Marshall Memo 169

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 22, 2007

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Quotes of the Week

"Nobody stays in school because of Algebra 2. What are adolescents all about? They are about connections, relationships."
Rachel Poliner on advisory groups (see item #3)

"An 'open-door policy' may seem like good public relations, but operating in this manner suggests that you are not in control of your most valuable resource – time."
Steve Benjamin (see item #1)

"I will not be in my office during instructional time reading e-mails, making phone calls, doing paperwork."
Baruti Kafele, principal of Newark Tech High School
Education Update, January 2007 (Vol. 49, #1, p. 4)

"If data do not guide improvement efforts, schools will continue to base decisions on a mixture of intuitions, beliefs, philosophy, and hypotheses."
Heritage and Chen (see item #1)

"Our forefathers needed those foods because you can't work in the fields all day and eat salads. The problem is we're still eating those traditional foods, but we're driving to the mailbox."
Fabiola Gaines, a nutritionist who developed the Soul Food Pyramid
Education Update, January 2007 (Vol. 49, #1, p. 8)

1. Eight Steps to High-Achieving Schools

In this thoughtful article in Phi Delta Kappa's *EDge* magazine, leadership consultant and former principal Steve Benjamin bemoans the fact that many principals are caught up in basic tasks (e.g., student discipline, teacher contentment, a clean school) and function as middle managers implementing directives from above. He urges school leaders to get beyond these important basics and focus on the two activities that are essential to getting students to achieve at high levels: (a) setting direction, and (b) regularly checking on progress. Here are eight lessons he has learned from working with successful – and unsuccessful – leaders:

• *Set a clear, measurable direction.* Benjamin has found that many school mission statements – for example, "Developing the full and unique potential of each child" and "Creating lifelong learners who will contribute to the good of society" – do little to move a staff forward. He believes that more concrete, measurable mission statements make a huge difference. Imagine, he asks, if a school declared:

WE TEACH KIDS TO READ.

"The key performance reflected in this mission statement can be measured," he says. "It is easier to conceive of the nature of important work in a 'we teach kids to read' school as opposed to a 'we create lifelong learners' school… organizational vision becomes 20/20." Benjamin doesn't advocate a mission statement as spare as this one, but he does believe that everything in the mission should be focused and measurable. "Mission should not be allowed to creep," he declares.

• *Decide on a few key metrics and keep them at the center of your daily work.* Benjamin says that the information on a car's dashboard provides a good analogy to the data that educators should have at their fingertips. A driver can see, at a glance, the car's speed, RPM, engine temperature, fuel level, mileage, and (through warning lights) whether there are problems with the oil pressure and battery level. Educators should decide on no more than 5-7 key data points and regularly monitor them. Here are a few possible candidates:

- Percent of students reading at or above instructional level;
- Percent of students writing at the proficient or advanced level;
- Percent of students mastering state standards in ELA, math, and science;
- Percent of students participating in extracurricular activities;
- Number of service learning hours per student;
- Number of bullying incidents per month.

What's vital, says Benjamin, is that these measure *results*, not processes. For example, "number of staff trained to use balanced literacy techniques" is process data, not results data. To be sure, school leaders should collect and monitor information on processes, says Benjamin, "But the last 10 years should have taught us that establishing vague process or procedural goals in the absence of clear, concrete learning goals is foolish."

It's also important that the school's metrics be aligned with the district's and external stakeholders' expectations. "For example," writes Benjamin, "if a high school's list of performance indicators failed to include 'writing ability,' it would suggest a lack of awareness of post-secondary stakeholder expectations."

A special challenge for principals is preventing activities that are not aligned to the key indicators from gobbling up precious time – for example, spending more time with troublesome, high-maintenance parents than visiting classrooms and meeting with teacher teams to monitor and improve the reading performance of struggling first graders. "An 'open-door policy' may seem like good public relations," says Benjamin, "but operating in this manner suggests that you are not in control of your most valuable resource – time."

• *Develop frequent formative measures for each "dashboard" performance indicator*. What good would a fuel gauge be, asks Benjamin, if it gave you a reading only once a year? Similarly, principals need frequent assessment data to inform decisions in real time, not when the school year is over. Such data should be timely enough to:

- Tell which students need additional help;
- Help evaluate which programs and strategies are working and which aren't;
- Indicate what additional resources and training are needed.

Benjamin recounts a role-play he does with superintendents. He asks them to imagine a school board meeting in which a member abruptly asks for the percentage of students who read at or above the target instructional level for their grade level. Most superintendents sheepishly admit that most of their teachers and principals don't have that information – but readily agree that it's vital to the success of their schools and *should* be on everyone's "dashboard."

• *Set a long-term goal for each performance indicator*. Many schools have goals like "Improve our reading scores." Benjamin suggests that a more focused goal might read: "Increase the percentage of free- and reduced-price students who read at or above the target instructional level from 55% to 85%, as measured by the Developmental Reading Assessment, by May 2010."

• *Conduct a gap analysis*. Once baseline data are available and a long-term goal has been set, it's easy to spot the gaps, for example, the chasm between 55% of low-income students currently meeting the target reading level and the long-range goal of 85%. These cry out for explanation – and this is where schools need to use root cause analysis, fishbone diagramming, cause-and-effect thinking, and other techniques to figure out why a performance gap exists – and how it can be closed.

The problem, says Benjamin, is that most educators haven't been trained in gap analysis and tend to jump straight to solutions that turn out to be ineffective. Teachers are often told to go into a room for two hours and come up with ideas to put in the school improvement plan. “If data do not guide improvement efforts,” say Heritage and Chen (2005), “schools will continue to base decisions on a mixture of intuitions, beliefs, philosophy, and hypotheses.” One school, for example, set a goal of improving student attendance from 93% to 97% in two years’ time, and decided to use incentives – pizza and iPods – to motivate students to come to school more regularly. The school didn’t come close to reaching the goal. Why? A more careful analysis would have revealed that low attendance was disproportionately caused by a small number of chronically absent students for whom pizza and iPods had no allure. To improve these students’ attendance and meet the goal, the school would need to create individual attendance plans that included mentoring, improved home-school communication, differentiated instruction, alternative learning environments, and involvement of the legal system.

• *Clearly specify improvement strategies and key action steps*. For example, if a school’s goal is to provide staff development in the district’s balanced literacy model for all teachers and principals within 18 months, it’s wise to “begin with the end in mind”, visualizing the action having been successfully completed and working backwards to the present. “Creating effective action plans,” writes Benjamin, “requires a mix of past, present, and future verb tenses rumbling around in your head.” He recommends keeping plans simple, breaking them into specific tasks, making sure everyone knows what they are supposed to do, and patiently keeping at it until results can be harvested.

The implementation stage, of course, is where the most debate, resistance and even obstructionism is likely to occur. “No one will disagree that reading is important or that we should produce more students who are capable of reading at or above grade level,” says Benjamin. “But conflict will arise when the system requires all faculty members to be trained to implement the very best reading practices that can be identified and that teachers are actually observed implementing the new processes at a highly proficient level.” This is when principals really earn those big bucks – by tenaciously keeping at it and using actual student learning data to inform necessary mid-course corrections.

• *Conduct regular data meetings*. Benjamin says that none of this will produce results if leaders aren’t highly disciplined about devoting serious time to *regularly* sitting down with their teams, reviewing the most current data, and discussing in detail how things are going and what needs to be improved. This is part of what he calls a tight-loose-tight management strategy: “tight around agreed performance indicators and goals, loose regarding day-to-day implementation of strategies designed to close the gaps, and tight regarding frequent checking of interim performance.” Without regular, hard-nosed results-and-improvement meetings, teachers will rightly conclude that the big “reading push” (for example) is just a lot of hot air.

Benjamin suggests these guidelines for leaders as they run these meetings with their teams:

- Ask good questions, and refrain from providing answers too quickly. Benjamin quotes Heifetz and Laurie: “Responsibility must shift to the collective intelligence when facing adaptive challenges” (1997). Thoughtful questions about the data and processes can get teachers rethinking "old habits that previously have been either off-limits or simply so routine as to make them invisible."

- Keep the same agenda structure in these meetings, he suggests, "focusing unwaveringly on the formative results of performance indicators and the degree of strategy implementation."
- Work on keeping the conversation direct and honest. The key is getting team members to look in the mirror and then speak the truth.

• *Maintain a sense of continuous improvement*. In the real world, the path of improvement is not linear. The leader's challenge is keeping a "virtuous cycle" going, with data constantly feeding improvement and growth.

Benjamin closes by exhorting school leaders to keep an laser-like focus on the academic success of students and constantly monitor and respond to these gaps:

- The results gap – which becomes clear when we know current and desired performance levels.

- The strategy-implementation gap – as new processes are put in place and staff are trained to use them.

- The personnel gap – as the need arises to replace staff who are ineffective even after attempts to support their growth.

- The resources gap – as staff demand materials and time to implement the improvement strategies.

"Mind the Performance Gap: Focusing Leaders on the Vital Few Competencies" by Steve Benjamin in *EDge*, January/February 2007 (Vol. 2, #3, p. 1-19), no e-link available

2. Preventing Early Reading Difficulties

In this article in the *Harvard Education Letter*, assistant editor Nancy Walser describes a first-grade teacher's perennial angst over her failure to teach all her students to read. "In June," she recalls, "there would always be four to five kids who hadn't made the kind of progress I knew they could. I wondered, why am I always missing this same 20 percent?"

Then her Cambridge, Massachusetts school began using Response to Intervention, and these unpleasant end-of-the-year surprises were greatly reduced. Response to Intervention involves (a) thorough diagnostic testing of all K-3 students for pre-reading and reading skills in the fall, winter, and spring; (b) organizing classroom interventions with students found to be in the "at risk" and "some risk" categories; (c) charting and discussing students' progress in monthly team meetings; and (d) continuously tweaking interventions and groupings to maximize growth. On a typical day in October, this teacher's ten struggling readers were getting carefully targeted reading help from four adults – the teacher, an assistant teacher, a student teacher, and an intern – as they moved from station to station counting sounds, combining them to make and write words, spelling out sight words, illustrating main ideas, and reading silently from leveled books.

Response to Intervention, developed in the 1980s, was based on research showing that as much as 70 percent of reading problems can be prevented by systematic intervention beginning as early as pre-kindergarten. Response to Intervention goes by different names – "response to treatment," "response to instruction," and, in Long Beach, California, "problem-solving" – and some districts have made it the core of their NCLB Reading First programs. It received another boost in the 2004 regulations for the federal special education law, the Individuals With Disabilities Education Act (IDEA).

One of the key features of Response to Intervention is that it helps schools distinguish between students who are truly disabled and those who might *seem* to need special education but really don't. Recent increases in the percent of students diagnosed as learning disabled (from 1.8 percent in the 1970s to 5.2 percent in the 1990s) suggest that teachers are jumping to special education conclusions with students whose only problem is that they arrive in school without pre-reading skills – or have been poorly taught in the early grades (so-called "curricular casualties"). Harvard education professor Tom Hehir says that Response to Intervention "assumes that all children can learn to read, which nearly all can. Philosophically, it puts the onus on the institutions, not on six-year-olds."

Response to Intervention has distinct advantages over the previous "discrepancy" model for identifying students with reading disabilities, which looked for a gap between a student's IQ and reading performance and was prone to error and late diagnosis. (Because the discrepancy approach didn't identify many students until second or third grade, it's been referred to as the "wait to fail" model.) Response to Intervention, on the other hand, starts early and quickly moves struggling students through three tiers:

• Tier 1 – All students are given the best possible reading instruction in their regular classrooms, with the aim of preventing most reading problems through high-quality instruction.

• Tier 2 – Students who are struggling with particular skills (fluency, for example) are immediately put in small groups with classmates who are having similar difficulties and given explicit, intensive, expert instruction and monitored closely.

• Tier 3 – Students who are not responding to the second tier are evaluated for learning disabilities and, if they qualify, given immediate services, including one-on-one instruction.

"Response to Intervention: A New Approach to Reading Instruction Aims to Catch Struggling Readers Early" by Nancy Walser in *Harvard Education Letter*, January/February 2007 (Vol. 23, #1, p. 1-3), no e-link available. See http://www.recognitionandresponse.org for more information.

3. What's Needed to Get Advisory Groups Working Well

In this *Harvard Education Letter* article, freelance writer Mitch Bogen reports the strong appeal of advisory groups in many middle and high schools. He quotes Rachel Poliner, a consultant and author who has studied advisories for two decades: "Nobody stays in school because of Algebra 2. What are adolescents all about? They are about connections, relationships. So they stay in school because someone is showing they care, or because this is where they feel a sense of belonging." Poliner adds, "High achievement requires high support. Advisory is the place where you can actually provide the support."

But not all educators are sold on advisories. Michael Goldstein of Boston's Media and Technology Charter High School (MATCH) says they are "an inefficient way of building relationships with kids." Goldstein totally agrees that strong staff-student relationships are important to achievement, but he says a better way to improve them is for his teachers to spend two to three hours a week calling students and parents with praise and redirection. Others question whether this kind of teacher follow-up is possible in larger schools (MATCH has only 185 students) and say the best strategy is to solve the admitted problems that advisories are having.

The article includes profiles of three schools' advisory programs:

• *Durango High School, Colorado* – When principal Greg Spradling arrived three years ago, he was critical of the existing advisory program (a place to "meet and have fun," he said) and decided it was time for a reboot. Consultants helped the staff clarify the purpose of advisories: to give every student an advocate to navigate the maze of high school, and to give them the support they needed at every stage. Durango's advisories meet once a week, and professional development time is used for advisory training. Spradling estimates that, after some initial skepticism, three-quarters of teachers now believe that the program has real value.

• *Granger High School, Washington* – Every teacher at Granger follows a group of 20 students through the high-school years, meeting four days a week as part of the regular schedule. Advisors receive grade reports from subject-area teachers every two weeks and are trained to reach out to parents and other caregivers. Principal Richard Esparza asks teachers to take care of advisees "just like they were their very own kids." This includes monitoring grades and attendance, helping students think about career goals, and sitting down with them when there are problems. Not all teachers were willing to take on these extra responsibilities, and Exparza said there has been considerable staff turnover as a result.

• *Parker Charter High School, Massachusetts* – School leaders decided to focus advisories on four purposes: academic advising, community service, community conversations, and recreation, with flexibility in how each advisor implements them. Advisories meet five times a week – two half-hour "morning connection" sessions, two half-hour "afternoon reflection" sessions, and a one-hour "extended reflection" session every Wednesday. Administrators assess the program four times a year, work with advisors as part of regular supervision and professional development, and have students fill out an annual questionnaire.

Many schools continue to have difficulty getting advisories right. Schools that have gone back to the drawing board tend to focus on these areas:

- Ensuring that there is enough teacher input and support around the mission of advisories, and clarifying what they are expected to accomplish;
- Training teachers to be effective advisors, including a repertoire of rituals that make advisories a familiar and structured experience for students;
- Communicating the purpose and expected outcomes of advisories to students, and affirming that advisories are as important as academic courses;

- Getting ongoing feedback from teachers and students so the program is tailored to the specific needs of the school and continuously improves.

"Getting Advisory Right: Focus and Commitment Are Keys to Connecting with Youth" by Mitch Bogen in *Harvard Education Letter*, January/February 2007 (Vol. 23, #1, p. 4-6), no e-link available

4. Ways to Avoid the Need for Retention

In this article in *Principal*, Educational Research Service researcher Nancy Protheroe looks at the "lightning rod" issue of retention and explores the middle-ground between keeping students back and "social promotion":

• *Aligning instruction with standards* – Making sure that students are actually taught what is tested on high-stakes state assessments has an especially positive effect on low-performing students.

• *Effective use of interim assessments* – A 2005 Education Trust study found that districts that had greater success with struggling students had "early warning" systems to identify learning problems, follow up to solve learning problems, and identify best practices for reaching all students.

• *Continuous progress* – Some schools have experimented with multi-age, multi-year groups in which students move through the curriculum at different paces, which avoids the issue of retention.

• *Focused intervention* – Some schools use diagnostic assessments to identify specific learning problems and then implement small-group remediation and/or schoolwide programs to solve them.

• *Accelerated learning* – Double-dose periods of literacy or math can increase learning time for struggling students and help them catch up.

• *Professional development* – Improving teachers' skills at classroom management, differentiation, and pedagogy can be particularly beneficial for low-achieving students.

• *Intelligent staffing* – Assign the most effective teachers to work with students with the greatest needs.

• *Additional learning time* – After-school, weekend, and summer programs also increase learning time, and if they are well run (i.e., focused on assessed student needs, coordinated with the regular instructional program, and well-taught), they can decrease the retention rate.

• *Pre-kindergarten* – An early start in high-quality programs can make a significant difference for high-risk students.

The best thing, concludes Protheroe, is for schools to implement all or most of these ideas in a systematic, schoolwide program to prevent student failure and virtually eliminate the need for retention.

"Alternatives to Retention in Grade" by Nancy Protheroe in *Principal*, January/February 2007 (Vol. 86, #3, p. 30-33), no e-link available

5. Using Case Studies in Professional Development

In this *Middle School Journal* article, three educators from the University of Georgia describe how case study discussions during PD can be a powerful way to bridge theory and practice and get teachers engaged in shared inquiry, reflection, critical thinking, and problem solving while escaping isolation and unproductive competition. In addition, say the authors, well-chosen cases can help teachers prepare for difficult moments in the classroom, including students raising questions about the origins of the universe, the best form of government, and constitutional rights. Here are the authors' specific suggestions on:

• *Writing cases* – The best cases, they say, are about actual classroom stories and dilemmas that remain a puzzle. Teachers might brainstorm a list of their most challenging teaching dilemmas and then rank-order the stories based on interest, staying power, and relevance to the curriculum. The next step is to write one of the stories like a short story or screenplay, including as much dialogue as possible while changing names to preserve confidentiality, and then edit the case and ask colleagues to critique it. The key criteria are that the case is credible, engaging, and challenging – and will spark a good discussion that leads to helpful classroom insights.

• *Discussing cases* – The authors have found that cases are best discussed in groups of 4-8 teachers; groups with fewer than four often don't generate enough discussion, while groups of more than eight make it difficult for all teachers to get involved in the discussion. The authors suggest that one teacher should prepare for the discussion by jotting down several open-ended questions, and when the group meets, this person sets ground rules (e.g., respecting diverse opinions, since there's no one right answer) and then reads the case aloud with appropriate drama and expression. The presenter then poses the discussion questions and acts as a facilitator, allowing others to do most of the talking while keeping the discussion positive and on-track. At the end, the facilitator elicits closing comments and specific applications for classrooms, and does a quick evaluation of the effectiveness of the case and the discussion.

• *A sample case study* (truncated here) – Jen, a middle-school student, is reading a homework assignment on the Civil War aloud in class and Mr. Adams, her teacher, is admiring her originality and creativity when he suddenly realizes that she has plagiarized the whole thing from the Smithsonian archives website. He speaks to Jen after class and at first she denies copying it, but when confronted by the evidence, she breaks down and makes excuses about her workload – and the fact that her mother apparently knew about the plagiarism. Possible discussion questions include:

- What exactly did Jen do wrong?
- What was the best time and setting for Mr. Adams to talk to her?
- What should Mr. Adams have said to Jen?
- How should Jen have responded?
- What, if anything, should Mr. Adams say to Jen's mother?
- What can Mr. Adams do to prevent future plagiarism in his classes?

"Using Real Middle-School Dilemmas for Case-Based Professional Development" by Denise Muth, Nicholas Polizzi, and Shawn Glynn in *Middle School Journal*, January 2007 (Vol. 38, #3, p. 4-9)
http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/January2007/Article1/tabid/1132/Default.aspx

6. How Principals Can Ensure First-Rate Professional Development

Improving the classroom practices of math and science teachers requires sustained and sophisticated professional development, say three Northwest Regional Educational Laboratory (NWREL) staffers in this article in *Principal's Research Review*. They offer the following research-based guidelines for principals:

• *Get teachers working in collaborative teams*. Professional development is most effective when it takes place in grade-level teams, professional learning groups, lesson study teams, and critical friends.

• *Have teams focus on student work and assessment data*. Decisions about PD should be based on what students are actually learning – and not learning.

• *Focus PD on the curriculum materials teachers are using*. There is a much greater likelihood of productive sharing and new ideas if discussions center around materials that are used in classrooms every day.

• *Maximize active learning*. PD is best when teachers can talk, think out loud, try out new activities and report back, and hone their skill at new practices.

• *Free up teachers to observe each other*. Peer observation can be a powerful driver for classroom improvement.

• *Include all teachers in math and science PD*. While math and science teachers need content-specific PD, the authors believe that other teachers benefit from learning about the topics and pedagogy of those classrooms.

• *Include PD that addresses the best ways to promote the success of English learners and students with disabilities.*

• *Provide support – and enough time.*

"Successful Math and Science Professional Development" by Julie Peck, Rhonda Barton, and Jennifer Klump in *Principal's Research Review*, January 2007 (Vol. 2, #1, p. 1-6), no e-link

7. A Checklist for Staff Handbooks

In this article in *Principal Leadership*, two Missouri educators suggest the key elements that should be present in every staff handbook when it is updated every year:

- *Administrative duties and responsibilities* – and which administrator is responsible for each area;
- *Building security expectations* – entering and leaving the school, and what's required to work after hours and on weekends;
- *Key control* – how classroom and other keys are accounted for;
- *Reporting student attendance* – including definitions of tardiness and truancy and what the response to each should be;

- *Identification badges* – for students, staff, and visitors;
- *Disciplinary referrals and office procedures* – for what offenses should the office be called, and guidelines for writing up infractions;
- *Visitor check-in procedures* – how visitors should check in, and what staff should do if they see an unauthorized person in the building;
- *Teacher check-in procedures* – signing in and out, and the rationale for the procedures;
- *Reporting teacher absence* – the time and manner that teachers call to say they won't be in;
- *Supervisory expectations* – teachers' duties in the classroom, halls, cafeteria, bathrooms, recess area, etc., and also clear guidelines for when students are allowed to be outside their classrooms;
- *Guest speakers* – guidelines for bringing in visitors to the classroom;
- *Student permission to leave school grounds* – specific guidelines for parental or family escort;
- *School nurse* – how and under what conditions students can go to the nurse, and also regulations for dispensing medication and what students are allowed to possess;
- *Lunch procedures* – schedules, cafeteria procedures, and supervisory responsibilities
- *Assemblies* – guidelines for attendance, behavior, and supervision;
- *Field trips* – procedures for taking students off school grounds, including permission, supervision, transportation;
- *Cash* – guidelines on not leaving money in classrooms, how field trip and other money collected from students is handled;
- *Substitute teachers* – the contents of each teacher's substitute folder (seating charts, lesson plans, emergency plans, etc.);
- *Parent and student handbook* – teachers should receive a copy of any material sent home with students
- *Equipment* – guidelines on the care, storage, and inventory of audio-visual and other equipment;
- *Parking* –guidelines for staff parking.
- [This list could also include expectations for reporting child abuse, an acceptable use policy for computers and other equipment, and other district and state policies.]

"The Principal's Homework: Update Your Teacher Handbook" by Judy Brunner and Dennis Lewis in *Principal Leadership*, January 2007 (Vol. 7, #5, p. 65-66), no e-link available

Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 36 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 44 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 (with occasional breaks; there are about 50 issues a year).

Subscriptions:

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
<u>American School Board Journal</u>
<u>ASCD, CEC SmartBriefs</u>
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
<u>Daily EdNews</u>
Ed. Magazine
<u>EDge</u>
<u>Education Digest</u>
<u>Education Gadfly</u>
Education Next
<u>Education Week</u>
<u>Educational Leadership</u>
<u>Educational Researcher</u>
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
<u>Harvard Education Letter</u>
Harvard Educational Review
JESPAR
Journal of Staff Development
<u>Language Learner (NABE)</u>
Middle Ground
<u>Middle School Journal</u>
NASSP Bulletin
<u>New York Times</u>
<u>New Yorker</u>
<u>Newsweek</u>
<u>PEN Weekly NewsBlast</u>
Phi Delta Kappan
<u>Principal</u>
<u>Principal Leadership</u>
<u>Principal's Research Review</u>
Reading Research Quarterly
Reading Today
<u>Rethinking Schools</u>
Review of Educational Research
Teacher Magazine
Teachers College Record
TESOL Quarterly
Theory Into Practice
<u>Times Educational Supplement, Magazine</u>