Marshall Memo 846

A Weekly Round-up of Important Ideas and Research in K-12 Education
July 20, 2020

In This Issue:

Quotes of the Week

"The first step toward becoming culturally competent is realizing you probably aren't."
Monica Bryant (see item #1)

"Keep it simple. Discard what's non-essential. Find ways to cultivate joy."
Naomi Martin, channeling Marie Kondo, in "Advice for Fall: Keep In-Person Classes Simple, Fun" in *The Boston Globe*, July 16, 2020

"In the United States, mathematics achievement is often viewed as a proxy for 'smartness,' which can have detrimental effects on students' identities."
Patrice Waller and Alison Marzocchi (see item #3)

"When engaging in timed activities, only the fastest students are able to practice the concepts. This deprives other students of learning opportunities."
Patrice Waller and Alison Marzocchi (*ibid*.)

"Seek advice from someone who seeks your best interest and is willing to hurt your feelings."
Dan Rockwell (see item #8)

"People who aren't climbing the hill underestimate the difficulty of climbing the hill."
Dan Rockwell (*ibid*.)

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1. Cultural Competence 101

"The first step toward becoming culturally competent is realizing you probably aren't," says educator Monica Bryant in this article in *ASCA School Counselor*. "To become culturally competent one must value diversity, have capacity for cultural self-assessment, be conscious of the dynamics that occur when cultures interact, and have knowledge of different cultural practices and world views." Bryant believes schools need to be intentional about developing cultural competence, including: an inventory of classroom practices and curriculum; a task force to develop a schoolwide philosophy and strategy; workshops, guest speakers, and book studies; consultation; and individual and small-group interventions. She identifies three especially important areas:

• *Stereotypes* – Assumptions about group characteristics (for example, goths wear black, are depressed, and hate society) cause endless problems in schools. Bryant suggests ways educators can combat stereotypes:

- Intentionally acknowledge and value every student's identity.
- Foster growth mindsets to counter messages about fixed characteristics.
- Hold all students to high standards and assure them that they're capable of success.
- Provide timely, specific feedback that steers students toward success and instills confidence that they can meet standards.

Counteracting glib, thoughtless stereotyping is continuous, day-by-day work in schools.

• *Implicit bias* – Educators' unconscious beliefs about students' abilities and behavior can produce disproportionate disciplinary consequences, distort referrals to special education and gifted classes, and lead to hurtful comments – for example, as one of the only students of color in her high-school classes, Bryant sometimes received compliments for how well she knew a topic – compliments that weren't given to white students. She suggests several ways to combat implicit bias:

- Self-assess and acknowledge the unconscious biases we all have.
- Cultivate an inclusive classroom and school climate that mitigates potential biases.
- Expose students to counter-stereotypical speakers and images.
- Gather feedback from students in surveys and small-group discussions.
- Collect data on discipline referrals and enrollments in different programs.

Bringing hidden biases into the light of day often leads to positive change.

• *Microaggressions* – Educators and students are often unaware of everyday slights, snubs, comments, or insults directed toward colleagues or classmates. Some examples: continuing to mispronounce someone's name after being corrected; scheduling tests and

project due dates on religious or cultural holidays; expecting students to "represent" the perspectives of their race, gender, or religion in class discussions; assigning curriculum projects with high financial costs; and complimenting a non-white student for "good English." Bryant suggests these ways of combatting microaggressions:

- Focus on impact. Many microaggressions are unintentional, but they still hurt.
- Understand how being "colorblind" minimizes a student's cultural background and heritage.
- Don't assume all students have a good command of U.S. culture and the English language.
- When expressing political opinions, understand the risk of silencing students who don't agree.
- Make sure guest speakers are clear about lesson objectives.
- Speak from your own experience without comparing your oppression to that of others.

"A Lifelong Process" by Monica Bryant in *ASCA School Counselor*, July-August 2020 (Vol. 57, #6, pp. 38-41); Bryant can be reached at mbryant924@gmail.com.

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2. Jennifer Gonzalez on Blogs Students Can Write

In this *Cult of Pedagogy* article, Jennifer Gonzalez says blogs have great potential for classroom assignments. "It's not only a highly relevant form of writing," she says, "but because it's done entirely online and worked on over time, it would also lend itself beautifully to remote or hybrid learning… Regardless of what line of work our students go into later in life, there's a high probability that they will be reading or writing blog posts as part of that work."

Gonzalez suggests six types of blogs students can create, all residing on a website that serves as a platform for their work:

• *A single-project blog* – This documents a project from beginning to end – how the idea was conceived, research and planning, different stages, the final product, and its impact or outcome. Some examples: a community service project, a learning blog to develop a particular skill, a description of a trip or journey, and a performance such as a talent show, play, ceremony, or celebration.

• *A special-interest blog* – This might be a topic in a science or social studies class, for example, a cause like environmentalism, a historical period, a country or culture, a skill area, a health-related topic like nutrition or mental health, a musical performer, or a hobby.

• *A portfolio blog* – This showcases a collection of a student's work, containing an artifact, an introduction or reflection on how it came about, and insights on the process by which it was created. Some examples: short stories, poetry, chapters of a novel or memoir, photographs, paintings, sculptures, comic strips, videos, music, and mixed media.

• *A journalistic blog* – This tells the story of something happening now, perhaps including photos or videos – for example, school-related, community, or family news.

• *A review blog* – The writer (or a group of writers) reviews new or established offerings – music, movies, TV shows, books, restaurants, video games, websites, TikTok, YouTube, and other platforms.

• *An advice or how-to blog* – This type gives advice or instructions on a specific topic, for example relationships, academics, hobbies, sports, or technology.

When students begin a blog, as when they prepare for a research paper or presentation, they need to choose a focus. Gonzalez lists some key considerations:

- The six types of blog listed above can help students choose; some could be combined.
- The target audience is a good starting point.
- A personal angle can enhance students' engagement.
- Students might have more than one blog going at a time.

Students may want to go beyond school with add-ons like these:

- Linking to social media accounts;
- Defining a "brand" via the blog's title and tagline;
- Figuring out a way to monetize the blog (this requires permission);
- Deciding on a regular schedule and sticking to it.

Finally, here are Gonzalez's suggestions for assigning and assessing student blogs, which are ideally long-range projects with lots of feedback along the way:

- Define assessment criteria up front; she recommends a simple rubric, ideally developed with students.
- Criteria might include: purpose, audience, development, organization, style and tone, effective and ethical use of multimedia, writing mechanics, and technical functionality.

"A Few Creative Ways to Use Student Blogs" by Jennifer Gonzalez in *Cult of Pedagogy*, July 19, 2020

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3. Language in Math Classes That Can Subtly Discourage Students

In this article in *Mathematics Teacher: Learning & Teaching PK-12*, Patrice Waller and Alison Marzocchi (California State University/Fullerton) say that teachers' choice of words can sometimes undermine the goal of inclusive, effective instruction. The language teachers use is especially important for students who believe they don't have the "math gene." "In the United States," say Waller and Marzocchi, "mathematics achievement is often viewed as a proxy for 'smartness,' which can have detrimental effects on students' identities. Moreover, well-documented gaps in mathematics opportunities exist along racial, ethnic, gender, and linguistic lines. Thus, teachers must make deliberate attempts to present mathematics in an inclusive, accessible, and interesting way for every student."

Waller and Marzocchi have identified three categories of math classroom language they believe teachers need to be especially sensitive to as they work to create inclusive and effective instruction:

• *Teacher/expert-centered classroom language* – "When using language that indicates a higher power in mathematics," say the authors, "students may see themselves as outsiders from this elite community of mathematicians." Some examples:

- The teacher says, "I like to do it by…" This privileges one way of solving a problem (that teacher's preference), short-circuiting student agency and creativity. A better approach: "Let's take a look at this solution and see if we can make sense of it."
- The mysterious "they" – for example, "They might give it to us in this form." "This makes it seem as though there is a secret controlling inner circle of mathematicians," say Waller and Marzocchi. "Students may feel far below the ranks of this privileged elite, making mathematics seem inaccessible and unattainable." A better approach: "Let's see what happens when we use a different form."
- Test prep… "Mathematics is presented as hoops to jump through," say the authors, "with the hoops being placed by powers outside of their control." This prevents students from exploring math "for enjoyment, curiosity, or for the sake of learning." A better approach: "Turn to your partner and discuss new curiosities you have. What would you like to explore next?"
- The teacher verifying correctness when solutions are shared – All eyes are on the teacher to see what is right and what is wrong. A better approach: "Thank you for sharing your solution. What do others think?"

The key is moving away from a teacher/authority-centered dynamic and empowering students.

• *Product-over-process language* – "Overemphasizing speed, correctness, or certain processes over others could disadvantage students who are slower workers, who are still trying to build understanding, or who have unique strategies for solving problems," say Waller and Marzocchi. Some examples:

- The "right way" to do something – The standard procedure for solving a problem is usually one of many possibilities. A better approach: "Let's compare the different strategies we've discovered throughout the week. Discuss in your groups which strategies you think are more or less efficient and why."
- Follow the steps/What's the next step? – "Mathematics is not about following steps like a robot!" say Waller and Marzocchi. A better approach: "What is the problem asking?" and students provide multiple solution strategies.
- "We" are really understanding this – "When the majority of the class seems to be understanding a concept," say Waller and Marzocchi, "teachers may get excited and think the whole class understands… But, it is unlikely that 100 percent of our students have full understanding in the moment." A better approach: "I love how we are working through this together and trying to make connections between what we did yesterday and what we are learning today. Let's summarize where we are right now."
- Clearly… Obviously… It's easy… Of course… A concept or answer may seem self-evident to the teacher (for example, a number divided by one is itself), but it may not be to some students. A better approach: "Hmmm, this looks familiar. 5 divided by 1. Turn to your partner and see if you can remember the result of 5 divided by 1 and why."

- Focusing on speed – "When engaging in timed activities," say the authors, "only the fastest students are able to practice the concepts. This deprives other students of learning opportunities." A better approach: Give students time, and choose problems that can't be solved quickly by any students.

In the alternative, say Waller and Marzocchi, the key is allowing students "to see value in multiple solutions, justification, and productive struggle."

• *Language that can damage students' identities* – "To diversify our field," say the authors, "every student must be invited into the mathematics community regardless of perceived talent, race, gender, ability status, or language… Myths and stereotypes about who is or is not invited to do mathematics can be debunked by avoiding language that can damage student agency." Some examples:

- The myth of innate math ability – for example, an adult saying, "I was never good at math either" or "Don't worry, not everyone gets this." A better approach: "Please take out your journals and write something new you learned today and what you did to learn it."
- Labeling students "high" or "low" – "Mathematics is a discipline with a tarnished history of labeling students," say Waller and Marzocchi, which includes "ability" groups within a class. A better approach: "We are learning so much from the variety of solutions around the room. We should be proud of our hard work to explain our own thinking and to understand the thinking of others. We learn better together."
- Using gendered examples – for example, women baking cookies and men playing catch. A better approach: use binary constructs only when they apply – for example, people who own dogs and people who don't.
- Making mathematics male – for example, a teacher says, "To solve this equation, we need to divide by this guy." This kind of language can subtly tell female students that they don't belong in the world of mathematics. A better approach: use non-gendered language.

"From Rules That Expire to Language That Inspires" by Patrice Waller and Alison Marzocchi in *Mathematics Teacher: Learning & Teaching PK-12*, July 2020 (Vol. 113, #7, pp. 544-550); the authors can be reached at pwaller@fullerton.edu and amarzocchi@fullerton.edu.

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4. To Group or Not to Group, That Is the Question

In this *Elementary School Journal* article, Susan Kemper Patrick (Vanderbilt University) reports on her study of within-class grouping of students in K-2 classrooms. Her question: are homogeneous reading groups an effective way to differentiate, or do they stratify a classroom, providing different levels of instruction and status to students based on their reading levels? What did Patrick find? First, on average, students benefited from homogeneous reading groups compared to whole-class reading instruction. But second, that effect depended on which group students were in. Students in the middle or upper achievement groups made more progress than those in the bottom group.

"These results," concludes Patrick, "support the hypothesis that homogeneous grouping increases inequalities between students within the same class. Teachers and school leaders deciding whether and how to group their students for reading instruction should think carefully about the instructional experiences of students within different groups and consider ways to ensure that students within the lowest reading groups receive equal access to rigorous instruction and materials."

"Homogenous Grouping in Early Elementary Reading Instruction" by Susan Kemper Patrick in *Elementary School Journal*, June 2020 (Vol. 120, #4, pp. 611-635); Patrick can be reached at susan.k.patrick@vanderbilt.edu.

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5. A Study of High-School Start Times in Texas

In this article in *AASA Journal of Scholarship and Practice*, Holly Keown (Crandall ISD, Texas) and Antonio Corrales, Michelle Peters, and Amy Orange (University of Houston/ Clear Lake) describe their study of 256 Texas high schools. The 15 superintendents they interviewed were well aware of research recommending an 8:30 a.m. start time for high schools (American Medical Association, American Academy of Pediatrics, American Academy of Sleep Medicine, and the National Sleep Foundation), but were frank about the resistance they would encounter (or had encountered) trying to shift to opening high schools later: athletics, after-school activities, students' jobs, students caring for younger siblings, family routines, and transportation schedules and costs. Most schools opened around 7:30, with the latest start times around 7:50.

Several superintendents were skeptical about opening later, saying it was all about parental supervision, good teaching, and students' interest in school: parents who cared would get their kids in bed earlier, effective teachers would find ways to engage students even if they were sleep-deprived, and kids who cared would figure out a way to graduate whatever time their school opened.

Looking at the data, the researchers did not find a strong correlation between start times and student attendance, test-scores, and graduation rates – but that may have had something to do with the narrow range of start times in these Texas high schools. Keown, Corrales, Peters, and Orange are strongly persuaded by the research on opening later, and believe district leaders should have teachers spend more classroom time on the effects of adolescent sleep deprivation, and leaders should educate their communities on the benefits of starting high schools later – including parents not having to battle every morning to get teenagers out of bed.

"Does Start Time at High School Really Matter? Studying the Impact of High-School Start Time on Achievement, Attendance, and Graduation Rates of High-School Students" by Holly Keown, Antonio Corrales, Michelle Peters, and Amy Orange in *AASA Journal of Scholarship and Practice*, Summer 2020 (Vol. 17, #2, pp. 16-33); the authors can be reached at hkeown@crandall-isd.net, corrales@uhcl.edu, PetersM@UHCL.edu, and Orange@UHCL.edu.

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6. A Telling Court Decision on Value-Added Measures

In this *Educational Researcher* article, Mark Paige (University of Massachusetts/ Dartmouth) and Audrey Amrein-Beardsley (Arizona State University/Tempe) discuss a 2017 federal court decision that went against the Houston Independent School District's use of Value-Added Measures (VAM) to terminate teachers. Houston launched its value-added system (EVAAS) in 2007, and several years later began non-renewing teachers and awarding merit pay based on VAM data. Teachers pushed back, citing studies that showed significant inaccuracies with VAM data and advised against using them for high-stakes employment decisions. Teachers took the district to court, and in the 2017 decision, the judge ruled against Houston, saying that its refusal to disclose the value-added formula and computer codes used for terminations violated teachers' procedural due process rights under the U.S. Constitution.

The case was ultimately settled, with Houston agreeing to stop using EVAAS and any other VAM system as part of teacher evaluation. The district also paid teachers' attorneys' fees and costs associated with bringing the lawsuit. Houston is now using a low-stakes, home-grown model to measure comparative student growth; its purpose is "to identify areas of strength or concern" among teachers.

"State and school district lawmakers, policymakers, leaders, administrators, and teachers," say Paige and Amrein-Beardsley, "should recognize the significance of *Houston*." This is important since what they call "policy inertia" has led more than half of states to continue using VAM data as part of their teacher-evaluation systems.

"'Houston, We Have a Lawsuit': A Cautionary Tale for the Implementation of Value-Added Models for High-Stakes Employment Decisions" by Mark Paige and Audrey Amrein-Beardsley in *Educational Researcher*, June/July 2020 (Vol. 49, #5, pp. 335-359); the authors can be reached at mpaige@umassd.edu and audrey.beardsley@asu.edu.

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7. Another Nail in the Coffin of VAM Evaluation of Teachers

In this article in *Educational Researcher*, Allison Atteberry and Daniel Mangan (University of Colorado/Boulder) report on their study of the sensitivity of value-added measures (VAM) of teachers' performance. Atteberry and Mangan explain that there are three possible ways that scores on standardized tests, which are usually given in the fall or spring, can be used to measure an individual teacher's contribution to student learning for a given school year:

- Spring to spring – Compare students' test-score gains from the previous spring to their scores in the spring of the teacher's current year of instruction (this is almost always what is used).
- Fall to fall – Compare students' test-score gains from the fall, as the teacher begins the school year, to the following fall (this approach is rarely used).
- Fall to spring – Compare students' test-score gains from the fall to the spring of the same school year (this almost never happens since students take state tests only once a year).

Note that the first two of these approaches accidentally absorb some student summer gains and losses. In the first model, the test-score gain starting point comes from the end of the prior school year, and so the summer *before* the teacher starts working with students is included as part of their students' gains. In the second model, the test-score gain endpoint comes from the start of the subsequent school year, and so the summer *after* the teacher has stopped working with students is included. In both cases, say Atteberry and Mangan, this could be unfair to teachers, since what happens (or doesn't happen) over the summer is not within their control. These accidentally-included summer learning gains (or losses), say the researchers, may explain why teachers could be ranked entirely differently based on VAMs from the first and second models.

The only model that doesn't have a summer mixed into students' gains is the third – test-score gains from fall to spring of the same school year. This model would be ideal, since it conflates neither the summer before nor the summer after with the teacher's effect. But this model is almost never used because schools give standardized tests only once a year.

This study, like others of value-added measures, raises major concerns about using VAM for high-stakes evaluation of teachers – especially using the less-than-ideal first model. Why does this matter? As of 2019, 26 states require that teacher evaluations use student growth data based on standardized tests – this despite the fact that the 2017 federal ESSA law no longer requires that student test scores be part of states' teacher-evaluation process.

"The Sensitivity of Teacher Value-Added Scores to the Use of Fall and Spring Test Scores" by Allison Atteberry and Daniel Mangan in *Educational Researcher*, June/July 2020 (Vol. 49, #5, pp. 335-349); the authors can be reached at Allison.Atteberry@Colorado.edu and Daniel.Mangan@Colorado.EDU.

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8. Being Decisive without Being Obnoxious

In this *Leadership Freak* article, Dan Rockwell suggests how a leader can be decisive without offending colleagues:

• *Stick with your expertise*. "You'd better know what you're doing if you're decisive," says Rockwell. "Remember that an expert in one area is ignorant in many others."

• *Respect the horses in the barn*. Play to colleagues' strengths.

• *Force yourself to reach out*. "Seek advice from someone who seeks your best interest," says Rockwell, "and is willing to hurt your feelings."

• *Practice timely optimism*. "You need realism when choosing goals and optimism when implementing," he says. "People who aren't climbing the hill underestimate the difficulty of climbing the hill."

• *Focus on what, not how*. It's best if the leader decides what to do, with competent colleagues figuring out how to do it.

• *Take responsibility for disappointing results*. Blaming others for failures will lead to disengaged team members.

• *Learn to develop people*. This might mean slowing down a little and bringing others into the decision-making process.

"7 Ways to Be Decisive Without Being a Jerk" by Dan Rockwell in *Leadership Freak*, July 13, 2020

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9. Recommended Books of Poetry for Children

In this article in *Language Arts*, Grace Enriquez and Erika Thulin Dawes (Lesley University), Gilberto Lara (University of Texas/San Antonio), and Mollie Welsh Kruger (Bank Street College of Education) list their favorite books of poetry from 2019 (click the link below for cover images and short reviews):

• *I Remember: Poems and Pictures of Heritage*, compiled by Lee Bennett Hopkins, illustrated by various artists (Lee and Low)

• *The Proper Way to Meet a Hedgehog and Other How-To Poems*, edited by Paul Janeczko, illustrated by Richard Jones (Candlewick)

• *Thanku: Poems of Gratitude*, edited by Miranda Paul, illustrated by Marlena Miles (Millbrook)

• *Snowman – Cold = Puddle: Spring Equations* by Laura Purdie Salas, illustrated by Micha Archer (Charlesbridge)

• *The Undefeated* by Kwame Alexander, illustrated by Kadir Nelson (Versify)

• *Lion of the Sky: Haiku for All Seasons* by Laura Purdie Salas, illustrated by Mercè López (Millbrook)

• *Predator and Prey: A Conversation in Verse* by Susannah Buhrman-Deever, illustrated by Bert Kitchen (Candlewick)

• *The Women Who Caught the Babies: A Story of African-American Midwives* by Eloise Greenfield, illustrated by Daniel Minter (Alazar)

• *The Shortest Day* by Susan Cooper, illustrated by Carson Ellis (Candlewick)

• *The Day the Universe Exploded My Head: Poems to Take You into Space and Back Again* by Allan Wolf, illustrated by Anna Raff (Candlewick)

• *Wild in the Streets: 20 Poems of City Animals* by Marilyn Singer, illustrated by Gordy Wright (Words and Pictures)

• *The Taco Magician and Other Poems for Kids/El Mago de los Tacos y Otros Poemas Para Niños* by Diane Gonzales Bertrand (Piñata)

• *Ink Knows No Borders: Poems of the Immigrant and Refugee Experience*, edited by Patrice Vecchione and Alyssa Raymond (Seven Stories)

"2019 Notable Poetry Books for Children" by Grace Enriquez, Erika Thulin Dawes, Gilberto Lara, and Mollie Welsh Kruger in *Language Arts*, July 2020 (Vol. 97, #6, pp. 391-399)

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10. Culturally Relevant Books for a Boys' Book Club

In this article in *Language Arts*, school administrators Jennifer Turner and Alan Bailey describe the "Brilliant Boys' Book Club" they ran for fifth graders in a Washington, D.C. school. One feature of the club was putting culturally relevant books in boys' hands. Here's their list:

- *All the Right Stuff* by Walter Dean Myers
- *As Brave As You* by Jason Reynolds
- *Bad Boys: A Memoir* by Walter Dean Myers
- *For Every One* by Jason Reynolds
- *Game* by Walter Dean Myers
- *Ghost* by Jason Reynolds
- *Gone Crazy in Alabama* by Rita Williams-Garcia
- *Hoops* by Walter Dean Myers
- *Just Mercy* by Bryan Stevenson
- *Just Write: Here's How* by Walter Dean Myers
- *Slugg: A Boy's Life in the Ages of Mass Incarceration* by Tony Lewis Jr.
- *Miles Morales: Spider-Man* by Jason Reynolds
- *Monster* by Walter Dean Myers
- *Patina* by Jason Reynolds
- *Slam* by Walter Dean Myers
- *The Black Panther* by Ta-Nehisi Coates
- *The Boy in the Black Suit* by Jason Reynolds
- *The Brief Wonderous Life of Oscar Wao* by Junot Diaz
- *The Crossover* by Kwame Alexander
- *The Hate You Give* by Angie Thomas
- *The Playbook: 52 Rules to Aim, Shoot, and Score in This Game Called Life* by Kwame Alexander

"Beyond 'Broken Tests': Supporting Powerful Reading for Urban Boys Through the Brilliant Boys' Book Club" by Jennifer Turner and Alan Bailey in *Language Arts*, July 2020 (Vol. 97, #6, pp. 376-383)

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If you have feedback or suggestions,
please e-mail kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 50 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine