problem-solving challenges; teachers' choice of words when they looked over

students' shoulders during lab work; letting students experience the consequences of making imprecise measurements; and helping students "discover the satisfaction that comes from persisting with a difficult task."

- Long-term commitment of time – "School leadership made this work a sustained part of the teachers' professional time," say Ermeling and Gallimore. "This enabled the teachers to move from interesting insights to durable changes in practice."

"Close-to-Practice Learning" by Bradley Ermeling and Ronald Gallimore in *Educational Leadership*, December 2014/January 2015 (Vol. 72, #4, online only), http://bit.ly/1Ad234e; the authors can be reached at brad.ermeling@gmail.com and ronaldg@ucla.edu.

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4. Using Data to See At-Risk Students' Futures – and Change Them

In this *Kappan* article, Jim Soland (Stanford University) says predictive analytics, inspired by their use in baseball (*Moneyball*) and the stock market, are becoming popular in schools. Data experts look at various indicators (e.g., low attendance, poor grades, discipline issues) to predict which students are at risk of dropping out or having other problems.

But there are differences between baseball and stocks and K-12 schools. "Perhaps most important," says Soland, "teachers already know a great deal about their students – far more than an investor knows about a stock or a baseball scout about an up-and-coming pitcher. In fact, teachers are a veritable treasure trove of data on student behaviors, attitudes, and aspirations – information not typically included in a statistical model. Teachers also have far more power to shape what happens to students, an influence driven in part by their opinions of each kid." Soland has found that teachers accurately predict which students will drop out 89 percent of the time, very similar to the 88 percent track record for statistical models.

So do data models add any value? Absolutely, says Soland, for two reasons. First, teachers tend to overestimate the number of African-American and Hispanic students who will drop out and fail to graduate; statistical data provide a check on this kind of subjectivity. Second, there's the danger that being told that certain students are likely to drop out could change teachers' assessment and subtly depress those students' achievement – the Pygmalion effect. Soland believes these two reasons are an argument for *combining* statistical and human information in the same way that doctors combine sophisticated diagnostic data and their professional judgment. "Such combinations can allow users to capitalize on professional judgment while safeguarding against bias and incorporating the seemingly limitless information made possible by computers," he says.

Soland draws a distinction between early warning *indicators* (predicting which students are likely to drop out) and early warning *systems* (what's done to prevent it). "Once the prediction is made, the job of educating begins," he says. "… Early Warning Indicators only become Early Warning Systems when educators have built supports and interventions for teachers and students around the predictions in a meaningful way." Soland's big point is that districts and states need to think through how they will put data to work improving student

outcomes and use that theory of action to decide which information to gather. Here are several possible data targets:

- Students who might be off-track for graduation but haven't yet come to teachers' attention;
- Keeping close tabs on students who are at risk of dropping out;
- Generating predictions that are less biased toward certain student subgroups;
- Monitoring how many students who were predicted to drop out actually do; how many of the predictions were correct, and when they weren't, what made the difference?

These possibilities aren't mutually exclusive and there are others, says Soland, and next steps and costs will differ depending on the choices made. Policy decisions at this level should drive the data-gathering process, ensuring improved outcomes for at-risk students.

"Is 'Moneyball' the Next Big Thing in Education?" by Jim Soland in *Phi Delta Kappan*, December 2014/January 2015 (Vol. 96, #4, p. 64-67), www.kappanmagazine.org; Soland can be reached at jsoland@stanford.edu.

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5. Feelings of Stigma Among EL Students in California Sheltered Classes

In this *JESPAR* article, Dafney Blanca Dabach (University of Washington/Seattle) reports on her study of high-school English language learners placed in separate, parallel "sheltered" classrooms designed to target linguistic needs while teaching grade-level content "more slowly." Dabach found that EL students felt stigmatized for being in these classes. "Students had internalized the message that separate was not equal, but inferior," says Dabach. "Moreover, placement in sheltered classes signified supposed… lack of intelligence." One student told her teacher that being in the class "makes me feel stupid." Some of the students had been in the U.S. for seven years and were fluent in conversational English, and the only explanation they could give for not achieving in the academic realm was a lack of intelligence. Dabach quotes a student from another study saying, "We are retarded and this is why we are in this class called sheltered. I am not going to do s--- in this class because you think I'm an idiot."

A number of students in the sheltered classes acted out, causing discipline problems that further dragged down the academic level. Students who spoke or read in English were sometimes mocked by classmates: "Oh yeah, yeah, yeah – you think you're all *that* because you can read English." Yet reading in Spanish was viewed by other students as denoting a lack of intelligence. "These students inhabited a world of double-binds," says Dabach; "they walked a tightrope where one side of the edge signified appearing to be *bigger than your britches* for having English proficiency, and the other signified stupidity because of a lack of that same proficiency." When one student earned the designation of fluent English proficient, he walked into the sheltered classroom, raised his hands above his head, and declared, "I am not a shelter! I am not a shelter! I am not a shelter anymore, not like you, not like you!"

