Marshall Memo 952

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 12, 2022

In This Issue:

Quotes of the Week

"They've left the bop out of the bop-sh-bop-sh-bop."
Timothy Shanahan on a district's over-the-top phonics initiative (see item #4)

"The major risks to adolescents have shifted sharply in recent decades, from drinking, drugs, and pregnancy to anxiety, depression, self-harm, and suicide."
Matt Richtel (see item #2)

"The Internet is a volume knob, an amplifier and accelerant."
Byron Reeves (quoted in *ibid*.)

"The smartphone has brought about a planetary rewiring of human interaction. As smartphones became common, they transformed peer relationships, family relationships, and the texture of daily life for everyone – even those who don't own a phone or don't have an Instagram account. It's harder to strike up a casual conversation in the cafeteria or after class when everyone is staring down at a phone. It's harder to have a deep conversation when each party is interrupted randomly by buzzing, vibrating notifications."
Jean Twenge (quoted in item #3)

"An institution with the dual purpose of fostering students' learning and well-being cannot ignore an intruder that actively erodes a young mind's ability to focus and sustain attention and also magnifies anxiety, loneliness, and depression. Cellphones must be turned off and put away when students walk through school doors. Period."
Doug Lemov (see item #3)

"Grit has captured the imagination of teachers, families, and policymakers alike – all wishing to find the magic elixir to increase achievement in under-resourced and lower-performing schools."
Shannon Audley and Maleka Donaldson (see item #1)

"Classroom management in itself is a curriculum. We think we're teaching math; they're paying attention to how we're teaching power, authority, use of control, definitions of safety, who gets to belong, and who's good or bad."

Carla Shalaby (quoted in item #5)

"The main way that time gets wasted in classrooms is power struggle. It's exhausting. It's driving teachers out of the profession. It's pushing kids out of school."

Carla Shalaby (*ibid*.)

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1. A Skeptical Analysis of "Grit" – and Some Alternative Strategies

In this article in *Theory Into Practice*, Shannon Audley and Maleka Donaldson (Smith College) quote Angela Duckworth's definition of grit – "perseverance and passion for long-term goals." Since it was introduced in 2007, say Audley and Donaldson, "grit has captured the imagination of teachers, families, and policymakers alike – all wishing to find the magic elixir to increase achievement in under-resourced and lower-performing schools."

What have subsequent studies shown about grit? Audley and Donaldson describe a number of critiques that have emerged:

- One part of the original definition of grit – perseverance of effort – correlates with student achievement; the other – consistency of interest – does not. "This means that the initial grit scale was incorrect and the two components should be measured separately," say Audley and Donaldson – a fact they say Duckworth has acknowledged.
- Perseverance of effort, say Audley and Donaldson, is identical to *conscientiousness*, one of the OCEAN "big five" human personality traits, defined as a consistent tendency toward delayed gratification, planning, and impulse control in pursuit of goals.
- This calls into question the uniqueness of grit as a construct, say Audley and Donaldson. They believe Duckworth et al. may have succumbed to the "jangle fallacy" – believing that a new construct is different from others because it has a different name.
- Grit as defined by Duckworth et al. is a "low-impact" predictor of K-12 student achievement; one study, for example, says it explains only 2 percent of variance in high-school GPA.
- In classrooms and other settings, grit intermingles with other key factors that affect student achievement, including growth mindset, self-control, and self-efficacy (how much people believe they can complete a task or change their immediate circumstances).

- Students' level of grit is also affected by school quality, classroom dynamics, and discrimination based on race, ethnicity, gender, and other factors.

Despite these critiques, say Audley and Donaldson, grit continues to be touted in many schools. For example, the KIPP network uses an incentive structure and student messaging based on the concept.

The authors believe the idea persists "because grit *does* predict success for *certain* kinds of tasks and under *certain* kinds of conditions for *certain* types of students." But that doesn't include many students from low-income homes and students of color. That's because the research on grit was done with students taking part in national spelling bee competitions, elite sports events, and other areas where young people were more fortunate in terms of financial support and the time they could commit. "In other words," say Audley and Donaldson, "grit explains success for tasks that are not available to all due to social inequality, and that also demand an intense, deliberate practice over a number of years."

