

# Marshall Memo 531

A Weekly Round-up of Important Ideas and Research in K-12 Education

April 7, 2014

## In This Issue:

1. [What teaching is all about](#)
2. [Effective writing instruction](#)
3. [An Arkansas principal shares her strategies](#)
4. [Surveying teachers on new teacher-evaluation systems](#)
5. [Unintended consequences of high-stakes teacher evaluation](#)
6. [Getting beneath our business-as-usual, got-it-all-together selves](#)
7. [What to think about when negotiating a job offer](#)
8. Short items: (a) [Museum of Natural History virtual tour](#); (b) [Online technology resources](#); (c) [The College Scorecard website](#); (d) [Videos of mathematical reasoning lessons](#); (e) [Grammar help for students](#)

## Quotes of the Week

“A good teacher, after all, wields the authority of a parent with none of the psychological baggage. The best of them are semi-mysterious figures whose wisdom seems boundless and whose approval helps us discover who we are.”

Steve Almond (see item #1)

“The coaching conversation involves a dance between listening, asking open questions, and enough silence so that answers come from a deeper mind than the reactive one and a more heartfelt place. We think we all do that, with each other and with students. But, in truth, isn’t our time short, our mind at the ready, and our interest superficial sometimes? Being listened to is in and of itself transformative to some. Listening is a skill like all others; it requires practice to maintain it at its best. It is not a hallway conversation; it takes time and attention.”

Jill Berkowicz and Ann Myers in “Are We Ready to Consider Coaching Instead?” in *Education Week* (online), March 27, 2014, <http://bit.ly/1ijUM8n>

“Teachers cannot push students to think more deeply unless they do so themselves. All great coaches have played the game, and the teacher is first and foremost the student’s coach.”

David Ruenzel in “Teachers as Critical Thinkers” in *Education Week*, March 26, 2014 (Vol. 33, #26, p. 33), [www.edweek.org](http://www.edweek.org)

“Does the reading public’s fascination with memoir suggest a healthy interest in other people, or does it too often indicate a voyeuristic urge to look through the debris of broken lives?”

An essential question from one of Ruenzel’s high-school English units (*ibid.*)

“The kids who need the most love will ask for it in the most unloving ways.”

Russell Barkley (quoted in item #3)

---

## 1. What Teaching Is All About

In this evocative *Boston Globe Magazine* article, novelist Steve Almond remembers the precise moment when he felt literature come alive: his ninth-grade English teacher picked up a copy of *The Catcher in the Rye* and read the first chapter to the class. “Nearly every person I know has some version of this story,” says Almond: “The moment when a teacher changes the course of your life. A good teacher, after all, wields the authority of a parent with none of the psychological baggage. The best of them are semi-mysterious figures whose wisdom seems boundless and whose approval helps us discover who we are.”

Almond’s own start as a creative writing teacher in a Boston college was a little rockier. One student wrote in her course evaluation, “If writing was a part of my body, I would cut it off with an X-Acto blade.” Yikes! He quickly realized that teaching, especially in elementary and secondary classrooms, isn’t about charismatic speeches or dramatic failures: “It’s about managing classrooms full of kids at very different places intellectually, emotionally, and psychologically... Most of all, it’s about the thousands of small acts of attention, of encouragement and guidance and discipline, by which a teacher transmits his passion for learning to his charges. Standing before a class, you have to portray your best self – fair, patient, wise – for hours on end... You don’t always see the complete impact of your best work. You witness a few initial sparks, not the full flame of knowledge it can ignite within a student.”

“Connections: The Gift of a Great Teacher” by Steve Almond in *The Boston Globe Magazine*, March 23, 2014 (p. 57), <http://b.globe.com/1nX19a7>

[Back to page one](#)

## 2. Effective Writing Instruction

(Originally titled “What Writing Is and Isn’t”)

“Let’s keep this in perspective,” says writer Jeff Anderson in an article in *Educational Leadership*. “The Common Core State Standards are a *guiding* document. Educators must look beyond the artificial boundaries assumed in such a document and dive into pedagogy, process, content knowledge, and research that reveals best practice in teaching writing... The art of teaching writing standards of any kind blossoms from a full understanding of what writing is and isn’t.” Anderson believes it *isn’t*:

- A kit or a program – Worksheets, scripted lessons, and textbooks don’t teach writing.
- Test prep – It’s a shame that so many students think school is all about passing tests.

