Marshall Memo 508

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 28, 2013

In This Issue:

Quotes of the Week

"The achievement gap in public education, unfortunately, is in no small part an expectations gap."

Thomas Toch (see item #1)

"The promise of reward and the threat of punishment do not motivate people to perform effectively, and sometimes undermine their performance when those approaches make them feel coerced, disrespected, or incompetent."

Deborah Stipek (see item #4)

"Making people feel valued is not that hard and rarely requires throwing dollar bills."

Allison Vaillancourt (see item #8)

"Hiring institutions want to hire someone who wants the job, likes the place, and is going to stick around – and willingly so."

Robert Sternberg (see item #7)

"[N]ew teachers should be purposeful, strategic classroom gatekeepers who ensure that their students are protected from the political stressors that teachers and administrators contend with, and can focus instead on learning to read, write, talk to one another, and appreciate the intellectual power of their subject matter, in the classroom and beyond."

Kevin Meuwissen in "Teachers As Political Actors" in *Education Week*, Oct. 16, 2013 (Vol. 33, #8, p. 26), http://www.edweek.org/ew/articles/2013/10/16/08meuwissen.h33.html

1. Common Core State Standards: The Equity Dimension

"The achievement gap in public education, unfortunately, is in no small part an expectations gap," says Thomas Toch (Carnegie Foundation for the Advancement of Teaching) in this important *Education Week* article. For many African-American, Hispanic, and economically disadvantaged students, he argues, the new Common Core State Standards "represent a path to the demanding subjects that many local educators have long doubted they could or should study." The new standards ask all students to read more significant and challenging non-fiction and write coherently and persuasively. They eliminate fluff and redundancy from the K-12 curriculum and create a level playing field for all students.

But Toch worries that once again, demanding curriculum standards are going to be watered down. The reform movement of the 1980s produced more-rigorous standards, but many disadvantaged students were tracked into low-level courses, earning English credits for typing, science credits for auto body repair, and math credits for commercial food preparation. No Child Left Behind raised the bar again, but many states lowered their standards to avoid penalties for not meeting AYP. And now, seeing discouraging results from the first round of Common Core-aligned tests, people are complaining that the standards are too demanding. Diane Ravitch was quoted recently saying the new standards are "way too high" and, "Maybe [many students] don't need to go to college."

"But who decides which students are tracked toward college," asks Toch, "and at what point are those decisions made? Third grade? Ninth grade? Supporting lower standards today amounts to capitulating to the race- and class-based stereotypes of the past, half a century after the passage of federal civil-rights laws and just as the nation is transitioning to a minority-majority school population." In fact, American students often say they aren't asked to work very hard. "Importantly," says Toch, "most of the international high-fliers are built on the conviction that hard work is more important to student success than innate ability, that there should be high common standards because they're within most students' grasp and thus all students should have access to them."

Empower teachers! Let states decide curriculum standards! say opponents of the Common Core. But this will only widen the achievement gap, says Toch. Teachers and local school districts should decide *how* to implement standards, not what the standards should be. "At this point, we need to focus on the hard work of implementing the new standards," concludes Toch, "not on whether we should have them."

"Common Core's Power for Disadvantaged Students" by Thomas Toch in *Education Week*, Oct. 23, 2013 (Vol. 33, #9, p. 24, 20), www.edweek.org

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2. What Teachers Say About the Common Core ELA Standards

In this *Education Gadfly* article, Chester Finn and Kathleen Porter-Magee report on a study of English language arts teachers in states implementing the Common Core standards. Researchers asked what students were being asked to read and what instructional techniques were being used in classrooms. Of particular interest were three instructional shifts called for by the Common Core:

- Building students' knowledge through content-rich nonfiction and informational texts;
- Asking students to ground their reading and writing in evidence from the text, not just personal reflections;
- Encouraging regular practice with complex texts and academic vocabulary.

These shifts, say Finn and Porter-Magee, "correct the fact that, for too many years, students have had little access to the kinds of literary nonfiction and informational texts they need to prepare them for the rigor of advanced coursework in college and beyond." The new standards also push teachers to expose students to more-demanding texts throughout the year, not just try to get students reading grade-level texts by June.

