Marshall Memo 770

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 21, 2019

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Quotes of the Week

"We may have all come on different ships, but we're in the same boat now."
Martin Luther King, Jr.

"Humor is the universal solvent against the abrasive elements of life."
Alan Simpson in his eulogy for former president George H.W. Bush, December 5, 2018; https://bit.ly/2FMn1mA

"[The teacher's role is] to keep alive the sacred spark of wonder and to fan the flame that already glows… to protect the spirit of inquiry, to keep it from becoming blasé from overexcitement, wooden from routine, fossilized through dogmatic instruction, or dissipated by random exercise upon trivial things." (1910)
John Dewey (quoted in item #5)

"It's so important not to weaponize student evaluations against people but to use them constructively."
Peter Lake (quoted it item #3)

"A growing percentage of children prefer the hyper-stimulation of virtual experiences to the real world."
Roger McNamee in "How to Fix Social Media Before It's Too Late" in *Time*, January 28, 2019, http://time.com/5505441/mark-zuckerberg-mentor-facebook-downfall/

"The number of areas where we have strong science to guide classroom practice is tiny."
Mike Petrilli in "Practicing Humility When It Comes to Evidence-Based Practice" in *The Education Gadfly*, January 16, 2019 (Vo. 19, #3), https://bit.ly/2U5NgIt; Petrilli says early-reading instruction is one area where the research is clear and helpful.

1. Pushing Back on Posted Learning Objectives

In this article in *Lustre*, Australian educator Melanie Ralph notes that many teachers post student learning goals at the beginning of lessons, often with acronyms:

- SWBAT (Students Will Be Able To…)
- WALT (We Are Learning Today…)
- WILF (What I'm Looking For…)
- TIB (This Is Because…)
- WAGOLL (What A Good One Looks Like…)

In some classrooms, students are asked to copy the objective or chant it in unison.

So are posted learning objectives a useful (or at worst harmless) advance organizer for instruction? Ralph is dubious; she says "this practice has grown into a tired, empty routine, which is not only dull and repetitive for students, but now features as a key criterion in most classroom observations." The requirement to start class with a learning objective, she contends, "reveals an unwillingness to embrace the complexities of teaching and the wonder of ambiguity."

Of course teachers shouldn't be winging it or leaving students floundering in confusion, but Ralph believes the practice of telling students what they're going to learn before they learn it needs critical examination: Some specific problems with learning objectives:

- They take up valuable time at the beginning of lessons.
- They can be an empty ritual solely for the benefit of administrators bearing checklists.
- They are teacher-centered and produce student compliance, obedience, and passivity.
- They encourage teacher-pleasing rather than intellectually adventurous behavior.
- While some lessons lend themselves to a single objective (especially in mathematics), many do not (for example, interpreting a poem).
- They narrow learning possibilities and discourage serendipity, curiosity, and creativity.
- They take the mystery out of lessons with a surprise denouement.
- They can stifle the complexity, ambiguity, and wonder of learning, producing uninspired and uninspiring lessons.
- They don't prepare students for careers that will require collaboration, critical thinking, and wrestling with open-ended problems.

Ralph quotes John Dewey, who said the role of the teacher should be "to keep alive the sacred spark of wonder and to fan the flame that already glows… to protect the spirit of inquiry, to

keep it from becoming blasé from overexcitement, wooden from routine, fossilized through dogmatic instruction, or dissipated by random exercise upon trivial things." (1910)

But what is the alternative to learning objectives? How can teachers justify not complying with this well-intentioned requirement? Ralph says principals are perfectly within their rights requiring that teachers have a well-thought-out lesson plan, but suggests they should be willing to accept an alternative to a posted learning objective – perhaps a provocative, carefully thought-out question for the lesson.

An example: she recently began a high-school English class comparing the play *Romeo and Juliet* with the film *Titanic,* with this question on the whiteboard: "The *Titanic* was labelled an 'unsinkable' ship, so whose fault was the tragedy?" Students were puzzled at first, but after discussing the question with partners, writing ideas on sticky notes, and organizing them into categories, the class had a high-level discussion that ended up in a place Ralph didn't anticipate, linking the hazards of the male ego (trying to get the *Titanic* to New York in record time) and Romeo's hasty decision-making.

"Old Habits Die Hard: How Learning Goals Can Stifle Deeper Learning" by Melanie Ralph in *Lustre*, January 4, 2019, https://lustreeducation.wordpress.com/2019/01/04/360/; be sure to check out the video of what happens when a high-school teacher doesn't have a learning target on the whiteboard.

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2. Helping High-School Students Deal with Exam Stress

In this *Proceedings of the National Academy of Sciences* article, Christopher Rozek, Gerardo Ramirez, Rachel Fine (Stanford University) and Sian Beilock (Barnard College) describe their study of 1,175 ninth graders' science achievement in an economically diverse midwestern high school. In this school (as in many others), low-income students were much more likely to fail freshman biology than their higher-income peers. A pattern of failure was established in the first semester, with low-income students who failed the midyear exam becoming demotivated and being more likely to fail the end-of-year exam.

The researchers theorized that test anxiety was a major factor in the SES achievement gap, caused by two factors: first, stereotype threat (the anxiety felt by students in groups traditionally viewed as low-achieving, leading them to dwell on their worries and have less mental bandwidth to focus on the test); and second, students' beliefs about stress. "We've found that higher-income students were more likely to hold the belief that a bit of stress before a test can actually be helpful for their performance," says Rozek, "whereas lower-income students were less likely to view stress as helpful." Students experiencing the same physical symptoms prior to a test – sweaty palms, racing pulse – interpreted them very differently.

Rozek, Ramirez, Fine, and Beilock designed an experiment to see if it was possible to change lower-income students' approach to exam stress through (a) expressive writing (addressing the cognitive part of test anxiety, "offloading" anxiety, and freeing up mental space to perform academically) and (b) reappraising stress reactions (seeing physical arousal as a resource to improve performance). For mid-year and year-end biology exams, ninth graders

were divided into four groups (all students took the same tests). Here is what each group experienced just before a test:

- The control group was told not to worry about symptoms of stress and nervousness.
- The second group was asked to spend ten minutes writing freely about their emotions and thoughts about the test.
- The third group was asked to reappraise their beliefs about stress by reading and reflecting on the following passage: *Sometimes in important situations, people notice that they have a faster heartbeat, sweaty palms, shortness of breath, butterflies in their stomach, and lots of energy running through their body. People usually think this means they are nervous, anxious, or worried. However, these feelings happen for all kinds of reasons, and it does not mean that we need to feel worried or nervous. For example, we feel this same way when we are excited about a surprise, when we are getting ready for a fun sports competition, or when we fall in love. So, feeling a faster heartbeat, for example, doesn't mean you will perform badly. Having these feelings could actually help you! This is because when people care about something, such as doing well on a test, our body's nervous system tells the body to release energy and deliver more oxygen to the brain. This helps you to stay alert and pay attention to the important thing that is going on in your life. Therefore, experiencing a faster heartbeat, heavy breathing, or sweaty palms could actually be a good thing. It is your body's way of pumping you full of energy and attention! But it all depends on whether you choose to use this energy.*
- Students in the fourth group both wrote a reflection and read the passage.

What did the researchers find? The interventions had virtually no impact on the performance of higher-income students, but among lower-income students, all three interventions cut the course failure rate in half (with little difference among #2, #3, and #4): only 18 percent failed the final, compared to 39 percent in the control group. Interestingly, many of the control group students were just below the passing threshold, so the pre-test exercises made the difference between passing and failing for the intervention students. At the end of the school year, all students took a survey and low-income students in the intervention groups had a much more positive attitude about the efficacy of stress in high-stakes situations.

This study, conclude Rozek, Ramirez, Fine, and Beilock, "shows that brief emotion regulation interventions can be implemented in diverse contexts, at scale, and without heavy researcher oversight… Of course, the current interventions are only targeting one part of the problem of student underperformance. Nonetheless, emotion regulation interventions – which are implementable at the school level – appear to be one tool that can help students from lower-income backgrounds participate in STEM fields that can increase opportunities for success."

"Reducing Socioeconomic Disparities in the STEM Pipeline Through Student Emotion Regulation" by Christopher Rozek, Gerardo Ramirez, Rachel Fine, and Sian Beilock in *Proceedings of the National Academy of Sciences,* January 14, 2019 https://bit.ly/2W8rGFi; Rozek can be reached at crozek@stanford.edu (spotted in *Education Week*, January 14, 2019).

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3. Rethinking High-Stakes Use of Student Surveys

In this *Chronicle of Higher Education* article, Kristen Doerer reports on the unintended consequences of colleges and universities using student surveys as the primary measure of instructors' effectiveness for decisions on promotion and tenure:

• When student surveys were first introduced, they correlated with improved student learning, but that correlation has disappeared in recent years.

• Studies have found that students who take courses with highly rated instructors tend to do worse in subsequent courses for which the initial course is a prerequisite.

• Having a female instructor correlates with higher student achievement, but female instructors very often receive lower course evaluations.

• Racial bias surfaces in student surveys of instructors, perhaps revealing unconscious prejudice.

• Researchers believe that student surveys have resulted in grade inflation, with instructors realizing they can "buy" better evaluations with easier grading.

"To be perfectly honest," says Chuck Kalnbach, also at the University of Oregon, "I stopped looking at the numerical feedback 12 years ago, because it didn't mean anything." Kate Myers, another Oregon instructor, agrees: "Students would often just go down the line and hit all fives or all fours or whatever, without really thinking about it. I don't know what a student thinks a five-level class is or a four-level class. That doesn't make any difference to the way I teach my class, because I'm not getting substantive feedback." Peter Lake of Stetson University adds, "It's so important not to weaponize student evaluations against people but to use them constructively."

A frequent criticism of surveys is that students haven't been trained in pedagogy and aren't qualified to give feedback to their teachers. But others argue that students see day-to-day instruction, which busy administrators and colleagues almost never do. "It seems ludicrous," says Ken Ryalls of the nonprofit IDEA Center, "to have the hubris to think that students sitting in the classroom have nothing to tell us. The argument that you should get rid of student evaluations because there is bias inherent is a bit silly. Because basically every human endeavor has bias."

Responding to criticism of student surveys, and to the possibility of faculty class-action lawsuits alleging bias, many colleges and universities are rethinking the way they construct and use student surveys, including:

- Giving survey data less weight (or none at all) in personnel decisions;
- Giving low-stakes student surveys midway through the semester; this puts a premium on student candor and immediate improvements in teaching for students' benefit.
- Eliminating numerical ratings; "It's pretty clear, says Oregon professor Bill Harbaugh, "that if there's a number out there, it'll get misused."
- Increasing the use of observation and evaluation by peers;
- Having instructors write reflections on their teaching;
- Providing a more-detailed description of the characteristics of good teaching;
- Revising survey questions to minimize bias and prompt more-thoughtful feedback.

IDEA researchers have explored ways of improving survey questions. They've found that general questions like *Overall, how do you rate this instructor?* or *Overall, how do you rate this course?* don't measure specific teaching skills and tend to elicit biased responses. The most helpful questions get at the reciprocal nature of the teaching-learning process, for example:

- Do you clearly understand the course objectives?
- Do assignments reflect the material covered?
- Has the instructor sufficiently explained difficult concepts, methods, and subject matter?
- Do you feel capable of succeeding in this course? What is your level of motivation?
- Looking at a list of specific teaching behaviors, which have been most helpful to learning and which could be improved?
- Have the course's learning outcomes have been achieved?

"Colleges Are Getting Smarter About Student Evaluations. Here's How" by Kristen Doerer in *The Chronicle of Higher Education*, January 18, 2019 (Vol. LXV, #18, p A8-A10), available to subscribers at https://www.chronicle.com/article/Colleges-Are-Getting-Smarter/245457.