- Memorizing parts of speech – Actually, the Common Core will assess whether students can *apply* their knowledge of the parts of speech.
- Separate from reading – Anderson says that close reading, grammar, and author’s purpose need to be taught as part of a unified meaning-making endeavor. For example, when students read the lyrics to Beyoncé’s song, *If I were a boy*, they can learn about the subjunctive mood, which conveys something that’s contrary to fact. “And this new understanding that students gleaned from their reading will surface in their writing,” says Anderson.

He then turns to what writing *is*:

- *A transaction* – “As writers of text – as humans – we desperately want to be heard,” he says, “to receive a response, to connect... Groping for power, young writers long to connect to audiences.” Students need the chance to free-write, instruction in how to take ordinary sentences and make them sing, and the time and space to experiment, share with others, and rewrite. “Writing is alive and messy,” he believes. “It involves taking risks, which means making mistakes. And mistakes are necessary for growth.”

- *A skill that can be learned* – All writers struggle to find a focus, include pertinent detail, and create cohesion, and the standards are an excellent guide. Students also benefit from reading, analyzing, and emulating mentor texts. “As students note what a writer does well,” says Anderson, “they are, at the same time, creating a menu of options they can use in their own writing.”

- *A stimulus for passion and freedom* – Teachers’ job is to “ignite students’ passions and let their souls, thoughts, fears, truths, experiences, and arguments shine on the page,” says Anderson. “Writing should be a joyous act and, frankly, so should the teaching of it.” This happens when teachers create a supportive writing community, expose students to a variety of genres and styles, and suggest assignments that link to students’ obsessions and concerns. “Meet them there, and no list of standards or high-stakes test will be out of reach.”

“What Writing Is and Isn’t” by Jeff Anderson in *Educational Leadership*, April 2014 (Vol. 71, #7, p. 10-14), <http://bit.ly/1eaJojA>; Anderson can be reached at [jeff@writeguy.net](mailto:jeff@writeguy.net).

[Back to page one](#)

### **3. An Arkansas Principal Shares Her Strategies**

In this thoughtful article in *Principal*, Arkansas principal Regina Stewman draws a distinction between situational poverty – usually a temporary condition in a family caused by the loss of a job, a divorce, or a death – and generational poverty – the family has been mired in substandard conditions for decades. “Students living in generational poverty often exist in survival mode,” says Stewman. “They endure stressors such as abuse, hunger, and early imposed responsibilities for younger siblings. They lack goal-setting skills that will help them plan ahead.” These conditions have a direct impact on school achievement.

In Stewman’s school, 77 percent of students qualify for free and reduced-price meals and many seem trapped in generational poverty. She considers it a calling and a privilege to

serve this population and has developed the following principles to guide her staff:

- *It's not personal.* “Children do not sit at home and plan how to make a teacher’s life miserable, or how to interrupt classroom instruction,” says Stewman. She quotes professor Russell Barkley: “The kids who need the most love will ask for it in the most unloving ways.”

- *Seek first to understand.* There’s a reason behind every action students take, says Stewman. It’s up to teachers to be expert diagnosticians.

- *Rigor, relevance, and relationships!* These are especially important for children living in poverty.

- *Go the extra mile.* “Dealing with children with so many needs not only takes time,” says Stewman, “it also takes heart... Often, teachers do not see the change or the fruits of their labor for many years, even if their interventions and time have been extremely beneficial to a student.”

- *Celebrate successes.* Because gains are sometimes painfully slow, it’s important to share good news. “The success a second-grade student experiences is a true reflection of the work of the kindergarten teacher, first-grade teacher, and all the support staff who have also worked with this child and his or her family,” says Stewman.

- *Have a common purpose.* The school’s vision and mission should be known by all stakeholders, as well as where the school stands with respect to its goals.

- *Work collaboratively.* Stewman says that grade-level PLC meetings have been an invaluable part of the school’s work, as have cross-grade conversations.

- *Provide tailored professional development.* She and her staff have found Eric Jensen’s books on teaching children in poverty especially helpful.

These beliefs and a lot of hard work have produced solid results: the school is in its third year since Stewman opened it in 2011, and students are scoring in the 80<sup>th</sup> percentile in reading and math and making steady progress.

“Open Doors for Students in Poverty” by Regina Stewman in *Principal*, March/April 2014 (Vol. 93, #4, p. 18-21), [www.naesp.org](http://www.naesp.org); Stewman can be reached at [rstewman@sdale.org](mailto:rstewman@sdale.org).

[Back to page one](#)

#### **4. Surveying Teachers on New Teacher-Evaluation Systems**

In this article in *American Educator*, Ross Wiener (Aspen Institute) and Kasia Lundy (Parthenon Group) make the case for surveying teachers on the way they are being evaluated. “Neglecting to include the views of educators in the continuous refinement of evaluations,” say Wiener and Lundy, “risks imposing a compliance regime that fails to help anyone become a better teacher.” They go on to list five potential benefits that surveys can produce:

- They are a quick and cost-effective way to get important information from teachers on principals’ work and the organizational health of schools.
- Surveys can increase teachers’ engagement in the evaluation process and may make them more receptive to feedback.
- Asking about key points – for example, Do principals identify strengths and provide helpful support? – increases the chances that those things will happen.

- Surveys can give district leaders information on glitches in the process and principals who aren't evaluating skillfully.
- "When teacher survey results are shared transparently and used to adjust practice," say Wiener and Lundy, "it sends a clear signal that teachers' input is needed and valued" – which helps build staff morale.

At their best, surveys are not about compliance or public reporting but actually promote organizational learning, reciprocal accountability, and continuous improvement. Here are some essential steps:

- *Engage key stakeholders.* "Whatever the engagement mechanism," say Wiener and Lundy, "It is important to make sure teachers have authentic opportunities to shape the work and aren't merely asked to watch a presentation about what's already planned." If teacher retention is an issue in the district, it's smart to involve effective teachers who might be thinking of leaving.

- *Ensure anonymity.* In the current climate, teachers need to be confident that their honest feedback cannot be traced to individuals.

- *Ask the right questions.* "Surveys signal what the system values," say the authors, "so system leaders should make sure the questions produce information that is important and that the system intends to act on." These might include: (a) fidelity of implementation; (b) impact of evaluation on teachers; (c) whether teachers believe they are getting support and development; and (d) teachers' overall impression of the evaluation system.

- *Piggyback on existing surveys – or not.* Too many surveys can be a problem, but one reason not to include questions about the teacher-evaluation system in existing surveys is if teachers are not taking those surveys seriously. District leaders need to time surveys on the teacher-evaluation process so as to get thoughtful and accurate data.

- *Share the results and follow up.* "Teachers need to see the results as a first step in demonstrating that the system takes survey findings seriously," say Wiener and Lundy. "If no action comes out of the survey process, not only will the evaluation system stagnate, but teachers will lose faith and disengage." Principals need to take the results to heart, and principals' supervisors and central-office leaders need to use the data effectively to praise effective practices and address problems.

- *Look at the data over time.* "It is vital to track whether teachers and others are perceiving improvements in the implementation of evaluation reform," say the authors. "Such a focus will go a long way toward building employee trust in the system and a commitment to making evaluation really work in schools."

"Survey Says: Using Teacher Feedback to Bolster Evaluation" by Ross Wiener and Kasia Lundy in *American Educator*, Spring 2014 (Vol. 38, #1, p. 14-17, 44), <http://www.aft.org/pdfs/americaneducator/spring2014/Wiener.pdf>

[\*Back to page one\*](#)

## 5. Unintended Consequences from High-Stakes Teacher Evaluation

In this *Teachers College Record* article, Alyson Leah Lavigne (Roosevelt University) explores the consequences of high-stakes teacher evaluation in several states and districts. Her conclusion: “There is no evidence that high-stakes teacher evaluation can produce a more effective teacher workforce and improve student achievement... The possible unintended consequences could result in worse, rather than better, student achievement outcomes and increase the gap in opportunity to learn for students attending the most and least affluent schools.”

Lavigne reaches this conclusion based on her analysis of the validity and reliability of the evaluation methods in question, especially those imported from the business world, and her assessment of the impact of high-stakes policies on teacher job satisfaction, locus of control, morale (even among the most-effective teachers), and teacher retention. “Before policymakers continue forward with high-stakes teacher evaluation,” she says, “it is important to revisit the ways in which financial resources, time, and energy are best spent, particularly if the basic requirements for meeting the intended outcomes cannot be accomplished. If such models cannot put in place protective mechanisms to eliminate or reduce unintended consequences, teacher evaluations should not be high stakes.”

“Exploring the Intended and Unintended Consequences of High-Stakes Teacher Evaluation on Schools, Teachers, and Students” by Alyson Leah Lavigne in *Teachers College Record*, January 2014 (Vol. 116, #1, p. 1-29), available for purchase at <http://www.tcrecord.org/ExecSummary.asp?contentid=17294>

[Back to page one](#)

## 6. Getting Beneath Our Business-As-Usual, Got-It-All-Together Selves

In this *Harvard Business Review* article, Robert Kegan and Matthew Miller (Harvard Graduate School of Education), Lisa Lahey (HGSE and Minds at Work), and Andy Fleming (Way to Grow) say that many employees “divert considerable energy every day to a second job that no one has hired them to do: preserving their reputations, putting their best selves forward, and hiding their inadequacies from others and themselves.” The authors consider this wasted time and ask, “What would happen if people felt no need to do this second job? What if, instead of hiding their weaknesses, they were comfortable acknowledging and learning from them... weaving personal growth into daily work?”

Kegan, Miller, Lahey, and Fleming located two highly successful companies that had built this kind of *deliberately developmental* culture and spent more than 100 hours studying each one. What they found was “a pervasive effort to enable employees to feel valuable even when they’re screwing up – to see limitations not as failures but as their ‘growing edge,’ the path to the next level of performance.” In one of the companies, the CEO makes a habit of asking people, “Do you worry about how good you are or about how fast you are learning?” and pushes them to move from the first mindset to the second. In these companies, candid conversations about shortcomings – for example, a manager is criticized for being unreliable – are frequent and routine. People get the message, *If I risk showing my weaknesses, nothing bad*

*will happen to me, I'll probably learn something, and I'll be better for it in the end.* “The gap between who they really are and who they think they need to be at work diminishes or even disappears,” say the authors.

The unreliable manager was upset about the criticism at first, but a while later, when he was asked what progress he was making on his issue, he said he still had a long way to go, but, “I prioritize more ruthlessly, pause longer and more thoughtfully before promising things to others, visualize more granularly how I will actually get something done, check in with those who ask things of me more frequently and with more questions, and lean on those around me much more explicitly now than I ever did.”

Another characteristic of these companies is pushing people to stretch beyond their comfort levels – being regularly, but manageably, over their heads. “Every job should be like a towrope,” said the CEO quoted above, “so that as you grab hold of the job, the very process of doing the work pulls you up the mountain.” The companies use frequent check-in meetings to take the pulse and match employees’ personal strengths to the jobs they are assigned. Everyone is also involved in the process of analyzing things that didn’t go well and collaboratively designing new products and initiatives.

Kegan, Miller, Lahey, and Fleming say these companies succeeded in developing such productive cultures through accountability, transparency, and support:

- *Accountability* – Praise and criticism flow up and down the pecking order, and all employees’ performance reviews are public, even those of managers, and every review mentions areas for improvement (if they didn’t, it would be a sign that the person wasn’t in an appropriately challenging position).

- *Transparency* – Every meeting at one of the companies is recorded, and all employees have access to the recordings (unless proprietary client information is discussed). Lawyers objected at first, but the company persisted, reasoning that “if the tapes show we *did* do something wrong, then we *should* receive a negative judgment.”

- *Support* – Everyone from entry-level workers to the CEO has a “crew” – an ongoing group that can be counted on to support growth and keep challenging them to do more.

“Experiencing yourself as incomplete or inadequate but still included, accepted, and valued – and recognizing that the very capable people around you are also incomplete but likewise valuable – seems to give rise to qualities of compassion and appreciation that can benefit all relationships,” conclude the authors.

“Making Business Personal” by Robert Kegan, Matthew Miller, Lisa Lahey, and Andy Fleming in *Harvard Business Review*, April 2014 (Vol. 92, #4, p. 44-52), no e-link available

[Back to page one](#)

## **7. What to Think About When Negotiating a Job Offer**

In this *Harvard Business Review* article, Deepak Malhotra (Harvard Business School) suggests fifteen rules for handling a job offer:

- *Don’t underestimate the importance of likability.* “This is about more than being polite,” says Malhotra. “It’s about managing some inevitable tensions in negotiation, such as

asking for what you deserve without seeming greedy, pointing out deficiencies in the offer without seeming petty, and being persistent without being a nuisance.” It’s helpful to role-play with a friend to see how you’re coming across.

- *Help them understand why you deserve what you’re requesting.* Don’t expect something you’ve submitted in writing to speak for itself, says Malhotra. Explain exactly why it’s justified. “Suggesting that you’re especially valuable can make you sound arrogant if you haven’t thought how best to communicate the message.”

- *Make it clear they can get you.* Potential employers won’t negotiate seriously if they think you’ll end up going elsewhere.

- *Understand the person across the table.* Organizations don’t negotiate, says Malhotra; “People do.” It’s vital to know who you’re dealing with: An HR person? A possible future boss? What are this person’s interests and concerns?

- *Understand their constraints.* There may be salary caps or other constraints that the people you’re negotiating with can’t get around, no matter how much they like you.

- *Be prepared for questions that put you on the defensive, make you uncomfortable, or expose weaknesses.* For example, you might be asked, “Do you have any other offers?” “If we make you an offer tomorrow, will you accept?” “Are we your top choice?” Malhotra advises playing it straight; any dishonesty or waffling can come back to haunt you.

- *Focus on the questioner’s intent, not the question.* “Often the question is challenging but the questioner’s intent is benign,” says Malhotra. “An employer who asks whether you would immediately accept an offer tomorrow may simply be interested in knowing if you are genuinely excited about the job, not trying to box you into a corner.”

- *Consider the whole deal.* Don’t fixate on money, he advises. Other components may end up being more important to you.

- *Negotiate multiple issues simultaneously, not serially.* Malhotra advises responding to an offer by listing all your proposed changes together, in order of importance.

- *Don’t negotiate just to negotiate.* Hagglng over little stuff will turn people off, he believes.

- *Think through the timing of offers.* Malhotra advises trying to orchestrate offers so they come in at around the same time. This way you can make a decision based on the merits, not on fear of losing a job because you’re waiting to hear from someone else.

- *Avoid, ignore, or downplay ultimatums of any kind.* Confronted by a statement like, “We’ll never do this,” Malhotra advises responding, “I can see how that might be difficult, given where we are today. Perhaps we can talk about X, Y, and Z.”

- *Remember, they’re not out to get you.* Tough negotiations or long delays can make it seem this way, but usually there are other factors at play. “Stay in touch, but be patient,” he advises.

- *Stay at the table.* “Remember: What’s not negotiable today may be negotiable tomorrow,” says Malhotra. “Over time, interests and constraints change.”

- *Maintain a sense of perspective.* “Ultimately,” he says, “your satisfaction hinges less on getting the *negotiation* right and more on getting the *job* right.”

“15 Rules for Negotiating a Job Offer” by Deepak Malhotra in *Harvard Business Review*, April 2014 (Vol. 92, #4, p. 117-120), no e-link available

[Back to page one](#)

## 8. Short Items:

**a. Museum of Natural History virtual tour** – See [www.mnh.si.edu/vtp/1-desktop](http://www.mnh.si.edu/vtp/1-desktop) for an amazing visual tour of this Washington D.C. museum.

Spotted in “Synergy Sparks Digital Literacy” by Kristine Gullen and Tovah Sheldon in *Journal of Staff Development*, April 2014 (Vol. 35, #2, p. 36-39); the authors can be reached at [kfahey@salemstate.edu](mailto:kfahey@salemstate.edu) and [jippolito@salemstate.edu](mailto:jippolito@salemstate.edu).

[Back to page one](#)

**b. Online technology resources** – In a sidebar in their *Journal of Staff Development* article, Kristine Gullen and Tovah Sheldon suggest the following websites for educators:

- [www.edudemic.com/50-education-technology-tools-every-teacher-should-know-about](http://www.edudemic.com/50-education-technology-tools-every-teacher-should-know-about)  
50 Education Technology Tools Every Teacher Should Know About;
- <http://blogs.kqed.org/mindshift/2013/07/13-free-web-tools-students-and-teachers-should-know-about> - 13 Free Web Tools Students and Teachers Should Know About;
- [www.iste.org/learn/resources](http://www.iste.org/learn/resources) - International Society for Technology in Education (ISTE)

Spotted in “Synergy Sparks Digital Literacy” by Kristine Gullen and Tovah Sheldon, *ibid*.

[Back to page one](#)

**c. The College Scorecard website** – This U.S. Department of Education site has information on colleges’ affordability and value, searchable by location, size, major, and other dimensions: <http://collegecost.ed.gov/scorecard>

Spotted in *GoTeach*, March/April 2014 (Vol. 3, #4, p. 6)

[Back to page one](#)

**d. Videos of mathematical reasoning lessons** – American Federation of Teachers (AFT) teachers, working with Teaching Channel, produced this series of videos in the Share My Lesson series:

- First grade: Leprechaun Traps – Addition within 100: [www.bit.ly/1hiXOyY](http://www.bit.ly/1hiXOyY)
- Fourth grade: Multiplying Whole Numbers and Fractions: [www.bit.ly/1jFlv4U](http://www.bit.ly/1jFlv4U)
- Eighth grade: Conjecturing About Functions: [www.bit.ly/1jFhIKh](http://www.bit.ly/1jFhIKh)
- Eleventh grade: Sine and Cosine – Trigonometry in Flight: [www.bit.ly/1ov6jHY](http://www.bit.ly/1ov6jHY)

“A Video Series on Mathematical Reasoning” in *American Educator*, Spring 2014 (Vol. 38,#1, p. 43), <http://www.aft.org/pdfs/americaneducator/spring2014/SML.pdf>

[Back to page one](#)

*e. Grammar help for students* – The No Red Ink website <https://noredink.com> allows teachers to create customized assignments to target their students’ grammar challenges. Students can also sign up and track their progress, and they can even customize the exercises to include their favorite entertainers, sports idols, and movies.

“Double Take” in *Educational Leadership*, April 2014 (Vol. 71, #7, p. 8-9)

[Back to page one](#)

© Copyright 2014 Marshall Memo LLC

***Do you have feedback? Is anything missing?***

*If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: [kim.marshall48@gmail.com](mailto:kim.marshall48@gmail.com)*

# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 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).

## ***Subscriptions:***

Individual subscriptions are \$50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

## ***Website:***

If you go to <http://www.marshallmemo.com> you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions (with results of an annual survey)
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (also in Word and PDF)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

## ***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 Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Elementary School Journal  
Essential Teacher  
Go Teach  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
Independent School  
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  
School Library Journal  
Teacher  
Teachers College Record  
Teaching Children Mathematics  
Teaching Exceptional Children/Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The District Management Journal  
The 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