And indeed, subsequent research has shown that grit is less helpful for students with economic and other disadvantages. That's also true of more-advantaged students who are neurodiverse or have learning disabilities; they do not benefit from grit messages from educators. This might be because students with significant disadvantages are showing grit simply by showing up in school and persisting in spite of their challenges, and don't benefit from grit messages from teachers. "Grit," say Audley and Donaldson, "is for privileged students who do not typically experience adversity in their daily lives and need to practice sustained challenges."

In fact, they argue, pushing students to be gritty without changing deeply problematic social and school conditions feeds the Hollywood narrative of disadvantaged kids heroically making it out of the hood – *Freedom Writers, The Blind Side, Dangerous Minds*. This, say Audley and Donaldson, unwittingly "reinforces the societal belief that black and brown students' academic success is an anomaly… Rather than urging school/district leaders to examine and address systemic issues, students are pushed to develop individual exceptionalism to overcome adversity and injustice."

There's another concern about grit: that it's a good fit for tasks that are well-defined and solitary, but may not be as helpful for 21st-century tasks that involve collaboration, creativity, problem-solving, and critical thinking. Grit may undermine development of non-conventional skills, promote over-perfectionism and hyper-competitiveness, and discourage help-seeking, with gritty students getting "stuck" perseverating with a course of action rather than stopping and reassessing.

"If not grit, then what?" ask Audley and Donaldson. They offer suggestions ranging from policy to daily classroom practice:

• School and governmental leaders need to do more to address inequalities in funding and school resources. "Gritty students," say the authors, "can't attend elite colleges or win national spelling bees with insufficient school resources such as books, computers, coaches, and teachers."

• "We need to support principals and teachers," say Audley and Donaldson, "in identifying and eliminating bias from school policies, curriculum, and instructional methods… Because teachers are so central to students' experiences in schools, helping them to become critically reflective on an ongoing basis is a powerful way to promote change in the daily social experience of school, thereby promoting academic engagement and success without relying on a grit paradigm."

• Classroom and schoolwide interventions should focus on those noncognitive skills that are "proven predictors of student achievement and engagement in learning," say Audley and Donaldson – like self-efficacy and self-control.

• The authors suggest cultivating an "autonomy-supporting" teaching approach. This supports students' inner resources by:

- Considering their perspectives;
- Creating opportunities for input;
- Giving a rationale for requests;
- Accepting negative emotions as okay.

Rather than negative messages like *Unless you work hard…* teachers use autonomy-supporting messages like, *If you work hard you will learn interesting things, you'll be proud of yourself, and you'll be prepared for the future*. "These practices," say Audley and Donaldson, "encourage intrinsic motivation, which can help students reflect on and develop their interests."

• The authors suggest using Mental Contrasting with Implementation Intentions (MCII), which has four steps:

- Students write down an academic concern – for example, *I'm worried about my upcoming math test*.
- Students reflect and write down the best possible outcome – *I get an A on the test and feel proud*.
- Students identify a possible obstacle to that success – *The night before, I watch TV instead of studying*.
- Students write an if/then-when statement that will (a) give them a goal-directed response when they face an unhelpful cue – *When it's 7 p.m., I will complete ten math review problems*, and (b) identify a cue that may lead to the obstacle and provide a goal-directed response to overcome it – *If I feel like watching TV, then I will breathe deeply and keep going*.

This self-regulation strategy can, in under ten minutes, boost students' commitment and focus on goals and modestly improve achievement.

• Audley and Donaldson say that teachers, on a day-to-day basis, can help students decide when to *grit* – put their heads down and work hard – and when to *quit* – reassess the situation and look for a different approach. Here's what this looks like:

- Scaffold instruction while incrementally raising the challenge, keeping goals at the Goldilocks level for each student – not too hard, not too easy.

- This might involve a sliding scale rubric on which expectations change over time as students increase their proficiency.
- Help students get an accurate picture of their interests and achievement levels, identify when assignments aren't a good match, and then seek right-sized goals.
- Praise students for knowing when to take a break, when to keep working, and when it's time to stop. This helps students develop a growth mindset (I can get smarter through effective effort), self-efficacy (believing they can succeed), and the ability to make adjustments when they get stuck.

"When to Grit and When to Quit: (How) Should Grit Be Taught in K-12 Classrooms?" by Shannon Audley and Maleka Donaldson in *Theory Into Practice*, Summer 2022 (Vol. 61, #3, pp. 265-276); the authors can be reached at saudley@smith.edu and mdonaldson@smith.edu.

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2. What Is Behind Teenagers' Mental Health Problems?

In this *New York Times* article, Matt Richtel reports that a yearlong series of *Times* articles has found that "the major risks to adolescents have shifted sharply in recent decades, from drinking, drugs, and pregnancy to anxiety, depression, self-harm, and suicide… Two decades ago, public service campaigns encouraged adolescents to 'just say no' to drugs, to practice safe sex, and to find a designated driver." Today's teen health messages aren't that simple.

The decline in adolescent mental health was underway well before the pandemic, says Richtel. "Now it is a full-blown crisis, affecting young people across economic, racial, and gender lines." Is it all about kids spending more and more time on the Internet? A 2018 survey found that half of teens said they were online "almost constantly." Another study found a correlation between adolescent girls' social media use and feeling unattractive and inadequate compared to their peers' idealized images and activities.

But there's more to these problems than social media. "The Internet is a volume knob," says Byron Reeves of Stanford University, "an amplifier and accelerant." Much more research is needed to understand how teens' online lives affect their mental health.

One clue is the interaction of social media with the onset of puberty, which now occurs two years earlier than it did in 1900 – on average age 12 for girls, 13 for boys. Puberty, says Richtel, "makes adolescents highly sensitive to social information – whether they are liked, whether they have friends, where they fit in" – and this is happening before the parts of their brain that handle self-regulation are fully developed. "On a content level, and on a process level," says Stephen Hinshaw of the University of California/Berkeley, "it [the interaction of puberty and social media] makes your head explode. You want to make it stop – cutting yourself, burning, mutilation, and suicide attempts."

Another probable factor in the teen mental health crisis is fewer in-person connections with family and friends, which have suffered as screen time has increased. Today's teens report feeling lonelier than kids in earlier generations. "A lot of kids and teens are resorting to these online communities as a way to find belonging and who they are," says Karen Manotas of the

University of Utah. “It’s like this sense of belonging and community that doesn’t really exist but they believe it does.”

In addition to face-to-face interactions, time on screens is also displacing sleep, being outdoors, and physical activities. Sleep in especially important, reports Richtel: in 2020, a multiyear study found that kids with mental health issues were getting less than 7½ hours of sleep a night, compared to the 10 hours recommended by the National Sleep Foundation for 14-17-year olds. Insufficient sleep makes it even harder for teens to self-regulate and process emotional challenges.

Online content can be a two-edged sword, says Richtel, depending on the adolescent and the situation. When kids see Instagram and Snapchat material on successful people, they can feel inspired – or envious. For LGBTQ youth, the Internet opens up avenues of validation and community, but there are also thousands of hateful messages. Kids’ brains have difficulty processing all this at an intellectual and emotional level.

“One Teenager’s Dark Journey on Social Media” by Matt Richtel in *The New York Times*, August 23, 2022

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3. Doug Lemov on Cellphones in Schools

In this article in *Education Next*, Doug Lemov says that a year ago, most students were back in schools and educators hoped that, despite the learning opportunities that had been lost during 2019-20, things would be back to normal. But it soon became clear that the weeks and months of social isolation and, in many cases, traumatic losses, had exacted a significant emotional and psychological cost. “Even students who had escaped the worst of the pandemic,” says Lemov, “were out of practice when it came to the expectations, courtesies, and give-and-take of everyday life… They were easily frustrated and quick to give up. Many students simply didn’t know how to get along.”

Covid-19, he says, “occurred amid a broader *epidemic*.” In the years before schools shut down, there were troubling increases in teen depression, anxiety, and isolation, and these coincided “almost exactly” with soaring use of smartphones. There was a moment, says Lemov, “when they became universal and being disconnected or an infrequent user was no longer viable.” He saw it with his own children, with less and less time spent on reading and other activities he valued. Lemov and his wife tried to set limits, but “when friends plan where to meet up via Instagram messenger or some other platform, and when the key information for every soccer game – where, when, which uniform – is communicated via group chat, there is no choice but to join.”

Lemov quotes researcher/author Jean Twenge on what’s happening: “The smartphone has brought about a planetary rewiring of human interaction. As smartphones became common, they transformed peer relationships, family relationships, and the texture of daily life for everyone – even those who don’t own a phone or don’t have an Instagram account. It’s harder to strike up a casual conversation in the cafeteria or after class when everyone is staring

down at a phone. It's harder to have a deep conversation when each party is interrupted randomly by buzzing, vibrating notifications." In the words of psychologist Sherry Turkle, we are now "forever elsewhere."

Then in March 2020, all the things that might have competed with smartphones – the roller rink, the basketball court, the town pool, the mall – suddenly disappeared. And even as the pandemic wanes, says Lemov, screen time is at a level that is "catastrophic to the well-being of young people." Twenge believes we're "on the brink of the worst mental-health crisis in decades."

K-12 educators know all this, and they're seeing a marked decline in one of the most important commodities in classrooms – concentration. "Directed attention," says Michael Manos of the Cleveland Clinic, "is the ability to inhibit distractions and sustain attention, and to shift attention appropriately. If kids' brains become accustomed to constant changes, the brain finds it difficult to adapt to a non-digital activity where things don't move quite as fast." Kids are conditioned to expect a new stimulus every few seconds, and live in a state of half-attention. "When students encounter a sentence or an idea that requires slow, focused analysis," says Lemov, "their minds are already glancing around for something new and more entertaining."

Given neuroplasticity, says Lemov, "a brain habituated to being bombarded by constant stimuli rewires accordingly, losing impulse control." It's happening to adults as well. "The mere presence of our phones," he says, "socializes us to fracture our own attention. After a time, the distractedness is within us."

Lemov believes this points to a post-pandemic imperative for schools: setting and enforcing cellphone restrictions. "An institution with the dual purpose of fostering students' learning and well-being," he says, "cannot ignore an intruder that actively erodes a young mind's ability to focus and sustain attention and also magnifies anxiety, loneliness, and depression. Cellphones must be turned off and put away when students walk through school doors. Period."

That's just the beginning, says Lemov. He believes that schools themselves need "rewiring." The second part of this article will be summarized in next week's Memo.

"Take Away Their Cellphones" by Doug Lemov in *Education Next*, Fall 2022 (Vol. 22, #4, pp. 8-16)

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4. Timothy Shanahan Weighs in on the "Science of Reading" Debate

In this online article, literacy guru (and former director of reading for the Chicago Public Schools) Timothy Shanahan writes back to a teacher whose district is telling primary-grade teachers that decoding is the most important thing, has sent teachers to LETRS training, and purchased phonics materials that require frequently testing students on "nonsense word frequency."

Shanahan believes that to become readers, young students must learn to decode, and phonics and phonemic awareness are essential to becoming proficient decoders. But he's

concerned that this district's leaders, in their "prodigious and well-meaning efforts to ensure that happens," are ignoring decades of literacy research. "They've left the bop out of the bop-sh-bop-sh-bop," says Shanahan. "Or more accurately, they've left the science out of the 'science of reading.'"

Yes, those pushing for more phonics have a point, he says. The literacy pendulum has swung back in that direction because decoding was being under-emphasized in a significant number of classrooms, with students not being taught to sound out unfamiliar words. "We certainly have work to do to make sure that phonics is taught," says Shanahan, "that teachers have supportive, high-quality instructional materials aimed at that, and investing in professional development on decoding is wise, too."

"But that's the easy part," he continues. The challenging part, with parents and media advocates clamoring for phonics, is doing those things while not underemphasizing the other elements that are essential to getting students to be proficient, self-sufficient readers. "Ignoring or delaying language comprehension instruction," says Shanahan, "is not the smart way to correct the decoding problem." He cites eight research strands that support systematic early decoding instruction *in conjunction with* other components of effective early literacy instruction.

- Jeanne Chall (*Reading: The Great Debate,* 1967, and other research) was a leading proponent of phonics, but never in a vacuum.
- Marilyn Jager Adams (*Beginning to Read*, 1990) explicitly rejected the idea of either "phonics first" or "meaning first."
- Hollis Scarborough gave word recognition and language comprehension equal weight and stressed a reciprocal relationship between the two, using the metaphor of a rope intertwining the components.
- The National Reading Panel (2000), on which Shanahan served, incorporated its findings on phonics with four other components of effective literacy instruction.
- The National Institute of Child Health and Human Development found that more than half of students who attained average proficiency in phonics still struggled to read, showing that decoding is necessary but not sufficient.
- In 1998, Reid Lyon, Jack Fletcher, Barbara Foorman, Joe Torgesen, and others endorsed a more-comprehensive approach to meeting children's reading needs, with the different strands pursued simultaneously, not sequentially.
- Sharon Vaughn and Maureen Lovett have focused on children with dyslexia and found that they need more than decoding to be proficient readers.
- Karen Harris and Steve Graham are working on research that emphasizes the need to tackle phonics and language comprehension simultaneously.

"I could go on and on," says Shanahan, "but I think you get the idea. The scientists who know the most about this are big proponents of teaching phonics, but they don't buy into the idea that it's phonics first or phonics only. Those ideas come from folks who are trying to push a pendulum, for a sale, or (perhaps like your district) who want to respond to community pressure without taking the trouble to examine the science of reading."

What should primary-grade teachers be doing to get the best results for all their students? Shanahan sums up the key elements:

- Teach phonics about 30 minutes a day.
- Devote comparable amounts of time to each of the other components of proficient reading, including the ability to read text fluently, comprehension, writing, vocabulary, and background knowledge.

"Doing it that way," he concludes, "kids get what research says is an effective dose of phonics instruction, and they don't miss out on all the other things that they need if they are to become good readers."

"What Do You Think of 'Phonics First' or 'Phonics Only' in the Primary Grades?" by Timothy Shanahan on his website, September 10, 2022; Shanahan can be reached at shanahan@uic.edu.

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5. Thinking Through the Power Dynamics of Classroom Management

In this *Mind/Shift* article, Nimah Gobir shares eight questions that Carla Shalaby (University of Michigan) asks teachers about the way they handle rules and safety with their students. Establishing classroom norms is a time-honored ritual as every school year begins. Some teachers lay down the law; others work with their students to co-create behavioral expectations and norms; then the class proceeds with the year's curriculum.

However, says Shalaby, "Classroom management in itself is a curriculum. We think we're teaching math; they're paying attention to how we're teaching power, authority, use of control, definitions of safety, who gets to belong, and who's good or bad." She suggests these questions to help teachers think through the true impact of their classroom management policies:

• *Should my rules cover all potential conflict, harm, and drama?* A comprehensive set of rules ends up taking a lot of classroom time, says Shalaby, with the teacher constantly redirecting and punishing students. Besides, trying to solve all problems with rules "takes away kids' opportunities to practice how to solve problems," she says. It's better to have a small number of guiding principles and then work collaboratively to address issues as they arise – and learn from the process.

• *If a student challenges one of my decisions by asking Why?, will my response be, Because I said so?* What all students in the classroom see in that interaction is authority being exercised against student pushback – and probably the beginning of a clash of wills. "The main way that time gets wasted in classrooms is power struggle," says Shalaby. "It's exhausting. It's driving teachers out of the profession. It's pushing kids out of school."

• *Are some of my rules based on a personal pet peeve?* That may be true, and if it is, the teacher should be up front about it. But if teachers aspire to model democratic community norms, says Shalaby, then they'll need to be prepared to accommodate everyone's quirks and preferences. Not practical!

• *How should I handle students on their cellphones?* Phones are a powerful magnet for

students' attention, with hundreds of notifications and messages coming in every day. In most schools, teachers are in the position of constantly policing phone use, including confiscating them. "It's the one policy that no matter how hard they enforce it," says Shalaby, "kids break the rule." She believes schools need to help students make better decisions on screen time: understanding smartphones' and social media's addictive nature; seeing clearly their impact on attention and learning; developing norms of politeness and respect with their phone use; and changing notification settings so they'll receive fewer buzzes a day.

• *Should I send kids to the office when they misbehave?* "Children are not born knowing how to talk through what to do when someone breaks a rule or causes harm," says Shalaby. Those skills are seldom learned at home, which is a private and often undemocratic domain. School is kids' first opportunity to learn how to handle the problems that come up in groups of unrelated people.

Whether to kick a misbehaving student out of class is often discretionary, says Shalaby, and she encourages teachers to use their power in ways that are fair, caring, even democratic. "Give kids practice in the problems that come up when you really try to take care of every single person without removing people from your space," she says. "Kids who violate rules will also develop the skills needed to take accountability. *We're all human beings in this project together and in this space together, and we've got to figure out how to do it for 180 days*."

• *What about safety?* In light of recent school shootings this is a major concern, and added rules and monitoring of student behavior are seen as a way to reduce risks. Of course safety must be addressed, says Shalaby, but studies show that one of the best ways to prevent violence in schools is arts programs, after-school sports, mentorships, and other pro-social activities.

• *How can students learn to handle freedom?* Rules, restrictions, and surveillance are attempts to keep students safe, says Shalaby, but kids need practice at responsibly handling situations with less structure. She recommends a *We keep us safe* ethos for schools: *We mind our actions in terms of how they affect and impact other people. We learn to take accountability for the harm that we cause and set things right. Those are the things that increase safety*.

• *Why do I teach, anyway?* Given the way teachers are being treated in some communities, says Shalaby, "asking people why they teach now is such a hard and painful question… If the reason I teach is to deliver instruction in a content area, then nothing else is going to matter. If the reason I teach is because I want a safer, freer, and more beautiful world than the one that we have now, and I believe in young people as stewards of that possible future, then I'm going to make different moves in my every day as a teacher."

"Want More Meaningful Classroom Management? Here are 8 Questions Teachers Can Ask Themselves" by Nimah Gobir in *Mind/Shift*, August 29, 2022; Shalaby can be reached at cshalaby@umich.edu.

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6. Recommended Children's Books with Neurodiverse Characters

In this *School Library Journal* article, Allison Staley recommends 12 books featuring characters with dyslexia, autism, ADHD, dysgraphia, and anxiety:

- *The U-nique Lou Fox* by Jodi Carmichael, grade 3-7
- *A Perfect Mistake* by Melanie Conklin, grade 3-7
- *When the Sky Falls* by Phil Earle, grade 3-7
- *Flipping Forward Twisting Backward* by Alma Fullerton, grade 3-7
- *It's So Difficult* by Raúl Guridi, grade 1-4
- *How to Find What You're Not Looking For* by Veera Hiranandani, grade 3-7
- *Honestly Elliott* by Gillian McDunn, grade 4-7
- *A Kind of Spark* by Elle McNicoll, grade 4-7
- *Brilliant Bea* by Shaina Rudolph, preschool-grade 3
- *Ellen Outside the Lines* by A.J. Sass, grade 4-7
- *A Walk in the Words* by Hudson Talbott, grade 1-3
- *The View from the Very Best House in Town* by Meera Trehan, grade 4-7

"Great Minds Don't Think Alike" by Allison Staley in *School Library Journal*, September 2022 (Vol. 68, #9, pp. 46-48)

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If you have feedback or suggestions,
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About the Marshall Memo

Mission and focus:

This weekly publication keeps principals, teachers, instructional coaches, superintendents, and other educators well-informed on current K-12 research and ideas. Kim Marshall, drawing on 53 years 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 150 articles each week, and selects 8-10 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 Tuesday (with occasional breaks; there are 50 issues a year). Every week there's also a podcast and HTML version.

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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
ASCD Express
Cult of Pedagogy
District Management Journal
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
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Educational Leadership
Educational Researcher
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Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
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Language Arts
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
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Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
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
Urban Education