The study found some hopeful signs: most teachers surveyed believe in the standards, are cautiously optimistic that they'll make a positive difference, are getting PD support, and are making some curriculum shifts in response to Common Core. But researchers saw three areas of challenge in the years ahead:

• Teachers reported that most of their lessons were still dominated by reading skill instruction, rather than the content of texts.

• Many teachers, especially at the elementary level, were still having students read texts at their instructional reading level rather than challenging them to wrestle with grade-level texts. "This means that many youngsters are not yet working with appropriately complex language in their schoolbooks," say Finn and Porter-Magee.

• Many teachers (56 percent in the middle grades) hadn't started teaching the kind of literary nonfiction – speeches and essays, for example – recommended in the Common Core.

"Common Core in the Schools: A First Look at Reading Assignments" by Chester Finn Jr. and Kathleen Porter-Magee in *The Education Gadfly*, Oct. 24, 2013 (Vol. 13, #41), http://www.edexcellence.net/commentary/education-gadfly-weekly#56284

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3. Adjusting Mathematical Language to the Common Core

In this *Kappan* article, Valerie Faulkner (North Carolina State University) presents a number of changes in the way elementary mathematics is conceived in the Common Core. Implementing the new standards means letting go of a lot of old habits:

• *Old habit to eliminate: Defining equality as "same as."*

The problem: This is mathematically incorrect and leads to misconceptions.
New habit to adopt: Defining equality as "same value as."
For example, 3 + 4 tells a different math story than 4 + 3, but they yield the same value of 7.

• *Old habit to eliminate: Calling digits "numbers."*

The problem: Failing to distinguish between digits, numbers, and numerals
New habit to adopt: Clearly distinguishing between numerals and numbers (which are essentially the same) and digits.
For example, 73 is a numeral that represents the number value 73 and has two digits – 7 and 3.

• *Old habit to eliminate: "Addition makes things get bigger."*

The problem: When negative numbers are introduced, the old habit has to be debugged.
New habit to adopt: Addition is about combining.

• *Old habit to eliminate: "Subtraction makes things get smaller."*

The problem: As with addition, negative numbers make this wrong.
New habit to adopt: Subtraction is about difference.

• *Old habit to eliminate: When regrouping, saying, "We don't have enough ones so we need to go to the next place."*

The problem: Students don't understand that in the number 10, there are ten ones, but in the decimal system, we don't "see" them.
New habit to adopt: "We can't see the ones we need, and we need to find those ones."

• *Old habit to eliminate: "You can't take a big number from a little number."*

The problem: The statement is intended to help elementary students deal with deal with regrouping, but it's mathematically inaccurate and leads to problems later on.
New habit to adopt: "We could take a larger number from a smaller number, but we would get a negative number. You will learn about these later, but right now we will learn to solve this problem using all positive numbers."

• *Old habit to eliminate: "Let's 'borrow' from the tens place."*

The problem: This doesn't prepare students for more-difficult borrowing and fractions.
New habit to adopt: Use "regrouping," "trading," or "decomposing" instead.

• *Old habit to eliminate: Multiplication "makes things bigger."*

The problem: This is true only when using positive whole numbers and will confuse students later on.
New habit to adopt: Teach the three structures of multiplication: repeated addition; finding how many unique possibilities there are when matching one set with another; and finding a total amount or area when two sides are known.

• *Old habit to eliminate: Division "makes things smaller."*

The problem: As with multiplication, this is not true a lot of the time.
New habit to adopt: Teach the different structures of division: repeated subtraction of groups; answering the question "how many for each one?"; and finding a side when an area and another side are known.

• *Old habit to eliminate: "Doesn't go into" (for example, 7 doesn't go into 3).*

The problem: Even elementary school children understand intuitively that sometimes cookies

need to be split up when they don't divide up exactly.
New habit to adopt: Prepare students for later learning by using accurate mathematical language. A teacher might say, "We could divide 3 by 7, but the result won't be a whole number. When you begin working with fractions, you will solve problems like this regularly. Here we want to consider numbers that divide into other numbers without creating fractional parts or leftover pieces."

• *Old habit to eliminate: Saying "and" means decimal point.*

The problem: In common parlance and math parlance, "and" generally means to combine, add to, or augment. Insisting on using "and" only when there's a decimal buries the opportunity to have a discussion that focuses on considering unit sizes and different ways to form a number.
New habit to adopt: Don't create false rules for language. In other words, it's not a big deal to call 145 "one hundred and forty-five."

• *Old habit to eliminate: Canceling out – for example, "These eights cancel out."*

The problem: Students don't notice how often properties are used and how important they are.
New habit to adopt: Explicitly use and discuss the idea behind simplifying. A teacher might say, "Here I have an 8 divided by an 8, and we know that anything divided by itself equals 1. So you can see here that we have simplified this expression without changing its value."

• *Old habit to eliminate: Referring to "the answer."*

The problem: If the goal is to find answers, there's a tendency to forget the most important part: How did we do that? Why did we do that? How did you know that?
New habit to adopt: Use "the model" or "the relationships" or "the structure" or "justify your answer."

• *Old habit to eliminate: Guess-and-check as a strategy.*

The problem: While this sometimes involves using number sense, it's not logical or mathematical and doesn't prepare students for more difficult challenges.
New habit to adopt: Teach systematic math representations – bar models, for example – to teach students to think like mathematicians.

"Why the Common Core Changes Math Instruction" by Valerie Faulkner in *Phi Delta Kappan*, October 2013 (Vol. 95. #2, p. 59-63),
http://www.kappanmagazine.org/content/95/2/59.full.pdf+html;
Faulkner can be reached at Valerie_faulkner@ncsu.edu.

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4. What Motivates Educators to Work Harder and Smarter?

In this thoughtful *Education Week* article, Deborah Stipek (Stanford University) says the theory of action behind America's current accountability movement is that rewards and punishments will motivate teachers and administrators to do better work. Behaviorism is a well-accepted theory of human motivation, but decades of research have shown that for people to change, three elements must be present: a sense of autonomy, of respect, and of efficacy. "The promise of reward and the threat of punishment do not motivate people to perform effectively," says Stipek, "and sometimes undermine their performance when those approaches

make them feel coerced, disrespected, or incompetent." Here are her suggestions for enhancing motivation and accomplishment in each area:

• *Autonomy* – People work most effectively when they have a sense of control and are working at least partly because they want to, not because somebody is making them. To increase this dimension, teachers should be involved in policy decisions and have a measure of choice in how policies and curriculum are implemented.

• *Respect* – People do their best work when they feel they belong to and are treated well in the social context in which they work. "The language used to discuss teacher accountability or evaluations matters," says Stipek. "References to 'getting rid of bad teachers' in public discourse threaten rather than motivate teachers… Policies that create competition among teachers within a district or school, such as merit pay for a predetermined percentage of teachers, weaken the sense of community…" It's better to talk in terms of providing support for continuous improvement and building robust professional learning communities.

• *Efficacy* – People work best when they believe they can meet the demands of the job and their efforts will pay off. That means providing teachers with the tools they need to be successful – curriculum materials, technology, support for the psychological and physical challenges students face, and effective professional development. It also means understanding that intrinsic motivation is a powerful engine of improvement in schools. "Most teachers take great pleasure in a lesson that goes particularly well and in seeing students engaged and learning," says Stipek. "Experiencing their own skills and developing and seeing the effects of their more effective practices on student learning are powerful motivators for teachers."

"Using Accountability to Promote Motivation, Not Undermine It" by Deborah Stipek in *Education Week*, Oct. 16, 2013 (Vol. 33, #8, p. 32, 28), www.edweek.org

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5. Teaching Perseverance to Middle-School Students in Boston

In this *Kappan* article, Scott Seider (Boston University) describes three of the ways Roxbury Prep, a grade 5-8 charter school in Boston, drives home the importance of effective effort to its 300 students, constantly reminding them of the value of persisting despite difficulty, delay, or opposition:

• *The Pi recitation contest* – Each year, grade 6-8 students compete to see who can remember the most digits in π – winners remember well over 100 digits. The champ gets to "pie" the school's principal in front of the entire school.

• *Powerful Speaking Extravaganza* – On the last day of school before the February vacation, students perform pieces of literature selected from the works of Shakespeare, Langston Hughes, Shel Silverstein, Maya Angelou, and others. They have practiced their passages in weekly advisory group meetings, focusing on accuracy, volume, eye contact, posture, expression, tone pacing, pauses, and emphasis, and are evaluated and given feedback by community members. "How many of you are nervous?" asks an eighth-grade emcee of the assembled student body at the beginning of the event, and every hand shoots into the air. "It's really good we're here then," she says, "to overcome that fear. Today's event is not about

speaking perfectly but about trying your best and getting better. Congratulations to everyone for being willing to try."

• *Interview prep* – Every winter, eighth graders prepare for interviews at selective magnet and private schools to which they will apply. In advisory meetings, students discuss appropriate dress, questions to expect, and questions they will ask, and then they engage in mock interviews and watch themselves on video.

These and other activities, says Seider, lead Roxbury Prep students "to see themselves as perseverant, self-disciplined individuals capable of putting in the sustained and deliberate practice necessary to accomplish their goals." That kind of self-concept will be crucial to success in high school, college, and careers.

"Effort Determines Success at Roxbury Prep" by Scott Seider in *Phi Delta Kappan*, October 2013 (Vol. 95. #2, p. 28-32), www.kappanmagazine.org; Seider is at seider@bu.edu.

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6. Effective Coaching of New Teachers

In this *Kappan* article, Paul Bambrick-Santoyo (managing director of nine charter schools in Newark, New Jersey) says teachers need "dress rehearsals" before working with students. "Actors would never perform a play without running it successfully many times before opening night," he says. "Teachers need the same thing – especially rookies. Getting them to practice teaching in advance makes the difference between accepting them as they come to us or making them better… If we don't coach our rookie teachers, at least one of them will fail. For our students, that's one too many."

The New Teacher Project recommends focusing on ten key competencies so new teachers won't be overwhelmed. Bambrick-Santoyo has his principals focus on three:

- Rolling out routines and procedures – How and when to teach students exactly what they will do at each moment and how non-compliance will be handled.
- Giving directions – Learning how to control body language and voice tone so students really hear what the teacher is saying.
- Writing effective lesson plans – Writing precise learning objectives that are anchored in the curriculum, data-driven, and can be accomplished in one lesson, planning exactly what to say and what questions to ask, and designing a brief final mini-assessment aligned with the objective.

A key component of summer PD in Bambrick-Santoyo's schools is having new teachers role-play these key skills with colleagues and receive immediate feedback. They start with a simple component like greeting students at the beginning of class and getting them working, fine-tune that (*Do it with fewer words. Add some warmth.*), and then throw in some curve-balls, like a misbehaving student. "Practice it correctly multiple times," says one principal. "Multiple strong run-throughs are necessary for real learning to happen."

"Rookie Teachers Need Dress Rehearsals Too" by Paul Bambrick-Santoyo in *Phi Delta Kappan*, October 2013 (Vol. 95. #2, p. 72-73); the author can be reached at

7. Ten Pieces of Advice for a Job Interview

In this helpful *Chronicle of Higher Education* article, Robert Sternberg (University of Wyoming) offers suggestions for those about go before a hiring committee:

• *Ask in advance if there are concerns about your record*. Most interviewers have one or more questions about your credentials or suitability for the job, and it's wise to find out about them before the interview.

• *Scope out the hot-button issues on the campus before your interview*. "Why? Because someone on the campus is likely to ask you a question about such an issue," says Sternberg, "and a wrong answer will get your name crossed off the shortlist for the job."

• *Don't say that an idea will work just because it did for you back home*. Most interviewers will be skeptical, and the more creative the idea, the more skeptical they will be.

• *Don't try to solve the institution's problems in the interview*. You may be asked a question that invites you to try, but it's unwise to be drawn into macro solutions when you don't know the full context. You might suggest possible pathways to a solution and talk about the need for effective teamwork, but avoid a comprehensive answer.