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4. A New Twist on Peer Editing with Pennsylvania Eighth Graders

In this *EdSurge* article, Pennsylvania teacher Karen McDonald says she was beginning to have doubts about having her eighth graders peer-edit each other's research papers. Her go-to prompt for research papers, usually written in March, is the Billy Joel song, "We Didn't Start the Fire." Students pick one of the many events in the song (McCarthyism, Vietnam, the Pepsi/Coca-Cola wars), do research, and produce a five-page paper. McDonald's first concern was that students were resistant to peer editing; after working hard digging up information and writing their five pages, most students just wanted to hand in their paper and be done with it. In addition, McDonald says her students spent so much time on their phones after school that they weren't very adept at face-to-face conversation. Did they have the interpersonal skills to respond to each other's writing positively and constructively and add value?

Last spring, she decided to try a new approach to peer editing: covering students' names so classmates wouldn't know whose paper they were commenting on. "As soon as I mentioned that word, 'anonymously,'" says McDonald, "the mood in the room shifted and students sat up a bit straighter in their seats." All the printed-out papers were laid out on tables at the back of the classroom, names covered in washi tape (easily removable later on), with a large orange and pink sticky note on each one. Students were instructed to pick a paper at random, follow three steps, return it, and take a second. Students were to write:

- Two things they liked about the paper on the pink sticky note;
- Things they felt needed improvement on the orange sticky note;
- Corrections in spelling, style, and usage right on the paper.

As students chose the first of their two papers, there was "an air of excitement in the room," says McDonald. "We had never tried this before, and they were eager to get started." One

super-anxious student asked, "You mean no one will know I read their paper, and I won't know who read mine?" Yes. The anonymity made her and everyone else relax, and they worked diligently making corrections and writing comments, producing a plethora of helpful feedback.

Students then had a week to revise and edit their papers based on the suggestions from their two peer editors. "The activity had a profound effect on their final work," says McDonald. "It is a good day for a teacher when students feel a sense of satisfaction about their work, and take their feedback seriously. Now, the process evokes curiosity and excitement – not dread. And *that* is how I want my students to feel about writing."

A few students had trouble incorporating comments and needed hand-holding. McDonald's idea for future years is to build in some individual and small-group conferencing and perhaps use high-achieving students as second-stage editors. Based on one student's suggestion, she's also thinking about building in another round of anonymous peer editing.

"How Anonymous Peer Editing Changed the Culture of My Classroom" by Karen McDonald in *EdSurge*, December 13, 2018, https://bit.ly/2Cdxe9F; McDonald can be reached at kmcdonald@stjosephrc.org.

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5. A Student's-Eye View of Good Teaching

In this *Journal of Adolescent and Adult Literacy* article, Katherine Frankel (Wheelock College/Boston University) and first-year college student Myiesha Robateau suggest six things literacy teachers might consider as they work with secondary students:

• *Learn from the kids*. "Literacy teaching and learning are reciprocal and fluid processes," say Frankel and Robateau. "In other words, there should be many opportunities for students to be the teachers and for teachers to be the students." This might involve teachers reading books outside their comfort zone – for example, the *Black Panther* graphic novel series.

• *Nurture relationships*. Relationship-building ranges from simple greetings in the hallway to teachers talking about their own school experiences. "When teachers and students genuinely care about and respect each other," say the authors, "they are willing to listen to what the other is saying and learn from each other, even (and especially) in cases of disagreement."

• *Accept that not all students will be engaged 100 percent of the time*. The reality is that sometimes students' minds are elsewhere, or they wish they were far away. "We do not make this point to suggest that distractions are a bad thing," say Frankel and Robateau. "Rather, our point is that they are a human thing."

• *Be flexible and persistent*. Good literacy teachers ask students to experience new ideas, new genres, and new identities, and sometimes students aren't ready. At those moments, the teacher needs to be ready to try something different and not give up – for example, having students abandon a book and hunt for one that will capture their interest and imagination.

• *Provide outlets for individuality and originality*. What comes easily to the teacher and

some students might not click with others. Frankel and Robateau suggest giving students creative options – for example, writing fanfiction, alternative beginnings and endings to books, or reimagining scenes.

• *Understand that reading is emotional as well as intellectual*. Teachers should use texts to get students connecting to their emotions and opinions, say the authors: "Reading is personal. It's about passion. At its best, reading involves learning more about who you are and how you think."

"A Student's Perspective on Literacy Teaching and Learning: Starting a Conversation Through Six Suggestions" by Katherine Frankel and Myiesha Robateau in *Journal of Adolescent and Adult Literacy*, January/February 2019 (Vol. 62, #4, p. 459-462), https://bit.ly/2R1SzXB; Frankel can be reached at kfrankel@bu.edu.

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6. Paying Attention to Praise

"Research shows that meaningful praise can measurably boost motivation and performance and can improve your brain's ability to remember and repeat new skills," says writer/artist Micaela Marini Higgs in this *New York Times* article. But there's a strong tendency for people to dwell on mistakes and failures and downplay compliments. Higgs suggests that this trait has evolutionary roots, since being a negative worrywart would have helped early humans survive in harsh and dangerous surroundings.

Compounding the hard-wired tendency to look for problems, says Higgs, is social pressure not to seem like a braggart – which leads people to explain away accomplishments and not fully own their skills and talents. This is not a good idea, since compliments can be a rich source of feedback and affirmation. It's wise to acknowledge praise by saying, "Thank you, I'm glad you said that," or "I appreciate your noticing, thank you for letting me know," and maybe asking a follow-up question to get more specifics.

Whether or not we receive praise from others, it's also helpful to "compliment yourself" by jotting a list of concrete accomplishments every day – even something as small as reaching out to a friend – and talking about them with loved ones on a regular basis. This helps with self-efficacy, and also prepares us for professional situations where we're asked to list our strengths and might otherwise come up blank. For people who, researchers have found, don't get as much acknowledgement in the workplace – women, and especially women of color – this is especially important.

"The Importance of Accepting Praise" by Micaela Marini Higgs in *The New York Times*, December 10, 2018, https://www.nytimes.com/2018/12/04/smarter-living/how-to-accept-a-compliment.html

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7. Get Students Moving!

"From kindergarten through high school, students spend most of their academic lives at a desk," says educator/author Brad Johnson in this article in *Principal*. "A classroom in which students quietly work at their desks might appear to be ideal, but the amount of time we subject children to a seated position is almost inhumane." Johnson cites research findings about the importance of physical movement during class time:

- The brain works best in tandem with the body.
- Children naturally want to move and be active.
- Physically active children perform better academically.
- Exercise releases endorphins, which helps children's mood.
- Movement taps into multiple intelligences and creative learning possibilities.
- Increased physical activity helps with classroom management.

Johnson suggests the following steps teachers can take to maximize these benefits during the school day:

- At least once an hour, have students stand, stretch, or do some physical activity, perhaps with Go Noodle or YouTube.
- When students get restless, have them do sit-ups, planks, or other exercises (provide a mat at the back of the classroom); just two minutes of this helps students get refocused.
- During transitions, play music and let students move to release energy; perhaps dance moves can become part of transitions.
- Have students play games like pickup sticks to build coordination and fine-motor skills.

"Right the Wrongs of Sedentary Education" by Brad Johnson in *Principal*, January/February 2019 (Vol. 98, #3, p. 30-33), https://bit.ly/2Wartl4

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8. Staying in Touch with "Mobile-Only" Families

In this *ISTE* article, Oregon digital curriculum specialist Matthew Hiefield suggests ways that schools can stay connected with families that don't have an Internet connection. A recent Pew Research Center study found that as smartphones provide more and more services, the number of U.S. adults with high-speed broadband service at home has declined from 73 percent in 2016 to 65 percent in 2018. This means that many families will be looking at schools' and teachers' websites and newsletters on their phones, which is hardly ideal. If families have poor connectivity, they may not be able to view them at all. In addition, some families may hit their data limits or have their service cut off due to nonpayment.

How can schools provide their digital content to this growing number of families? Hiefield suggests several strategies:

• Use text-message notification program to alert parents to events. Apps like Remind or BAND can provide students with details about homework assignments and let parents know about upcoming performances and meetings.

• Choose sites that are optimized for mobile. Google Sites has a setting to format sites for mobile devices, and newsletter-creation programs like Smore work well with mobiles.

• Select programs with language translators. In a back-to-school event, students and parents can be shown how they work.

• Make parents aware of mobile versions of popular sites, including Canvas, Seesaw, and Google Classroom.

• Survey students on the type of Internet connection they have. If it's not broadband, students' ability to do certain kinds of homework assignments might be limited.

"Digital Equity: Don't Leave Mobile-Only Families Behind" by Matthew Hiefield in *ISTE*, November 6, 2018, https://www.iste.org/explore/articleDetail?articleid=2296

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9. Addressing "Racial Illiteracy" in Elementary Classrooms

In this article in *The Reading Teacher*, Annemarie Kaczmarczyk, Karyn Allee-Herndon, and Sherron Killingsworth Roberts (University of Central Florida) suggest ways that elementary educators can use literacy strategies to address "racial illiteracy" (which they define as avoiding authentic dialogue across racial lines and not acknowledging implicit bias). The authors believe it's important for educators to be "willing to be uncomfortable, to listen, to check our assumptions, to take risks, to speak up, and to teach all students about racism." Teachers can make significant contributions by sharing appropriate picture books, facilitating literature circles, and using dialogue journals (informal written conversations between students or between student and teacher) and other student writing.

Kaczmarczyk, Allee-Herndon, and Roberts suggest books that can be used to launch such conversations and prompt good student writing.

Primary grades:

- *The Name Jar* by Yangsook Choi – Classmates create a jar to suggest names for a friend who wants to choose a new name.
- *The Story of Ruby Bridges* by Robert Coles – The powerful true story of a young African-American girl who integrated a public school in the South.
- *The Sneetches and Other Stories* by Dr. Seuss – A classic for discussing the pointlessness of racism.
- *The Colors of Us* by Karen Katz – A girl uses brown paint for a self-portrait and learns that the color comes in many shades.
- *A Is for Activist* by Innosanto Nagara – An ABC approach invites students to explore activism, racism, sexism, environmental justice, and LGBTQ rights.
- *The Skin You Live In* by Michael Tyler – A lighthearted picture book on different, yet similar, activities in different cultures.
- *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* by Duncan Tonatiuh – The true story about the 1947 California ruling against public school segregation.

Intermediate elementary classrooms:

- *Inside Out and Back Again* by Thanhha Lai – The story of a refugee's journey from Vietnam to Alabama.

- *Drita, My Homegirl* by Jenny Lombard – Drita and her family flee the war in Kosovo and move to the U.S., making a bumpy start and finding kindness among strangers.
- *Hidden Figures* (Young Readers' Edition) by Margot Lee Shetterly – The story of four female African-American mathematicians who were integral to the NASA space program.
- *A Different Mirror for Young People: A History of Multicultural America* by Ronald Takaki, adapted by Rebecca Stefoff – The mosaic of cultures in U.S. history, including Native Americans, African Americans, Latinos, Jews, Irish Americans, and Asian Americans.
- *Kizzy Ann Stamps* by Jeri Watts – A girl worries about her identity in the first year in an integrated school.
- *Brown Girl Dreaming* by Jacqueline Woodson – Written in verse, about what it's like being raised straddling two cultures in the South and North.

"Using Literacy Approaches to Begin the Conversation on Racial Illiteracy" by Annemarie Kaczmarczyk, Karyn Allee-Herndon, and Sherron Killingsworth Roberts in *The Reading Teacher*, January/February 2019 (Vol. 72, #4, p. 523-528), https://bit.ly/2FOXgSA; the authors can be reached at annemarie.kaczmarczyk@ucf.edu, karyn.allee-herndon@ucf.edu, and sherron.roberts@ucf.edu.

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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 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). Every week there's a podcast and HTML version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Literacy Today (formerly Reading Today)
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine