Marshall Memo 91

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 13, 2005

In This Issue:

Quotes of the Week

"There is an obvious downside when we gravitate toward people because they like us or because they are pleasant to work with. These individuals, however terrific they may be, aren't necessarily the ones most suited to tackling the task at hand. The required expertise may lie elsewhere, in someone who in fact doesn't like us that much or isn't attractive."

Tiziana Casciaro and Miguel Sousa Lobo (see item #1)

"The key to hiring and managing people is to find out what drives them. One of the most important questions to ask is 'Why?'"

Hank Greenberg (see item #3)

"Schools don't have a clue about how unfriendly their schools look to someone from the outside."

Anne Henderson (see item #7)

"If a study claims to demonstrate that 'bilingual education doesn't work,' or that 'all high-stakes testing is bad for kids,' or that 'phonics is the only way to learn to read,' don't trust the claim."

Lee Shulman (see item #10)

"The best way to learn how to learn is to love to learn, and the best way to love to learn is to have great teachers who inspire. And the best way to ensure that we have teachers who inspire their students is if we recognize and reward those who clearly have done so."

Thomas Friedman, *New York Times*, June 10, 2005 (commenting on Williams College recognizing outstanding high-school teachers every year at graduation)

1. Whom Do You Seek Out, the Competent Jerk or the Lovable Fool?

In this fascinating article, business professors Tiziana Casciaro and Miguel Sousa Lobo describe research done on 10,000 employees in six organizations. They looked at people on two continua: competence and likability. Simplifying their data, they divided people into four quadrants:

	Low likability	*High likability*
High competence	**Competent Jerk** Knows a lot but is unpleasant to be around	**Lovable Star** Highly competent and fun to be around
Low competence	**Incompetent Jerk** No only unpleasant but also incompetent	**Lovable Fool** Doesn't know much but is a delight to talk to

Of course every manager wants to hire the superstars in the upper right-hand quadrant and would do anything to avoid the losers in lower-left-hand quadrant. It's the people in the other two quadrants who are interesting. The major finding of this research was that in most organizations, people would rather get help or information from a "lovable fool" than a "competent jerk." If someone is strongly disliked, it's irrelevant if they are competent; people won't want to work with them. And if someone is liked, colleagues will seek out every bit of competence they have, however meager. "Generally speaking," say the authors, "a little extra likability goes a longer way than a little extra competence in making someone desirable to work with."

Casciaro and Lobo believe that "competent jerks represent a missed opportunity for the organization because so much of their expertise goes untapped. Dealing with jerks is so unpleasant that colleagues simply can't be bothered with them." This is part of people's natural tendency to prefer spending time with colleagues they consider likable. "Social psychologists have long known that we like people who are *similar* to us; people we are *familiar* with; people who have *reciprocal* positive feelings about us; and people who are inherently *attractive*, either in their

appearance of their personality." This seems harmless, but it's not always good for an organization. When work teams are made up of like-minded people who like each other, two things can happen: they may have a great time together but get nothing done, or they may miss out on ideas and contributions that others (including competent jerks) might make.

"Working with the same old colleagues can also dampen debate," write Casciaro and Lobo. "People may hesitate to challenge or reject a bad idea put forward by someone they know and like. There is an obvious downside when we gravitate toward people because they like us or because they are pleasant to work with. These individuals, however terrific they may be, aren't necessarily the ones most suited to tackling the task at hand. The required expertise may lie elsewhere, in someone who in fact doesn't like us that much or isn't attractive."

The manager's challenge is to "leverage the power of liking while avoiding the negative consequences of people's 'affect-based choice'… of work partners." Casciaro and Lobo have three pieces of advice for managers:

• *Manufacture liking.* Psychologists have found that people usually get to like others once they get to know them. A manager can orchestrate increased liking by putting unlikely people together on teams, redefining what "similarity" means, and fostering bonding between people who wouldn't ordinarily be drawn to each other. The most powerful way to do this is putting people through an intense cooperative experience – for example, an off-site Outward Bound course.

• *Identify and leverage the likable.* The best way to capitalize on the personal qualities of likable employees is to find out who they are and position them strategically so they can play the role of "affective hubs" bridging gaps between diverse groups that might not otherwise talk to each other.

• *Work on the jerks.* These people are clearly the challenge. Step one is reassessing their contribution to the organization. Individually they may be very productive, but are they contributing to the overall effort? Do they help the people they work with or actually hinder them? Step two is rewarding good behavior and punishing bad behavior. "Changing the behavior of adults is never a straightforward proposition," say Casciaro and Lobo, but if a competent jerk has potential, it's worth using incentives and other approaches to bring them around. Step three is to socialize and coach. Managers shouldn't wait for the end-of-year evaluation: they should give on-going, detailed feedback on how certain behaviors are self-defeating and coach for improvement. Step four (the last resort) is repositioning. It's possible that the best

solution is for the incompetent jerk to work with minimum interaction with others – the downside being that others won't have access to his or her expertise.

"Competent Jerks, Lovable Fools, and the Formation of Social Networks" by Tiziana Casciaro and Miguel Sousa Lobo in *Harvard Business Review*, June 2005 (Vol. 83, #6, p. 92-99), no e-link available

2. Strategies for Eliminating Obnoxious Staff Behavior

This short *Harvard Business Review* article reports on a study of uncivil behavior in the workplace (for example, an employee spreading rumors about a co-worker, an assistant refusing to lend a hand in a crisis, a boss chewing out a subordinate in front of colleagues). Unlike sexual harassment, there are no laws or regulations against this sort of behavior, but if it is unchecked, it can corrode people's productivity, performance, motivation, creativity, and helpfulness. The study found that half of those on the receiving end of uncivil behavior took days off worrying about interacting with the instigator, one quarter consciously reduced their work effort, and one in eight actually quit their job.

What can be done? Based on surveys in the business world, here are nine best practices that managers might use to contain uncivil behavior:

- Have a zero tolerance policy explicitly stated in the staff handbook.
- Explicitly teach civility and the core values of positive staff relationships.
- Take an honest look in the mirror; are you (the manager) guilty?
- Don't make excuses for high-ranking instigators.
- Ask about uncivil behavior when making reference checks on new hires.
- Interview former employees to find out why they quit.
- Keep your ear to the ground; find out what's really going on.
- Heed warning signals.
- Crush uncivility when it occurs.

"Hidden Harassment" by Gardiner Morse in *Harvard Business Review*, June 2005 (Vol. 83, #6, p. 28, 30), no e-link available

3. Interviewing: What to Listen For

Hank Greenberg, founder of a human-resource consulting firm that has evaluated more than 2 million job applicants over the last 44 years, is blind. He has some interesting advice on interviewing a candidate for a job:

• *Look beyond the visual cues.* "Most people depend too much on their sight," says Greenberg. "How does someone look? Do they fit the part?… That first impression then becomes the context for the rest of the information they gather about an individual. They may hear the person's responses differently because they like what they see. Or because that person is smiling convincingly at them. That's one of the reasons why, during the Freudian interview, an individual is on the couch, facing away from the therapist, who just listens."

• *Find the person's inner core.* "A hiring interview is a very unnatural way to meet someone," says Greenberg. "Applicants can impress you with the homework they've done on you and your [organization]. And it's not hard to convey an enormous amount of enthusiasm for just an hour. So you have to delve below the surface. Try to get a sense of their character as well as what they've learned from their accomplishments *and* their failures. Try to get at what is genuine. The key to hiring and managing people is to find out what drives them. One of the most important questions to ask is 'Why?'"

• *Focus on the person's voice*. Greenberg thinks that a person's voice is a more important "window to the soul" than their eyes or face. "I pay very close attention to someone's voice," he says. "Is there warmth? Genuine enthusiasm? Sincerity? A way of expressing themselves that is real? Or are they trying too hard? Uncomfortable with themselves? Not really interested? Thinking about something else? … When someone's voice is flat or quiet, you don't have any idea what they are feeling or thinking. That can be a warning flag."

• *Think like an athletic coach.* Greenberg has assessed professional athletes for a number of sports teams and thinks there are direct parallels to the non-athletic realm. "Winning athletes start with three qualities," he says: "Self-discipline, competitiveness, and a positive sense of self… [P]sychology is more important than talent when it comes to winning… The questions that keep coaches up all night are the same ones that should be keeping managers up all night. Does this person have the inner fire to drive him to the next levels of performance? Can he work with the rest of the team? How coachable is he?"

"Knowing What to Listen For: Hank Greenberg on Interviewing" in *Harvard Business Review*, June 2005 (Vol. 83, #6, p. 25), no e-link available

4. How Can We Prevent the Loss of Effective Veteran Teachers?

In this *Kappan* article, Harvey Alvy, a Washington state education professor,

bemoans the fact that large numbers of first-rate veteran teachers are retiring just when schools desperately need their wisdom, insight, and maturity. He suggests a number of ways to inveigle these teachers to consider continuing to work in schools for a few more years:

• *Shape and support a school culture that honors experience and wisdom.* All good teachers deserve appreciation; veterans should get something extra.

• *Honor veterans through mentoring.* Mentoring should be a two-way street; neophyte teachers should always thank their mentors and let them know that their expertise is valued.

• *Support mentoring on the "other end" of careers.* This might involve a veteran working with an enthusiastic mid-career colleague on an action research project or a book club focusing on current teaching and learning strategies.

• *Promote creative job sharing.* School districts and union officials should negotiate job-sharing arrangements for veteran teachers who would like to work part time. This fits well with block scheduling, which makes it possible for one teacher to teach a block every other day.

• *Restructure state retirement programs.* It shouldn't be to a veteran teacher's financial disadvantage to work beyond the regular retirement age.

• *Promote differentiated professional growth.* This might involve giving workshops to colleagues, doing peer coaching, taking part in lesson study groups, conducting action research, mentoring newcomers, or teaching a different subject or grade level.

• *Reach out from the central office.* The personnel department should keep track of who is approaching retirement age and make personal appeals to particularly valuable veteran teachers to think about working for a few extra years.

In a school district that took the steps above, successful veteran teachers might ask themselves the following questions:

- Can I still make a positive difference in the lives of young people?
- Am I satisfied with my present level of performance as a teacher?
- Do I want to continue to grow as a teaching professional?
- Can I contribute to my school's professional learning community?
- Can I help new teachers succeed in our profession?

If the answer to some or all of these questions is yes, these teachers might be persuaded to spend several more years serving students and colleagues.

"Preventing the Loss of Wisdom in Our Schools: Respecting and Retaining Successful Veteran Teachers" by Harvey Alvy in *Phi Delta Kappan*, June 2005 (Vol. 86, #10, p. 764-766), no e-link available

5. The Limitations of Original Sources in History Classes

In this *Kappan* article, Ohio education professor Keith Barton shares his concern about the way primary source materials have become faddish and are being misused in many history classes. He punctures seven myths and then points the way to maximizing the potential of these powerful resources:

Myth 1: Primary sources are more reliable than secondary sources. Not true, says Barton. Primary sources were created in real time and often reflect the bias, limited perspective, and inaccuracies to which those who created them were prey. Secondary sources are often more accurate because they benefit from the passage of time and greater perspective. But we need multiple sources to get closer to the truth.

Myth 2: Primary sources can be read as arguments about the past. In fact, the sources used in many history classes (usually known as "testimony") represent only a small fraction of the documents that historians use; others include census records, tax rolls, court proceedings, wills, deeds, photographs, advertisements, and physical artifacts.

Myth 3: Historians use a "sourcing heuristic" to evaluate bias and reliability. In fact, there are numerous biases built into source documents; for example, they are weighted toward the literate and the elite.

Myth 4: Using primary sources engages students in authentic historical inquiry. Hardly, says Barton. Working with pre-selected packets of documents is nothing like what real historians do.

Myth 5: Students can build up an understanding of the past through primary sources. On the contrary, piecemeal analysis of too many source documents can confuse and miseducate students. They need analysis and a broader perspective.

Myth 6: Primary sources are fun. Actually, they are often boring, dusty documents that detract from the drama and intrigue of history.

Myth 7: Sources can be neatly classified as "primary" or "secondary." In fact, the line between the two is fuzzy; it depends on the purpose for which a document was created. For example, if we want to know what George Washington thought about British treatment of prisoners of war, his letters are a primary source, but if we want to know how prisoners were actually treated, the same letters are a secondary source.

Having dealt with these myths, Barton goes on to suggest three ways that primary sources can best be used in history classes:

- *To motivate historical inquiry* – "Startling or unusual sources," he writes, "whether physical artifacts, visual images, or written text – often provoke questions."
- *To supply evidence for historical accounts* – By reading different first-hand

accounts of the same historical event (for example, the battle of Lexington Green as seen from the British and American side), students can appreciate the difficulty of writing accurate history and the way in which historical evidence is used.

• *To convey information about the past* – Sometimes, original source documents are more vivid and powerful than secondary material (for example, the Seneca Falls Declaration and Dr. Martin Luther King's "I Have a Dream" speech).

• *To provide insight into the thoughts and experiences of people in the past* – Reading diaries, letters, and published works can give students much better answers to questions such as: "Just what were these people trying to say? What did they think about the choices they were making, and what reasons did they give for their actions? How did they feel about their lives and circumstances, their triumphs and tragedies? What hope and dreams did they entertain, and what were their everyday feelings and opinions?"

"Primary Sources in History: Breaking Through the Myths" by Keith Barton in *Phi Delta Kappan*, June 2005 (Vol. 86, #10, p. 745-753), no e-link available

6. Comer's Program: Focusing on Child and Adolescent Development

In this *Kappan* article, James Comer describes the School Development Program he created, with a special focus on Ashville, North Carolina, where student test scores improved dramatically and the achievement gap was virtually erased. Comer feels strongly that most current thinking on school reform is missing a vital dimension – child and adolescent development – and that this is contributing more than anything else to creating "dysfunctional and underperforming schools." Comer says that a "major underlying reason that child and adolescent development is not the focus in education is the widely held notion that performance in school and in life is determined by one's genetically fixed intelligence." He and his colleagues have been working for thirty years to "grow the evidence" that the School Development Program can turn around the abysmal conditions in many urban schools.

The challenge, says Comer, is to "create a school culture that promotes good growth along the six critical pathways: physical (including brain development), social/interactive, psycho-emotional, ethical, linguistic, and cognitive/intellectual." Comer lists the nine elements in his intervention program for troubled urban schools:

- Changed governance and management;
- A parent team;
- A professional support team;

- A comprehensive school plan that includes social and academic components;
- Staff development;
- Assessment and modification;
- No-fault problem-solving;
- Consensus decision-making;
- Collaboration.

If a school buys into these elements (super-majority support is required), they serve as a platform for a continuous process of school improvement. Comer reports that the degree of success is directly related to the amount of staff buy-in.

"Child and Adolescent Development: The Critical Missing Focus in School Reform" By James Comer in *Phi Delta Kappan*, June 2005 (Vol. 86, #10, p. 757-763), no e-link available

7. Keeping the Parents of Middle-School Children Involved

As children move into middle school, there are a number of reasons why parents become less involved in their education. Parents are intimidated by the size of the school, confused by the course selection process (what's required to be on track for college?), less sure of their understanding of the curriculum, less confident that they can help their children, and less sure that their children *want* their help. Parents have to segue from being an administrator or manager to being a coach, says Sophia Catsambis, a New York education professor. This is an important transition, because research shows that "home discussions about school, expressing high aspirations for their children, helping plan for college or work, and outside educational activities are some of the most effective ways parents can stay involved after elementary school."

There are three key variables in keeping parents involved in the middle school years:

- Parents' sense of invitation from the school, teachers, and their own children;
- Parents' perception of how effective their involvement will be;
- Parents' personal beliefs about how they should be involved.

"Schools don't have a clue about how unfriendly their schools look to someone from the outside," says Anne Henderson, a New York consultant. She says that even small gestures, such as directions to the principal's or guidance offices, can make parents feel more welcome. It's also helpful if schools are very specific in the kinds of help they can give their children and keep a flow of information coming about school events. Other suggestions:

- Using Parent Connect, a Pearson product that allows parents to get free, password-protected access to their children's attendance record, schedules, grades, and assignments.
- A twice-a-month telephone message from the principal to all parents on upcoming activities.
- Voice mailboxes for all teachers to post information on homework and assignments.
- An agenda/calendar booklet for every student, with the requirement that all assignments, tasks, and homework are entered in it every day.
- A parent center for meetings and informal communication.

"Keeping in Touch" by Jessica Tonn in *Education Week*, June 8, 2005 (Vol. 24, #39, p. 30-33),
http://www.edweek.org/ew/articles/2005/06/08/39parentinvolvement.h24.html

8. What Can Elementary Schools Do to Promote Students' Resiliency?

This *Elementary School Journal* article begins with a description of the severe disadvantages with which some children start their educational careers and makes a strong statement about the responsibility of schools: "Patterns of aggression often emerge before the age of six as children learn to resolve interpersonal conflict with antagonism, primarily by modeling their parents' behaviors. When children with antisocial behavior enter school, they may face two forms of 'massive social failure': lack of social skill and coercive behaviors leading to peer rejection, and noncompliance leading to failure in school. Thus, it is critical that U.S. schools be poised to intervene when children enter school to prevent social and academic failure and promote successful interpersonal skills."

What are the most important things that a school can do to increase the chances of these children overcoming their entering deficits? In a study of 21,000 students in schools across the country, a team of researchers found two factors that were most often associated with increases in resiliency:

• *Classroom management in kindergarten.* An out-of-control classroom brought out the worst in high-risk students, while a well-managed classroom brought out their best. For example, children who were spanked frequently at home and who were in a poorly-managed classroom were three times more likely to act out violently as were similar students in a well-managed classroom.

• *Adequacy of teaching materials and supplies.* Poorly supplied classrooms had a

disproportionately negative impact on high-risk children; well-supplied classrooms had the reverse effect.

When these two factors are combined – well-supplied teachers with good classroom management – they have a powerful countervailing effect on the disadvantages with which some students enter school. Conversely, when classrooms are chaotic and poorly supplied, children who entered school in a fragile state get markedly worse.

"Classroom and Family Effects on Children's Social and Behavioral Problems" by Patrick Bennett, Marta Elliott, and Danya Peters in *Elementary School Journal*, May 2005 (Vol. 105, #5, p. 461-480)
http://www.journals.uchicago.edu/ESJ/journal/issues/v105n5/105503/105503.html

9. Comparing Four Early Literacy Programs in Boston

In this *Elementary School Journal* article, researchers compare the impact of four early literacy programs (Success for All, Literacy Collaborative, Building Essential Literacy (BEL), and Developing Literacy First (DLF). The Boston Public Schools were chosen for this study because the district was (for a period of time) giving schools the choice of several literacy programs, providing a unique opportunity to compare their impact on student achievement.

The article can be summarized quite quickly: students made progress in all four literacy programs; their strongest gains were in basic reading skills, their weakest gains were in reading comprehension. But there were only minor differences between student achievement among the four programs. This was probably because: (a) the study only looked at one year (first grade); (b) there was an element of self-selection in the 16 schools that were chosen for the study (all had been successfully implementing their program for several years); and (c) the Boston schools were in the process of implementing a number of other initiatives (smaller classes, classroom libraries, professional development, literacy coaches, safety-net tutoring, and accountability measures,) that boosted achievement in all schools and made it difficult to disaggregate the impact of the various reading programs.

The researchers did make one interesting point at the end of the article: "The largest source of variability in first-grade outcomes… appeared to be substantial differences in the pedagogical skills and orientations of individual teachers." Some teachers brought 80 percent of their students up to grade-level expectations while others brought less than 20 percent of their students to the grade-level benchmark. "An irony of literacy reform," note the authors, "is that, although the adoption of

structured models may provide some leveling of teacher knowledge and resources, there remain significant differences in capacity across teachers, even in a district with substantial supports for improved instruction."

"Comparing Four Literacy Reform Models in High-Poverty Schools: Patterns of First-Grade Achievement" by Terrence Tivnan and Lowry Hemphill in Elementary School Journal, May 2005 (Vol. 105, #5, p. 419-441)
http://www.journals.uchicago.edu/ESJ/journal/issues/v105n5/105501/105501.html

10. How Do We Interpret All Those Contradictory Research Findings?

In this thoughtful *Education Week* commentary article, California professor Lee Shulman offers the following advice for those of us who are confused by contradictory findings in educational research:

• *Seek simplicity… and distrust it.* "It's nearly unimaginable that any one study would support a simple policy conclusion, across the board," says Shulman. "If a study claims to demonstrate that 'bilingual education doesn't work,' or that 'all high-stakes testing is bad for kids,' or that 'phonics is the only way to learn to read,' don't trust the claim." All studies should be interpreted with caution and nuance, he advises. But sometimes years of research produce a simple, definitive conclusion, he says. For example, the evidence is overwhelming that holding back children who fail first grade is "educationally worthless."

• *Look for researchers who don't have an axe to grind.* Shulman advises trusting research that is conducted by people without a stake in the results – or better yet, studies where the findings run counter to the researchers' own values, tastes, and preferences. At the very least, we should know the researchers' values and whether they have been involved in what they are studying.

• *Look for peer review.* Any study with major policy implications should be reviewed by independent researchers for methodology and rigor "before its findings and the policy interpretations associated with them are trumpeted to the media."

• *Look to see if researchers are "stewards" of their field.* Shulman hopes that researchers care about the fidelity of their work and the integrity of their field. Failing that, he says that journalists need to ask harder questions and check on peer review before publicizing questionable findings.

• Finally, Shulman recommends impartial, non-governmental "research-review SWAT teams" that can be called in to adjudicate competing claims and the evidence that supports them.

"Seek Simplicity… and Distrust It" by Lee Shulman in *Education Week*, June 8, 2005 (Vol. 24, #39, p. 48, 36)
http://www.edweek.org/ew/articles/2005/06/08/39shulman.h24.html

7. Short Item:

a. Top websites for elementary teachers – The following websites are recommended by *Phi Delta Kappan* for elementary teachers:

- http://www.teachnology.com - Free lesson plans, rubrics, tips, weblinks.
- http://www.edhelper.com - Puzzle builders, worksheets, themes, tests.
- http://www.busyteacherscafe.com - Monthly resource page, units, links.
- http://www.edupuppy.com - Unit and lesson plans, technology tips, links.
- http://www.123child.com - Theme of the month, interactive bulletin board.
- http://www.brainpop.com - Downloadable interactive movies
- http://www.theteacherspot.com - Tips, sample letters, computer advice.
- http://www.atozteacherstuff.com - Themes, tips, lessons, games, chat room.
- http://www.readinga-z.com/index.html - Leveled reading books, guides.
- http://www.icdlbooks.org - 10,000 books online, searchable by author, title..
- http://www.funschool.com - Interactive games for K-6, online arcade.
- http://www.electricteacher.com/newteacher - Resources for new teachers.

"Top Websites for Elementary School Teachers" by Nicole Braun and Matthew Roth in *Phi Delta Kappan*, June 2005 (Vol. 105, #5, p. 801)

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 best practices in K-12 education. Kim Marshall, drawing on 35 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 39 carefully-chosen publications (see list to the right), sifts through scores of 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, provide e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2003-04).

Subscriptions:

Individual subscriptions are $50 for the school year ($25 for a half-year, beginning late January). 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.

Website:

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- How to change access e-mail or password

Publications covered:

(those read this week are underlined)

American Educational Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Update (ASCD)
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Staff Development
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
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Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teacher Magazine

E-links will be provided whenever possible.