• *Assume that anything you say in the interview could end up in the local news or somewhere on the Web*. You're under pressure during the interview and may be tempted to share a confidence. "Don't," advises Sternberg, even if someone promises to keep it secret. "For one thing, that person's first loyalty is likely to be to the institution, not to you. For another thing, you have little way of knowing whether he or she can keep a confidence."

• *Never lie about anything, no matter how small*. "A lie may help you get the job, but when you are found out, it will very likely lead to your dismissal," says Sternberg. "If you have something unpleasant in your record, bring it up yourself during the interview and be prepared to discuss it. Go ahead and put it in the best possible light, but don't lie."

• *Try to understand how you might fit into the institution's vision of its future*. Where is the school trying to go? "Don't waste time offering alternative visions," says Sternberg.

• *Know what the institution is proud of and ashamed of*. Don't talk about strengths of yours that don't align with the school's self-concept.

• *Don't assume you know who holds the real power*. "The power structure of a hiring institution is, at best, opaque and, at worst, invisible to a job candidate," says Sternberg. "Just assume that everyone you speak with is important."

• *Be enthusiastic*. "Playing hard to get may or may not work in romantic relationships," he concludes. "But it's a bad strategy in job interviews… Hiring institutions want to hire someone who wants the job, likes the place, and is going to stick around – and willingly so."

"How Not to Blow an Interview" by Robert Sternberg in *The Chronicle of Higher Education*, Oct. 25, 2013 (Vol. LX, 8, p. A27-28); http://chronicle.com/article/How-Not-to-Blow-an-Interview/142435; Sternberg presents a different list of interview tips in Marshall Memo 475.

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8. Not Feeling the Love

In this *Chronicle of Higher Education* article, Allison Vaillancourt (University of Arizona) tells about a colleague who is thinking seriously about leaving the university despite having an important role, being exceptionally well regarded, frequently hearing validation from colleagues, enjoying his work, and having strong ties to the university and the community. Why? Because the senior leadership doesn't tell him that his work is appreciated.

"Making people feel valued is not that hard and rarely requires throwing dollar bills," says Vaillancourt. People just need to hear from the boss that they're doing a good job, and bosses need to scope out possible problems with questions like these: "You are important to us, so what do we need to do to keep you engaged?" and "We want to keep you, so what can we do to make sure that you don't go on the job market?"

"Have I Told You Lately That I Love You?" by Allison Vaillancourt in *The Chronicle of Higher Education*, Oct. 25, 2013 (Vol. LX, 8, p. A35),
https://chronicle.com/blogs/onhiring/have-i-told-you-lately-that-i-love-you/41589

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9. The 50 Most Important Inventions Since the Wheel

In this intriguing piece in *The Atlantic*, James Fallows reports on the 50 most important inventions in history, as determined by a panel of twelve experts. Here they are, in order of importance, with their dates and brief commentary:

1. The printing press – 1430s, making it possible to replicate knowledge and give it a life of its own
2. Electricity – Late 19th century; and then there was light, opening the door to #4, 9, 16, 24, 28, 44, 45, and most of the rest of modern life
3. Penicillin – 1928, ushering in antibiotics, which became the silver bullet for many formerly deadly diseases
4. Semiconductor electronics – Mid-20th century, the physical foundation of the virtual world
5. Optical lenses – 13th century, dramatically raising the collective human IQ by opening opportunity to near-sighted and far-sighted people, and leading to the invention of microscopes and telescopes
6. Paper – Second century, making it possible to stamp images and spread ideas much more quickly and easily
7. The internal combustion engine – Late 20th century, turning air and fuel into power and eventually replacing the steam engine (#10)
8. Vaccinations – 1796, preventing serious illness by making people a little bit sick and building their immunity
9. The Internet – 1960s, the infrastructure of the digital age
10. The steam engine – 1712, powering the factories, trains, and ships that drove the Industrial Revolution

11. Nitrogen fixation – 1918, making possible a new class of fertilizers and the green revolution in farming
12. Sanitation systems – Mid-19th century; a major reason people live 40 years longer than in 1880
13. Refrigeration – 1850s, making it possible to preserve food and revolutionizing food preparation
14. Gunpowder – 10th century, outsourcing killing to a machine
15. The airplane – 1903, transforming travel, warfare, and our view of the world (see #40)
16. The personal computer – 1970s; like the lever (#48) and the abacus (#43), augmenting human capabilities
17. The compass – 12th century, orienting people, even at sea
18. The automobile – Late 19th century, transforming daily life, our culture, and our landscape
19. Industrial steelmaking – 1850s, becoming the basis of modern industry
20. The Pill – 1960, birth control that launched a social revolution
21. Nuclear fission – 1939, opening new power for destruction and creation
22. The green revolution – Mid-20th century, hugely increasing the world's food output
23. The sextant – 1757, making maps out of the stars
24. The telephone – 1876, allowing our voices to travel
25. Alphabetization – First millennium B.C., making knowledge accessible and searchable
26. The telegraph – 1837; before this, information could move no faster than a man on horseback.
27. The mechanized clock – 15th century, quantifying time
28. Radio – 1906, demonstrating electronic mass media's power to spread ideas and homogenize culture.
29. Photography – Early 19th century, changing journalism, art, culture, and how we see ourselves
30. The moldboard plow – 18th century, allowing the cultivation of harder ground by digging soil and turning it over; without it, agriculture as we know it would not have taken hold in northern Europe and the American Midwest.
31. Archimedes's screw – Third century, transforming agriculture by facilitating irrigation
32. The cotton gin – 1793, institutionalizing the cotton industry and slavery in the American South
33. Pasteurization – 1863, one of the most effective public-health interventions
34. The Gregorian calendar – 1582, debugging the Julian calendar and synchronizing the world with the seasons
35. Oil refining – Mid-19th century; without it, oil drilling (#39) would have been pointless
36. The steam turbine – 1884, the backbone of today's energy infrastructure, generating 80 percent of the world's power
37. Cement – First millennium B.C., literally the foundation of civilization

38. Scientific plant breeding – 1920s, building on a forgotten paper by Gregor Mendel to figure out how plant breeding works (and later, human genetics)
39. Oil drilling – 1859, fueling the modern economy, establishing its geopolitics, and changing the world's climate
40. The sailboat – Fourth millennium B.C., transforming travel, warfare, and our view of the world (see #15)
41. Rocketry – 1926, "Our only way off the planet – so far," said George Dyson
42. Paper money – 11th century, the abstraction at the core of the modern economy
43. The abacus – Third millennium B.C., one of the first devices to augment human intelligence
44. Air-conditioning – 1902, making possible industry and comfort in hotter climates
45. Television – Early 20th century, bringing the world into people's homes
46. Anesthesia – 1846, making it possible to operate on people without pain
47. The nail – Second millennium B.C., extending lives by improving shelter
48. The lever – Third millennium B.C., making heavy construction possible
49. The assembly line – 1913, turning a craft-based economy into a mass-market one
50. The combine harvester – 1930s, mechanizing the farm, freeing people to do new types of work

"The 50 Greatest Breakthroughs Since the Wheel" by James Fallows in *The Atlantic*, November 2013 (Vol. 312, #4, p. 56-68),
http://www.theatlantic.com/magazine/archive/2013/11/innovations-list/309536

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10. Short Items:

a. Interdisciplinary Chinese unit – The Center for Advanced Research on Language Acquisition website has this grade 3 unit for the Mandarin immersion classroom:
www.carla.umn.edu/immersion/mmic

"Webwatch: What's Online for Language Educators" in *The Language Educator*, October 2013 (Vol. 8, #5, p. 61)

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b. The Aeneid read in Latin – The Wired on Books website of Ohio University features Professor Wilfried Stroh reading Book IV of Virgil's classic:
www.wiredforbooks.org/iliad.

"Webwatch: What's Online for Language Educators" in *The Language Educator*, October 2013 (Vol. 8, #5, p. 61)

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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 43 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
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest