Marshall Memo 683

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 24, 2017

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Quotes of the Week

"The public thirst for information about schools is left unquenched by current efforts. Districts and states aren't measuring the full range of what people care about, at least not in a fair and accurate way. Worse, current approaches to measurement may misrepresent school quality in a way that hurts our most vulnerable young people."

Jack Schneider, Rebecca Jacobson, Rachel White, and Hunter Gehlbach (see item #1)

"We can't shed the bad and keep the good if we don't have some sort of disruption of how this could be different."

Sarah McLean on unlearning not-so-good practices (see item #7)

"[I]nterviewers typically form strong but unwarranted impressions about interviewees, often revealing more about themselves than the candidates."

Jason Dana (see item #6)

"Facebook is not a news organization. Twitter is not a news organization."

Janice Schachter (see item #4)

"The dike is too big to plug. There are no fingers big enough to stop the flow of user-generated content. It's up to teachers to ensure that we enable readers to negotiate the truth."

Joyce Valenza (*ibid.*)

"[G]ood teaching is inherently messy. When students learn, they do not simply move in a straight line from Point A to Point B. Teaching involves working through wrong answers, listening to student confusions, being confused oneself at times about what students are saying, trying a different approach to explain a concept, or realizing that what students understand is not where you thought a lesson was headed."

Miriam Gamoran Sherin and Elizabeth Dyer (see item #2)

1. A New Way of Evaluating Schools

In this *Kappan* article, Jack Schneider (The College of the Holy Cross), Rebecca Jacobson and Rachel White (Michigan State University/East Lansing), and Hunter Gehlbach (University of California/Santa Barbara) say that the ways we've been assessing school quality – standardized test scores and parents' assessments of school climate – are incomplete at best. "The public thirst for information about schools is left unquenched by current efforts," say the authors. "Districts and states aren't measuring the full range of what people care about, at least not in a fair and accurate way. Worse, current approaches to measurement may misrepresent school quality in a way that hurts our most vulnerable young people… The result can be a vicious cycle in which negative perceptions are both the cause and consequence of low performance."

Working with a small urban district in Massachusetts, Schneider, Jacobson, White, and Gehlbach set about finding a better way of measuring how schools are doing. They began by gathering as much information as they could about what educators, parents, and other citizens said they care about in schools. Here's the framework for school quality that emerged:

<u>Essential inputs</u>

- Teachers and the teaching environment
  - Teachers' knowledge and skills: Professional qualifications; effective practices; professional dispositions;
  - Teaching environment: Professional community; support for teacher development and growth; effective leadership.
- School culture
  - Safety: Student physical safety; bullying/trust;
  - Relationships: Sense of belonging; student/teacher relationships;
  - Academic orientation: Attendance and graduation; academic challenge.
- Resources:
  - Facilities and personnel: Physical spaces and materials; content specialists and support staff;
  - Learning resources: Curriculum strength and variety; cultural responsiveness, extracurricular activities;
  - Community support: Family/school relationships; community involvement and external partnerships.

Key outcomes

- Academic learning
  - Performance: Test score growth; performance assessment;
  - Student commitment to learning: Engagement in school; graduation rate;
  - Critical thinking: Problem-solving emphasis; problem-solving skills;
  - College and career readiness: College-going and persistence; career preparation and placement.
- Character and well-being
  - Civic engagement: Civic mindset; appreciation for diversity;
  - Work ethic: Perseverance and determination; growth mindset;
  - Artistic and creative traits: Participation in creative and performing arts; valuing creative and performing arts;
  - Health: Social and emotional health; physical health.

Although this may seem like an overwhelming amount of information, the researchers found they were able to collect it quite easily by conducting student and teacher surveys and drawing on existing district and state data. The information in the five input and outcome categories was then organized in an online platform for each school. Focus groups helped decide what an acceptable level of performance was for each area, and schools looked at their data and formulated a 2-4-year plan to boost any areas that were below par. Schools weren't ranked against each other; "rather," say the authors, "we showed the progress that each school was making, on multiple levels, to reach or surpass specific standards of quality."

Having created what they believed was a comprehensive, elegant, and user-friendly data display for each school, Schneider, Jacobson, White, and Gehlbach had a cross-section of 80 community residents look at specific schools' data on their platform and the existing Massachusetts data platform. By significant margins, people found the new platform more informative about school quality. When people who had viewed the state's platform talked with those who had viewed the researchers' platform about an unfamiliar school (as if they were chatting over a neighbor's fence), the state-platform viewers modified their opinions of the school toward a more comprehensive perception.

The authors acknowledge that their approach to school evaluation is a work in progress, but they believe it is superior to what districts and states have been using and has the potential to bring about a more accurate picture of what is really going on in schools – as well as giving educators better data to fix what's not working well. "Although pubic schools are hardly perfect," conclude Schneider, Jacobson, White, and Gehlbach, "the narrative of crisis, fostered by the reliance on standardized test scores as measures of school quality, has exacerbated segregation and fostered a policy context conducive to disruptive reform. This is a problem that our data systems helped create – and it's one they can help solve."

"Building a Better Measure of School Quality" by Jack Schneider, Rebecca Jacobson, Rachel White, and Hunter Gehlbach in *Phi Delta Kappan*, April 2017 (Vol. 98, #7, p. 43-48), www.kappanmagazine.org; Schneider can be reached at jschneid@holycross.edu, Gehlbach at hgehlbach@education.ucsb.edu.

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2. Classroom Videos As a Professional Development Tool

In this *Kappan* article, Miriam Gamoran Sherin (Northwestern University) and Elizabeth Dyer (Stanford University) say their work with teachers who use classroom video clips as part of professional development has revealed four myths:

• *Myth #1: Videos provide an objective view of what happens in classrooms.* Not true, say Sherin and Dyer. As with feature-length movies, the placement of the camera and microphone has a major impact on what is seen. A video shot from the back of a classroom may show what the teacher is doing, but it doesn't reveal students' facial expressions or the work they're doing. In addition, the placement of the microphone can change one's perception of noise level and reveal or fail to pick up side discussions.

• *Myth #2: Video should be used to learn specific techniques.* A number of well-intentioned videos show certain instructional practices in action, but Sherin and Dyer say it's not enough for teachers to view a practice being demonstrated. To successfully adopt a new idea, teachers need a deep understanding of why and how it works, which takes much more than watching a video.

• *Myth #3: Video is most useful for demonstrating exemplary teaching and learning.* The notion here is that it's helpful for teachers to see the perfect lecture, a crystal-clear student explanation, students solving problems with optimal efficiency. "While such videos can be compelling to many teachers," say Sherin and Dyer, "we argue that they are not the most useful in promoting teacher learning. Instead, in our work, we have encouraged teachers to share clips from typical classroom interactions – clips in which a student explanation was unclear, there is some confusion on the part of the teacher or students, or the class is having to discuss an issue or concept repeatedly." Why? Because "good teaching is inherently messy. When students learn, they do not simply move in a straight line from Point A to Point B. Teaching involves working through wrong answers, listening to student confusions, being confused oneself at times about what students are saying, trying a different approach to explain a concept, or realizing that what students understand is not where you thought a lesson was headed." Watching videos of perfect teaching doesn't capture this and is therefore an imperfect tool to foster teacher growth.

• *Myth #4: Video is an appropriate tool for teacher evaluation.* This idea has definite appeal, especially for busy administrators who can view videos after hours in a more comfortable and less distracting environment. But Sherin and Dyer have found that the video approach to evaluation can prompt educators to make snap judgments about what is viewed, comparing it to someone's definition of good teaching. "When teachers believe they are being judged by a video," they say, "we find the conversation is less focused on learning about one's practice and more on fixing one's practice." Instead, the central question should be, *What is happening and why is it happening?*

Sherin and Dyer believe video should be used not for demonstration and evaluation but to provide another set of "eyes" on classroom dynamics and details teachers might miss as they conduct a class – as well as providing a space for reflection. "Classrooms are complex environments with many things happening at once," they say. "Teachers are managing groups

of students and individuals, they are adjusting lessons, selecting examples, dealing with pacing, and more. Part of being an effective teacher is knowing how to select from among all this activity where to focus one's attention." Video can help teachers step back from judging the performance of the person at the front of the room and see what students are thinking and saying, unpacking their emerging ideas and possible misunderstandings. Watching a video, teachers and critical friends might ask, "What was Julio's idea?" "Did you hear what Martha said?" "Where do you think Zach got the idea that the slope was zero?" "Do you think Hannah and Mateo are making the same point?" Questions like these tend to stick in teachers' minds and prompt them to tune into students' thinking and be more nimble and thoughtful in their classrooms.

"Teacher Self-Captured Video: Learning to See" by Miriam Gamoran Sherin and Elizabeth Dyer in *Phi Delta Kappan*, April 2017 (Vol. 98, #7, p. 49-54), www.kappanmagazine.org; the authors can be reached at msherin@northwestern.edu and ebdyer@stanford.edu.
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3. A Study of Michigan High-School Students Grappling with Evidence

In this *Kappan* article, Margaret Crocco, Anne-Lise Halvorsen, Rebecca Jacobsen, and Avner Segall (Michigan State University/East Lansing) report on their study of students' ability to assess the trustworthiness and persuasiveness of evidence. Evidence is a central focus of recent curriculum reform – the word appears no fewer than 135 times in the Common Core State Standards for English language arts – and it's also a hot topic in the current political climate – *fake news, alternative facts, post-truth,* and *social media echo chambers*.

Of course evidence has never been never entirely objective; psychologists use the term *motivated reasoning* to describe the human tendency to process information in ways that reinforce existing beliefs, values, and ideas. We tend to seek out information that reinforces our beliefs, and when we encounter arguments that challenge our views, we spend more time critiquing them. Crocco, Halvorsen, Jacobsen, and Segall studied these tendencies in adolescents – an interesting age since political beliefs and critical thinking skills are just taking shape. "We were particularly interested," say the researchers, "in whether an adolescent's social trust – or faith in others – might influence their views on evidence."

A representative sample of students was asked to rank-order the seven types of evidence used in persuasion and debates: statistical, research, expert judgment, personal experience, anecdote/secondhand experience, example, and law/policy. Students ranked the types of evidence based on abstract descriptions, then using examples from the *Brown v. Board of Education* decision (which they had studied in history classes). Here are the examples students worked with:

- Statistical evidence – a graph showing disparities in graduation rates by race;
- Research evidence – the "doll tests" showing children's beliefs about race;
- Expert judgment – a professor's testimony that segregated schools damage African-American children;

- Personal experience – a teacher's testimony about the poor conditions and lack of up-to-date textbooks in the segregated school in which she taught;
- Anecdote/secondhand experience – a student's description of the deplorable conditions in her segregated high school;
- Example – photos of two high schools, one black and one white;
- Law/policy – the U.S. Constitution.

Interestingly, when students were thinking abstractly, they ranked statistics and evidence highest, but with the real-life desegregation case, they put personal experience and anecdote on top.

The researchers then asked students to apply the full array of evidence types to two high-interest topics: immigration reform and Internet privacy. Students were given information packets and challenged to bring their values, opinions, and judgments to bear on each topic and arrive at well-considered conclusions. Teachers used three pedagogies:

- Discussion – sustained verbal student-to-student exchanges in response to an open-ended question;
- Deliberation – students opening themselves to revising their positions in an atmosphere of reason, inclusiveness, respect, public-spiritedness, and finding common ground;
- Debate – individuals or teams arguing for or against a certain proposition.

With immigration, students were asked to debate: (a) We should welcome anyone who wants to come into the country legally; (b) We should prevent undocumented immigrants from entering the country and deport all the undocumented immigrants already here; or (c) We should allow only people with specific job-related skills to immigrate here. On Internet privacy, students answered an open-ended question: Should search engines like Google and social media sites like Facebook be permitted to monitor, track, and share users' personal data with advertisers or does this violate personal privacy?

Teachers and researchers were struck by the fact that in the deliberation segment, students mostly ignored the evidence packets, formulating their positions based on their own beliefs and outside information. This was especially true in the discussion of Internet privacy: "Since no one in their classes could recount anything negative that had happened to them as a result of using Google or Facebook," say the researchers, "they were satisfied that no threat existed, despite many examples of others' negative experience in the evidence provided."

From observing and analyzing the classroom discussions, Crocco, Halvorsen, Jacobsen, and Segall draw these conclusions: (a) Many teachers don't have experience leading discussions and deliberations and need more training to conduct them skillfully; (b) many teachers are unfamiliar with the full array of evidence types and tend to focus narrowly on one or two (for example, asking students to come up with statistics to support an argument); and (c) adolescents don't find all evidence equally trustworthy and persuasive – their beliefs about what to trust depend on the topic. This, say the authors, "complicates the work of teaching with evidence." Here are their recommendations for high-school teachers and leaders:

- *Give students more opportunities to evaluate evidence and consider opposing views.*

Students need to critically analyze what they read, corroborate sources, examine authors' credibility, justify their assessment, and think about their intended audience.

• *Help students recognize what's influencing the way they evaluate evidence*. How do their background characteristics and political viewpoints affect the kind of evidence students find compelling? What is the role of social trust in classrooms? "By recognizing the subtle ways bias can creep into one's perspectives, students may be more likely to consider opposing viewpoints and reconsider their own perspectives," say the researchers. "By understanding their bias toward particular kinds of evidence, they may be more willing to consider different kinds of evidence, even if they decide these kinds of evidence are ultimately not compelling."

• *Go beyond "good" versus "bad" evidence*. Students need to see that evidence falls along a continuum of credibility, that different audiences read the same evidence in different ways, and that there's more to assessing evidence than determining whether it's factual or relevant.

• *Introduce students to a variety of evidence types*. They should know all seven described above.

• *Enlist school and administrator support*. The principal in one of the Michigan high schools made evidence a whole-school initiative, adopting a common language and shared understandings of best practices in using it across subjects and grades.

Crocco, Halvorsen, Jacobsen, and Segall believe that giving students a metacognitive understanding of evidence is important not just in history and social science classes but also in English (interpreting fiction and nonfiction texts) and science (drawing conclusions on topics like climate change). "In each of these domains," they conclude, "how an individual reasons from evidence to claims to arguments is often influenced by both rational and emotional factors, elements of one's identity, and values and belief systems. By keeping in mind the complicated ways in which evidence can be deployed, teachers can bring more higher-order thinking and student-centered learning into their schools and classrooms."

"Teaching with Evidence" by Margaret Crocco, Anne-Lise Halvorsen, Rebecca Jacobsen, and Avner Segall in *Phi Delta Kappan*, April 2017 (Vol. 98, #7, p. 67-71), www.kappanmagazine.org; the authors can be reached at croccom@msu.edu, annelise@msu.edu, rjacobs@msu.edu, and avner@msu.edu.

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4. Preparing Students to Be Discerning Consumers of Online News

(Originally titled "Avoiding the Fake News Trap")

In this article in *Education Update*, Wayne D'Orio says the quantity of online news "can overwhelm kids who are trying to discern what's valid, what's biased, and what's plain fake. Adding to the problem, experts say, is the trend of politicians calling stories they disagree with 'fake news.'"

Deceptive news content isn't new, says D'Orio – he cites Mathew Brady manipulating images of Civil War battlefields to make a point, an altered image of O.J. Simpson on the cover of *Time* Magazine, and a series of fake online photos of Hurricane Sandy's aftermath.

But the torrent of distorted news during the 2016 presidential election, along with a recent Stanford University study demonstrating the gullibility of U.S. students, created a sense of urgency around what schools need to do. Some suggestions:

- First graders might be taught to distinguish website ads from content.
- Fourth graders might learn critical thinking, researching, and ethical use of information as part of the library program.
- Middle school is the best time to build critical news skills. At that age, says Howard Schneider of Stony Brook University, "students are emerging in their awareness of the greater world. They are not calcified in their belief system."

Janice Schachter, who teaches news literacy at a high school on Long Island, New York, has students verify whether a story really happened and the writer is legit, then rate the story 3-2-1 on her I'M VAIN rubric:

- Independent versus self-interested sources;
- Multiple versus single sources;
- Verification with evidence versus assertion;
- Authoritative versus fly-by-night sources;
- Informed versus uninformed sources;
- Named versus unnamed writer.

"What students find on social media, once they start paying attention, is that they often don't know the origin of something posted," says Schachter. "Facebook is not a news organization. Twitter is not a news organization. If we don't know the actual source of the information, we can't trust it."

"The dike is too big to plug," says Joyce Valenza of Rutgers University. "There are no fingers big enough to stop the flow of user-generated content. It's up to teachers to ensure that we enable readers to negotiate the truth."

"Avoiding the Fake News Trap" by Wayne D'Orio in *Education Update*, April 2017 (Vol. 59, #4, p. 1, 4-5), available for purchase at http://bit.ly/2p9HqaU

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5. What Language and Cultural Competencies Are Employers Looking For?

In this article in *Foreign Language Annals*, Rebecca Rubin Damari, Catherine Pulupa, and John Robinson (University of Maryland/College Park), William Rivers (National Council for Language and International Studies), Richard Brecht (American Councils for International Education), and Philip Gardner (Michigan State University/East Lansing) report on their study of 2,101 U.S. employers' desiderata for college-graduate job seekers' language and relational skills. Here's what the researchers found:

- 93% of employers were looking for people who "can show they are able to work effectively with customers, clients, and businesses from a range of different countries and cultures."
- 66% said their recruitment strategy identifies foreign language skills.
- 41% said their hiring strategy gives an advantage to multilingual candidates.

- 34% said they specify levels of foreign language competence.
- 28% said they record the candidates' capability in a first language other than English.
- 10% said new hires need to speak at least one language besides English.

The researchers were surprised by this last finding, and speculate that it may be a product of employers' pessimism about finding people with competence in another language, or perhaps respondents misunderstood the question.

Among employers, the highest percentages requiring job seekers to be competent in at least one foreign language were health care and social assistance (24%), administrative services (21%), and educational services (20%). The lowest were agriculture and natural resources (6%), retail trade (6%), finance and insurance (4%), and real estate and leasing services (0%). In general, smaller businesses (with 10-100 employees) were more likely to be looking for those competent in a foreign language.

"The Demand for Multilingual Human Capital in the U.S. Labor Market" by Rebecca Rubin Damari, William Rivers, Richard Brecht, Philip Gardner, Catherine Pulupa, and John Robinson in *Foreign Language Annals*, Spring 2017 (Vol. 50, #1, p. 13-37), http://bit.ly/2pVZZiG

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6. Improving Job Interviews

In this *New York Times* article, Jason Dana (Yale School of Management) questions the efficacy of standard in-person job interviews. "Employers like to use free-form, unstructured interviews in an attempt to 'get to know' a job candidate," says Dana. The problem is that "interviewers typically form strong but unwarranted impressions about interviewees, often revealing more about themselves than the candidates." In fact, research that he and his colleagues have conducted shows that interviews "can be harmful, undercutting the impact of other, more valuable information about interviewees."

A case in point: A friend of Dana's showed up 25 minutes late for a job interview because she'd been told the wrong time (she thought she was 5 minutes *early*). The committee ushered her right in, formed a favorable impression, and offered her the job. One thing the committee members liked was that she was so calm despite being almost half an hour late. "My friend is not the type of person who would have remained cool had she known she was late," says Dana, "but the interviewers reached the opposite conclusion. Of course, they also could have concluded that her calm reflected a flippant attitude, which is also not a trait of hers. Either way, they would have been wrong to assume that her behavior in the interview was indicative of her future performance at the job."

In this case, and in several experiments, Dana says the key psychological insight is that "people have no trouble turning any information into a coherent narrative." If interviewers find a candidate likable or convincing, they will ignore contrary signals and tend not to look at information that is much more relevant.

How to get around these tendencies? Dana suggests that hiring committees (a) structure interviews so that all candidates are asked the same questions, (b) use interviews to test job-related skills "rather than idly chatting or asking personal questions," and (c) focus on the

information that has been shown to be the most predictive of future job performance: past performance in similar situations and/or academic GPAs.

"Against Job Interviews" by Jason Dana in *The New York Times*, April 9, 2017, http://nyti.ms/2nxAxTc; Dana can be reached at jason.dana@yale.edu.

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7. How to Ace Early Childrearing

In this article in *The Atlantic*, Tara García Mathewson provides an update on the Boston Basics program https://boston.thebasics.org, which encourages parents to do five things with their babies and toddlers:

- Maximize love, manage stress.
- Talk, sing, and point.
- Count, group, and compare.
- Explore through movement and play.
- Read and discuss stories.

Created by Harvard professor Ronald Ferguson in consultation with colleagues and area parents, Boston Basics aims to close economic and racial gaps that are evident by age two. Supported by numerous foundations and local agencies, the Basics are available online (see the videos at the website), in hospitals, doctors' offices, faith-based organizations, community agencies, workplaces, museums, libraries, childcare centers, housing developments, homeless shelters, retail establishments, and schools. "The effort isn't about fixing bad parenting strategies among the nation's disadvantaged," says Mathewson. "It's about distributing information that is universally useful."

Of the five childrearing precepts, "maximize love, manage stress" is counterintuitive for many parents. They've been acculturated to avoid too much coddling and holding of their babies lest they spoil them. With baby boys, the fear is that too much affection will prevent them from growing up to be strong and independent. "This concern about spoiling babies is pervasive," says Ferguson, "whereas the sense of safety and being loved is foundational for later development." Research shows that physical affection, loving words, and security are vital to developing the executive function skills that allow older children to control their own behavior and achieve academically.

Adults tend to parent as they were parented, says Sarah McLean, the mother of three young children who is using the Basics on a daily basis. She's caught herself treating her toddler son differently than her daughters, expecting him to get up after falling down (mom is inclined to pick up the girls and comfort them after a spill). "We can't shed the bad and keep the good if we don't have some sort of disruption of how this could be different," says McLean. "The Boston Basics really offers that." Ferguson hopes that by blanketing the Boston area with these practices, attitudes and beliefs about childrearing will undergo a transformation similar to the use of seatbelts in cars, which a massive advertising campaign moved from 14 percent in 1985 to 84 percent in 2011.

"Can Love Close the Achievement Gap?" by Tara García Mathewson in *The Atlantic*, April 17, 2017, http://theatln.tc/2omYxEa; Ferguson is at Ronald_Ferguson@HKS.Harvard.edu; see Memo 629 for an article on Boston Basics by Ferguson, Jeff Howard, and Mayor Martin Walsh.

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8. Questions to Ask When Buying Technology

"Edtech products are everywhere, but they are definitely not equal," says Matthew Lynch in this article in *Education Week*. "The best way to prevent buyer's remorse is to ask questions up front." Here are his suggestions:

- Is there any training included with the product?
- Are the developers of the product in the education field, or are they primarily techies?
- How is the customer service, and how responsive are they to issues and defects?
- How is the tool used – hardware, software, device?
- Do I need to buy anything else to get the product to work, or to enhance its potential?
- Was the product a result of research and teacher input?
- Is the product scalable and flexible?
- Does it save student information, and if so, how is the information managed?
- Is there something comparable for less – or free?

"9 Questions You Should Ask Before Buying an Ed-Tech Product" by Matthew Lynch in *Education Week*, April 10, 2017, http://bit.ly/2o9piga

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If you have feedback or suggestions,
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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 45 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 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).

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- An archive of all articles so far, searchable by topic, title, author, source, level, etc.
- A collection of "classic" articles from all issues

Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
<u>ASCD SmartBrief</u>
Communiqué
Ed. Magazine
Education Digest
Education Next
Education Update
<u>Education Week</u>
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
<u>Edutopia</u>
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
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
<u>Phi Delta Kappan</u>
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
<u>Teaching Exceptional Children</u>
<u>The Atlantic</u>
The Chronicle of Higher Education
The District Management Journal
<u>The Education Gadfly</u>
The Journal of the Learning Sciences
The Language Educator
The Learning Professional
<u>The New York Times</u>
<u>The New Yorker</u>
The Reading Teacher
Theory Into Practice
<u>Time Magazine</u>