Marshall Memo 756

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 8, 2018

In This Issue:

Quotes of the Week

"We cannot *make* students become curious; rather, we must lead them to it by creating environments and opportunities for curiosity to flourish."

Bryan Goodwin (see item #1)

"[W]e need to help our kids see that it's OK to profess ignorance, yet a shame to profess indifference."

Bryan Goodwin (*ibid*.)

"The best strategy for a task is the best strategy, irrespective of what you believe your learning style is."

Daniel Willingham (see item #9)

"Boys need to know that boys can be gentle… There is nothing inevitable about violence and disrespect toward women. It is learned behavior. We can teach boys a better way."

Justin Minkel (see item #4)

"Declaring, 'Show me the research that this works, or I will refuse to do it,' is a form of professional cowardice disguised as prudence. It takes professional courage to remain open to new possibilities, especially with the ones that threaten the status quo or our personal way of doing things. We can be skeptical instead of cynical, and we can ask questions instead of dismissing ideas outright."

Rick Wormeli in "The Problem with 'Show Me the Research' Thinking" in *AMLE Magazine*, October 2018 (Vol. 6, #4, p. 33-38), https://bit.ly/2Cy9fn1; Wormeli can be reached at rick@rickwormeli.onmicrosoft.com.

1. Re-engineering Learning with Curiosity in Mind

In his new book *Out of Curiosity*, Bryan Goodwin (McREL) says that children's inborn curiosity will be nurtured or extinguished, depending on the learning experiences they have. "We cannot *make* students become curious," says Goodwin; "rather, we must lead them to it by creating environments and opportunities for curiosity to flourish." He lists the classroom conditions than encourage and support this critically important life skill:

- Manageable knowledge gaps – Incomplete sequences, unfinished sentences, cliffhangers, riddles, and puzzles naturally spark curiosity.
- Guessing and receiving feedback – Being corrected on an inaccurate guess is especially helpful (assuming a low-stakes environment in which mistakes are okay).
- Incongruities – Encountering something that runs counter to our expectations (for example, that winds blowing from mountaintops into valleys can sometimes be warm) naturally sparks curiosity.
- Controversy – Researchers have found that getting students involved in a pro-and-con debate on an intriguing topic produces engagement, motivation, and curiosity.
- Someone knows something we don't – This might be called the "I have a secret" dynamic, which often leads to questions and exploration.
- Different-lens questions – Students are asked to look at a subject from a different perspective – for example, considering a science question from an ethical standpoint.
- Mash-up questions – Students consider two seemingly unrelated ideas or apply what they've just learned in a completely novel context.

Goodwin goes on to present seven "curiosity principles" for schools to consider:

• *Embrace not knowing*. "Curiosity involves an element of risk taking," he says. "We must delve into an area we know little about or where we feel incompetent. And we're more likely to do that when we feel safe to admit we *don't* know something. Thus, we need to help our kids see that it's OK to profess ignorance, yet a shame to profess indifference."

• *Ask fewer, deeper questions*. Peppering students with questions is quite common in classrooms, but many of them are at a low level of cognition and ask students to do little more than recall what's been covered. A smaller number of questions focused on higher-level thinking will spark more thought and curiosity. Goodwin suggests applying this principle to the time-honored question when a child gets home from school: *What did you learn in school today?* Some alternatives: *What surprised you today? When did you feel joyful today? What are you wondering about now?*

• *Replace undirected with directed questions*. Posing questions to the whole class often results in a few eager beavers raising their hands and 80 percent of students sitting passively while the familiar back-and-forth plays out. Better to cold-call specific students or use "numbered heads together:" the teacher poses a question, groups of four students consider a response, the teacher then calls on individuals by their number in a group.

• *Use questions to provoke thought versus seeking correct answers*. Many students avoid answering teachers' questions for fear of making a mistake and being embarrassed; quizzing students on what they're supposed to have learned can trigger these emotions. Better to pose open-ended questions and create a climate in which students feel safe making mistakes and develop courage, confidence, and curiosity.

• *Use wait time*. When teachers pause for three or four seconds after posing a question, the length and quality of responses increases and students are more likely to ask questions of their own.

• *Let students follow their curiosity*. What one person finds interesting, another may not, so students need latitude to explore and find the areas that pique their curiosity and passion. "[C]uriosity is more likely to flourish," says Goodwin, "when kids are free to pursue their own interests alongside supportive adults who offer well-timed nudges to guide their explorations and keep their curiosity alive."

• *Go play outdoors*. Recent research suggests that the best "medicine" for bored, incurious, video-game-obsessed kids is a dose of sunshine, fresh air, and unstructured play.

Out of Curiosity by Bryan Goodwin (McREL International, 2018), available on Amazon; Goodwin can be reached at bgoodwin@mcrel.org.

Back to page one

2. Developing Emotional Intelligence

(Originally titled "The Emotional Intelligence We Owe Our Students and Educators")

"By unlocking the wisdom of the emotions, we can develop young people who are kind, caring, and resilient as well as academically successful," says Marc Brackett (Yale University) in this article in *Educational Leadership*. He believes that developing emotional intelligence is especially important for the walking wounded: "If children facing trauma have tools for dealing with their hurt, frustration, and stress, they too will have opportunities to learn and thrive."

But schools, especially in the era of high-stakes testing, have tended to give short shrift to emotions, says Brackett, keeping students "on a hamster wheel of achievement that puts social and emotional skills at the bottom of the list of things to learn." This stems from the outdated belief that it's not a good idea to listen to our emotions in a rational, task-oriented environment. Brackett cites 30 years of research on why this belief is wrong: "Ignoring how you feel and trying to just 'push through' emotions can impair a person's ability to learn and process knowledge; make good life decisions; develop healthy relationships; feel confident, secure, and happy; and perform at their best."

Brackett and his colleagues at the Yale Center for Emotional Intelligence have crystallized their research about the emotional skills schools need to teach into the acronym RULER:

- Recognize our own emotions by noticing physiological cues, and tune in on the emotions of those around us through facial expressions, body language, and vocal cues.
- Understand the causes of emotions and their effect on decisions, learning, and behavior.
- Label emotions using a nuanced vocabulary.
- Express emotions within the boundaries of cultural norms and social contexts.
- Regulate our emotions to achieve goals and well-being.

These align with competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.

"The good news," Brackett concludes, "is that strengthening social-emotional skills can reduce the harm that hard-to-handle feelings can have on learning. Although our students will never have lives free of hardship and troubling events, we can help them have lives full of healthy relationships, compassion, and a sense of purpose – by teaching them to work *with* their emotions."

"The Emotional Intelligence We Owe Our Students and Educators" by Marc Brackett in *Educational Leadership*, October 2018 (Vol. 76, #2, p. 12-18), https://bit.ly/2PmiFVn for ASCD members; Brackett can be reached at marc.brackett@yale.edu.

Back to page one

3. What Should Schools Do with Relationship Assaults in the News?

In this article in *Education Week*, Stacey Decker says the contentious confirmation process for Judge Brett Kavanaugh has made it challenging for educators "to understand the effect this cultural moment is having on their students, colleagues, and schools – and how they should proceed." Her take on the implications:

• Classroom conversations on this issue may very well go beyond the three branches of government, checks and balances, and the tenure of Supreme Court justices. How about what constitutes consent, why many women don't report sexual harassment and assault, binge drinking, and whether people should be held accountable later in life for their unwise decisions in high school?

• Consent is teachable, but it's not dealt with effectively in many sex education courses. Comprehensive sex ed needs to encompass healthy relationships, preventing coercion and violence, and the nature of consent.

• Schools must deal with pervasive stereotypes around gender roles, relationships, and how men treat women. (Three helpful essays are linked in the full article URL below.)

• Many schools are unprepared to support students when they disclose incidents of sexual harassment and assault, on and off campus.

• K-12 schools have levels of sexual misconduct similar to other workplaces. One survey found that 25 percent of female educators and six percent of male educators have been

sexually harassed or assaulted on the job. In addition, nearly 60 percent of teachers and administrators said they had not reported sexual harassment or assault they'd experienced or witnessed. Why not? "What has struck me most in my reporting," says *Education Week* staff writer Arianna Prothero, "and what I found the most heartbreaking, was how desperately some teachers we spoke with wanted to share their stories… but they weren't convinced that their small stand would ultimately make a difference."

"Conversations About Sexual Assault Have Roiled the Nation: 6 Takeaways for Educators" by Stacey Decker in *Education Week*, October 4, 2018, https://bit.ly/2NvmYvN

Back to page one

4. Can Boys Learn to Be Better Men?

In this article in *Education Week Teacher*, Arkansas elementary teacher Justin Minkel says that when he was in high school, a close friend barely escaped being raped. "Months after the minor physical injuries she sustained had healed," says Minkel, "she continued to experience lingering emotional and psychological effects of the assault… When walking around our high school or the streets of our town, she tried to make herself look ugly by wearing lumpy clothes and slumping her shoulders, in hopes that boys would not pay unwanted attention to her. She often felt unsafe." Minkel was shocked when one of his teachers reacted to being told about the assault by saying, "At some point we should consider the possibility that she might be making this up."

All this motivated Minkel to become an elementary school teacher – with the explicit mission of helping boys grow up to be good men. He believes the key is developing empathy, which he believes can be enhanced by some specific classroom strategies:

• *Give boys the experience of taking care of younger children*. Minkel's first and second graders work with reading buddies in a pre-K classroom down the hall. The simple experience of being in a caregiving relationship helps a child tune in on another's loneliness, hurt, laughter, and joy. Girls tend to be much more involved than boys in babysitting, feeding, and diapering younger siblings at home. "Teachers may not be in a position to change that dynamic in our students' homes," says Minkel, "but we can create opportunities for our students to nurture and mentor younger children in school beginning at an early age."

• *Read books featuring strong female protagonists and gentle boys*. Books like this are relatively uncommon, reflecting publishers' market-driven decisions. But teachers might be able to bend that calculus by regularly reading counter-stereotypical books aloud in class and giving them prominence in classroom libraries. Some examples: *Pippi Longstocking, Get Ready for Gabi,* and *William's Doll*.

• *Be direct*. "Boys need to know that boys can be gentle," says Minkel. "That it's OK for boys to cry. That girls are as strong, smart, and capable as boys. That it's never OK to put your hands on someone who doesn't want you to." When boys in his class balk at working with girls on a project, he points out that he works on a team with male and female colleagues and he'd be fired if he refused to work with the women.

Reflecting on the fraught Supreme Court nomination hearings the previous week, Minkel says they bear directly on the work of K-12 educators. "We don't just teach the children in our care how to become strong readers, writers, scientists, artists, thinkers, and mathematicians," he says. "We teach them how to become strong, kind men and women. Boys have to learn from an early age that girls' rights, emotions, and bodies matter just as much as their own… There is nothing inevitable about violence and disrespect toward women. It is learned behavior. We can teach boys a better way."

"How to Teach Boys to Be Better Men" by Justin Minkel in *Education Week Teacher*, October 1, 2018, https://bit.ly/2RiKQWG

Back to page one

5. Building Students' Ability to Analyze Distorted Media Messages

In this article in *Social Education*, Sox Sperry (Project Look Sharp) says that "fake news," by different names, has been a concern from time immemorial. Drawing on examples of distortion in the media (see the link below for many more), Sperry suggests two key lessons that social studies teachers should convey to their students: (a) media messages are produced for particular purposes; and (b) all media messages contain embedded values and points of view.

How can students disentangle biases and distortions? By developing habits of inquiry and asking questions in these areas:

- Authorship: Who made this?
- Purpose: Why was it made? Who is the target audience?
- Content: What ideas, values, and information are overt? Implied? Left out?
- Techniques: How is the message conveyed? How effective are the methods?
- Context: When was this created? Where and how was it shared with the public?
- Economics: Who paid for this? Who might make money from it?
- Credibility: Is this fact, opinion, or something else? What are the sources of ideas or assertions? Is this a trustworthy source?
- Effects: Who might benefit from this message? Who might be harmed? Whose voices are privileged? Omitted? Silenced?
- Interpretations: What do I make of this? How do my prior experiences and beliefs shape how I react? What do I learn about myself as I react?
- Responses: What emotions does this evoke in me?
- Evidence: On what do I base my conclusions? Why do I think that? What else do I want or need to know? How could I find that out?

Sperry concludes with a quote from Thomas Jefferson: "I know no safe depositary of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education. This is the true corrective of abuses of constitutional power."

"News Literacy Lesson #1: There's Nothing New About 'Fake News'" by Sox Sperry in *Social Education,* September 2018 (Vol. 82, #4, p. 222-227), e-link for members only; the Project Look Sharp website https://www.projectlooksharp.org has over 1,000 free online lessons designed to teach core social studies content using media documents paired with questions.

Back to page one

6. Getting a Handle on Questionable Online Content

In this article in *Social Education*, Peter Adams (News Literacy Project) says a bright side of the current focus on "fake news" has been a renewed emphasis on teaching media literacy in schools. This is particularly important, says Adams, because of "the wholesale upheaval of the information ecosystem in the twenty-first century." One distorting feature of social media news feeds is the standardized format. "This can lead us, without thinking, to lump dissimilar things together," says Adams: "sensational stories that turn out to be intentionally false, viral rumors that are actually misperceived satire, images that are repurposed from their original context, and legitimate news reports that contain inadvertent errors."

A possible reaction is that everything is fake and nothing can be trusted. "But adopting this cynical posture robs us of our civic agency," says Adams, "of our ability to base decisions and actions on credible information. This isn't just a form of profound civic disempowerment for individuals; it's also bad for democracy." The alternative in schools, he believes, is using five guiding principles to teach history and current events in the "post truth" era:

• *All information is not designed to manipulate*. "Yes, it's important to examine inaccurate or otherwise flawed news coverage," says Adams. "But it's equally important (if not more so) to study exemplary journalism."

• *Mainstream news is distinct from most other channels of information*. When looking at reputable reporting, students need to use a different set of standards than when they analyze raw images and video, viral quotes, or social media rants from unknown individuals. This might include taking a critical look at the use of polarizing terms in mainstream news reports – *lie, torture, riot, terrorist*.

• *People tend to see what they want in "the media."* The well-established phenomenon known as confirmation bias means that we tend to under-scrutinize (or look for reasons to accept) claims and ideas with which we agree and over-scrutinize (or look for reasons to dismiss) information that conflicts with our beliefs. The best way to overcome this tendency, says Adams, "is to work against our own biases – to seek to disprove, rather than confirm, our hypotheses about coverage… When your students believe they perceive bias in a news report, that is the beginning, not the end, of inquiry."

• *Misinformation is pollution*. Cleaning up the information environment "is everyone's job," says Adams, because "other people's vulnerability to misinformation can affect you – even if you're savvy enough not to fall for it."

• *Digital forensics skills are obligatory*. Many students who have grown up as "digital natives" need explicit instruction in:

- Investigating the authenticity of images, video, and social media posts;

- Looking into the ownership of websites;
- Conducting advanced searches of the web and social media platforms;
- Conducting reverse image searches.

"Not teaching students the fundamentals of digital forensics," Adams concludes, "puts them at an unfair disadvantage as they contend with a misinformation landscape that is increasingly tricky to navigate."

"The Upside of 'Fake News': Renewed Calls for Media Literacy" by Peter Adams in *Social Education,* September 2018 (Vol. 82, #4, p. 232-234), e-link for members only

Back to page one

7. Key Steps Before Students Write an Argumentative Essay

In this *Education Week* article, Kate Ehrenfeld Gardoqui (Great Schools Partnership) worries that the Common Core-inspired emphasis on students making evidence-based arguments puts the cart before the horse: it gets students gathering evidence to support an assumption or a predetermined conclusion, feeding into what Gardoqui calls "an epidemic of our time" – selecting facts to support one perception of reality, rather than approaching a topic with an open mind. A better approach is to have students:

- Delve into a relevant and important topic;
- Gather data, read texts, conduct interviews, make observations;
- Ask *What do I see here?* and *What is this telling me?*
- Look for patterns in the information gathered;
- Collaborate with others to analyze the information and test possible conclusions;
- Only then formulate an argument with evidence, clarity, and eloquence.

"Students shine when they work this way," says Gardoqui. They keep an open mind. They get to the heart of the matter. They solve problems.

A thoughtful approach to argumentation is especially important in the contentious political environment of the U.S. today, she says: "If we are to survive as a nation, then our students must learn that the goal is not to win an argument. The goal is not to define reality according to the terms of one's beliefs. The goal is to see what is around us and respond wisely… The more that our classrooms are set up with this focus, the more hope there is that our students will come to regard themselves as American innovators working together to overcome challenges, partners in the face of a reality that we all perceive together, rather than as members of rival factions trying to score points in an endless argument."

"Are We Making Students Argue Too Much?" by Kate Ehrenfeld Gardoqui in *Education Week*, October 3, 2018 (Vol. 38, #7, p. 20), https://bit.ly/2QoDwHF

Back to page one

8. Improving Fourth Graders' Discussion Skills

In this *American Educational Research Journal* article, Karen Murphy (Pennsylvania State University) and colleagues report on their year-long intervention in two fourth-grade

classrooms in a small midwestern school district. Teachers were trained in, and then implemented, a new way of leading mini-lessons on discourse elements (e.g., questioning and argumentation), weekly small-group discussions of complex texts, and the use of student literacy journals. The result: there was significant improvement in students' higher-level (as well as basic) discourse and comprehension skills, and students became increasingly able to discuss texts without their teachers' prompts and guidance.

The researchers worked with teachers on five pedagogical principles for small-group text discussions, all of which proved to be important to students' progress:

- Discourse is an important tool for thinking, scrutinizing language, and learning.
- Discussions need follow explicit ground rules (e.g., *We don't need to raise our hands* and *We respect others' opinions*), with students taking increasing responsibility for facilitating the conversation.
- The teacher has a strong grasp of the story being discussed and is prepared with questions to ask if necessary.
- The teacher balances structure and responsiveness, guiding, reframing, and allowing students to contribute in ways that are meaningful to them.
- The teacher allows students the freedom to discuss their own unique individual experiences and backgrounds, resulting in discourse with broader and richer perspectives.

An interesting feature of this study is a list of "discourse elements" used by the researchers to track the quality of student talk over time. This intervention was successful at reducing the number of "test questions" (those that presuppose a specific answer) and cutting back on teachers' active role (scaffolding, modeling, summarizing, marking, prompting, or challenging). Here are the elements that improved to one degree or another:

- Authentic questions – The person asking doesn't know the answer or genuinely wants to know how others will answer.
- Uptake questions – Asking about something that someone else said previously.
- High-level questions – Eliciting generalizations or analysis.
- Speculation questions – Requiring students to consider and/or weigh alternative possibilities.
- Affective questions – Eliciting information about students' feelings or about their personal experiences in relation to the content being discussed.
- Intertextual questions – Eliciting a reference to other literary or nonliterary works.
- Shared knowledge questions – Eliciting a reference to information that may be assumed to be common knowledge among students in a discussion.
- Elaborated explanations – A claim based on at least two independent, conjunctive, or causally connected forms of support.
- Exploratory talk – Students co-constructing knowledge together.

"Quality Talk: Developing Students' Discourse to Promote High-Level Comprehension" by Karen Murphy, Jeffrey Greene, Carla Firetto, Brendan Hendrick, Mengyi Li, Cristin Montalbano, and Liwei Wei in *American Educational Research Journal*, October 2018 (Vol.

55, #5, p. 1113-1160), available for purchase at https://bit.ly/2E7mX1G; Murphy can be reached at pkm15@psu.edu.

Back to page one

9. Daniel Willingham on the Fallacy of Learning Styles

In this *New York Times* article, Daniel Willingham (University of Virginia) acknowledges the widespread belief that each person has a preferred learning style – for example, doing better with visual images than words, solving problems analytically rather than intuitively, tackling a complex problem with an overview versus diving into the details. Many people think they learn best in a particular way, and lots of teachers have been told that they need to match instruction to children's learning styles.

"But there is no good scientific evidence that learning styles actually exist," says Willingham, citing numerous studies (including some that used brain scans) proving that people don't learn better in classrooms or function more effectively in workplaces in which tasks are matched with their preferred modality. "The problem is not just that trying to learn in your style doesn't help," Willingham continues; "it can cost you. Learning style theories ignore the fact that one mental strategy may be much better suited than another to a particular task… The intuitive thinker who mulishly sticks to his supposed learning style during a statistics test will fail."

A better approach is analyzing each task and deciding on the best strategy for optimizing results; for example, calculations of probability are best attacked with reflective/sequential thinking, while tasks demanding creativity are best approached with intuitive thinking.

"Any type of learning is open to any of us," Willingham concludes. "We are not constrained by our learning style." His three suggestions:

• Rather than "trying to transform the task to match your style, transform your thinking to match the task. The best strategy for a task is the best strategy, irrespective of what you believe your learning style is."

• Don't let your supposed learning style be an excuse for failure – "Sorry, I mixed up the dates. I'm just not a linear thinker."

• Don't criticize a teacher for not adjusting instruction to a child's learning style. Rather, look to see if a learning task is presented in the manner most likely to result in learning.

"You're Not a 'Visual Learner'" by Daniel Willingham in *The New York Times*, October 7, 2018, https://nyti.ms/2NrngUr; Willingham can be reached at willingham@virginia.edu.

Back to page one

10. What Makes Young Adolescents So… Interesting

"I hated middle school," says Amber Chandler (a teacher in western New York State) in this article in *AMLE Magazine*. Specifically, she hated how her mind worked back then – "the constant second-guessing of myself, the tears I simply couldn't stop, the ups and downs of every relationship, the elation and devastation of my first crush, and the constant feeling of

being caught off guard." Nowadays kids still feel the pressure to appear confident and cool, and there's the added element of social media and an online audience of thousands.

Chandler suggests that educators working with young adolescents can keep their sanity by coming to terms with three characteristics that define this age group:

• *Self-conscious* – Chandler says of her eighth-grade daughter, "I've watched her change clothes three times just to go to the grocery store, vacillate on the music she likes, and lose sleep over the most minute things… It isn't that she isn't thoughtful and kind, but rather, just like all her peers, she is always thinking of the world in relation to herself and her place in it." Reminded that other kids are way too busy worrying about themselves and aren't paying attention to her, the girl said, "I know they aren't, but it feels like they are, and it is the same thing."

• *Social* – Middle-school kids are torn between "No one look at me" and "Please pay attention to me." They are dying to be included and yet want to stand away from the group. As a middle-school teacher, Chandler makes a point of creating "a place where it isn't acceptable to be judgy about each other, and a space that celebrates all kinds of talents and personality quirks…" She tries to be empathetic about how tough middle school is, and allows her students to be social while they learn.

• *Sensitive* – Chandler says that in tense moments in the classroom, her male students are "frequently operating from a place of hurt or embarrassment, not anger." She believes there's been progress in males being able to express their sensitive side, and she works on creating a climate where that is okay.

"The 3 S's of the Middle-School Mind" by Amber Chandler in *AMLE Magazine*, October 2018 (Vol. 6, #4, p. 39-40), no e-link available; Chandler is at amberrainchandler@gmail.com.

Back to page one

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 48 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
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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 Teaching in the Middle School
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