Dabach conducted in-depth interviews with three sheltered-class teachers and found they were well aware of their students' perceptions and responded in three ways:

• *Standardization* – Stressing that they were teaching "the same stuff" to sheltered-class students as general-education classes were getting – in other words, on-grade college preparatory work. One teacher told students to leave the stigma at the classroom door.

• *Esteem-based* – Working to boost EL students' confidence by pointing out that they knew two languages while many other students knew only one. One of the teachers pushed the idea that they were catching up and motivated a student to the point where he said, "You can label me whatever. What's important to me is my education."

• *Sociopolitical* – Raising EL students' consciousness of social and political systems of inequality, colonialism, and racial hierarchies in the context of California immigrants' history.

How successful were these teachers? "Of all three case study teachers discussed," says Dabach, "none appeared to resolve deeper issues of students' experience of stigma, despite their best attempts." One teacher who pushed hard to maintain rigor and same-as-mainstream standards was pulled down by classroom management problems. In the classroom of a teacher who worked hard to build students' self-esteem, sheltered students noticed posters and t-shirts aimed at students in a separate college-prep class and felt alienated and estranged. One teacher's attempts to convince the principal to abolish the sheltered classrooms came to naught.

"[R]esearchers, policy makers, and school officials," Dabach concludes, "should simultaneously address larger system issues, including examining the very nature of how placements may exacerbate inequalities… It is [also] important that teachers be invited to analyze how stigma may intersect with EL categorizations and placements, while also providing teachers with collective opportunities to address how they might anticipate dealing with these complex issues. Otherwise, teachers may be left with only their own strategies for dealing with less visible yet significant issues that may undermine their teaching efforts."

At the same time, Dabach notes, "Placing EL students into mainstream classes with high language demands that are greatly beyond their language levels without sufficient support may lead to students internalizing failure and jeopardize their graduation prospects… Any proposed solutions to place ELs into mainstream classrooms need to articulate how these would be different from prior sink-or-swim approaches that were ruled unconstitutional. Evidence of stigma in separate EL programs should not be read as a call to return to a pre-*Lau* era, but rather a call to investigate the management and disciplining of difference in local contexts as well as their consequences."

"'I Am Not a Shelter!': Stigma and Social Boundaries in Teachers' Accounts of Students' Experience in Separate 'Sheltered' English Learner Classrooms" by Dafney Blanca Dabach in *Journal of Education for Students Placed At Risk*, April-June 2014 (Vol. 19, #2, p. 98-124), http://bit.ly/1AAas1w; Dabach can be reached at dbd1@uw.edu.

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6. Peer Pressure As High-School Students Make Academic Choices

In this working paper from the National Bureau of Economic Research, Leonardo Bursztyn and Robert Jensen report on their study of the effect of peer pressure on students' academic decisions in four large Los Angeles high schools. A little over 800 students were

given the opportunity to sign up for a popular SAT prep course, free of charge. Half of the students were told their decision to enroll would be kept private, the other half that it would be made public – in other words, their classmates would know. In non-honors courses, students who believed their choice would be made public were significantly less likely (11 percentage points) to sign up than those who believed their choice would remain private. There was clearly a social cost in this peer group to being seen as an academic striver. In honors courses, there was no difference in the number of sign-ups in the public versus private group.

Bursztyn and Jensen ran the experiment again with students who were taking two honors courses and at least one non-honors. When these students were offered the free SAT course in a non-honors class, they were 25 percent less likely to sign up, but when they were asked to sign up in one of their honors classes, they were 25 percent more likely to enroll. Another variable was whether students believed it was important to be popular: students for whom this was a priority were especially unlikely to sign up if they believed their choice would be made public, but this was not true for students who said popularity was not important.

"Changing cultural norms is obviously a difficult thing to do," concludes Amber Northern in her *Education Gadfly* review of this study, "but we need to recognize that, when actions are observable, some kids may act counter to their best interests."

"How Does Peer Pressure Affect Educational Investments?" by Leonardo Bursztyn and Robert Jensen, National Bureau of Economic Research, Working Paper 20714, November 2014, reviewed in December 10, 2014 *The Education Gadfly* by Amber Northern (Vol. 14, #50); the full study is available at http://www.nber.org/papers/w20714.

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7. At What Point Should Word Problems Be Used in Algebra Classes?

In this *Education Week* article, Sarah Sparks reports on a series of experiments on how word problems are used in algebra classes. Many teachers regard word problems as challenging for students and assign them only after students have "mastered" basic formulas. But actually, says Mitchell Nathan (University of Wisconsin/Madison), symbolic math problems may pose a bigger challenge for many students and there's a lot to be said for starting with well-formulated word problems. "Even with no context," he says, "word problems provide powerful informal problem-solving strategies, and language itself provides an entry point to mathematical reasoning that is highly superior to the algebraic equation." This is especially true for students just starting to learn algebra and shouldn't be saved until students have "done the math."

In a series of experiments with students from middle school through college, Nathan and his colleagues presented students with three versions of the same problem. An example:

Symbolic:

- Solve for n: n x 6 + 66 = 81.9

Non-narrative word problem:

- Starting with a number, if I multiply it by 6 and then add 66, I get 81.9. What number

did I start with?

Story problem:

- When Ted got home from his job as a waiter, he multiplied his hourly wage by the six hours in his shift, and added the $66 he had made in tips. He found he had earned $81.90. How much does Ted made per hour?

About 91 percent of students could successfully solve the word or story problems, while only 62 percent could solve the symbolic problems. Most students preferred word problems because they could "guess and test" solution strategies and see more clearly whether different outcomes made sense. Some sheepishly admitted they hadn't used the algebra strategies their math teachers had tried to teach them.

Interestingly, Nathan and his colleagues found that teachers with strong math backgrounds thought students would find symbolic problems easier, whereas teachers who had themselves struggled with math thought students would do better with story problems. "Maybe your knowledge of math gets in the way of your ability to predict what your math students will do," says Nathan. "These high-knowledge math and science teachers hold this theory about how students should learn math, and it doesn't match up to the student behavior."

In another experiment, 7th and 8th graders were taught algebra units using the Bridging Instruction curriculum, which starts with word or story problems and gets students involved in acting out a story and designing their own experiments to solve them. Students in the experimental and control groups both improved their ability to solve symbolic equations, but the Bridging Instruction students showed more overall growth in problem-solving. One prerequisite, of course, is understanding the key vocabulary terms in word problems.

"It is a real wake-up call," concludes Nathan. "Should we be getting rid of formal equations? Of course not. But we should be asking: When should students be given tasks to master different types of mathematical reasoning?"

"Word Problems Should Be Given At the Start of Lesson, Studies Say" by Sarah Sparks in *Education Week*, December 3, 2014 (Vol. 34, #13, p. 10-11), www.edweek.org

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8. Straightening Out a Classroom Management Mess

In this article in *Principal*, Mary Clement (Berry College) suggests a four-step intervention process to support a teacher who is having serious classroom management problems. Teachers in this situation may be resistant to help and sensitive to criticism, so it's wise to take a collaborative, problem-solving approach in each area:

• *Physical space* – Ask the teacher to imagine walking into the classroom as a student. Is it easy to get to the assigned desk? Can everyone see the board or screen? Is there a table near the door for picking up materials and graded papers and dropping exit slips and finished work? Can groups be quickly reconfigured into rows or a theater arrangement when students aren't involved in group work? "Quiet, introverted students need personal space to think, and individual desks that face the front provide a modicum of private space," says Clement.

• *Procedures and routines* – Have the teacher describe the way students enter the room, focus on the day's activities, and conduct regular activities such as turning in work, having discussions, breaking for a snack or lunch, and ending the day. "Telling is not enough," says Clement. "A teacher needs visuals to reinforce procedures until they become routine" and students need to practice them until they're automatic. The best time to do this is in the opening days of the school year, but if things are off the rails, it's a good idea to reboot routines the Monday after a vacation or the first day of a new marking period.

• *Rules and consequences* – A set of 3-5 well-worded classroom rules can make all the difference, says Clement, and they should be taught on Day One and reinforced throughout the year. Consequences don't have to be harsh to be effective, but there needs to be a backup plan for severe infractions. And of course there should be positive feedback when things are going well.

• *Effective, rigorous instruction* – "Busy, engaged students are less likely to become distracted and to cause behavioral issues," says Clement. Students should know what they're supposed to do from the moment they enter the classroom, see the plan for the day, and be immersed in well-planned, engaging lessons from bell to bell.

"Four-Step Classroom Intervention" by Mary Clement in *Principal*, November/December 2014 (Vol. 94, #2, p. 36-37), www.naesp.org

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9. Short Item:

The best children's books of 2014 – Here's the link to *School Library Journal's* top selections for the year, including picture books, middle grades, young adult, nonfiction, and adult books appropriate to some students: http://www.slj.com/best-books-2014/

"Best Books of the Year" in *School Library Journal*, December 2014 (Vol. 60, #12, p. 20-35)

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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 44 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
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Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
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Middle School Journal
Perspectives
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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 Journal of the Learning Sciences
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest