Marshall Memo 765

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 10, 2018

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Quotes of the Week

"Uneven, scattered curriculum isn't just boring or confusing; it can widen the gaps between students from affluent backgrounds and their peers from low-income families."

Sonja Santelises, Baltimore City Superintendent, in "I Say" in *The Learning Professional*, December 2018 (Vol. 39, #6, p. 3), originally in *The Washington Post*, https://wapo.st/2RIHVX2

"Whereas the world outside of our schools has been transformed by information technology, the data we collect on classroom practices is somewhere between nonexistent and laughably rudimentary."

Michael Petrilli (see item #2)

"The quality of learners' experiences should not be dependent on which teacher they happen to get."

Lori Wiggins and Shantha Smith (see item #4)

"'Warm demanders' are able to produce the greatest academic gains for students."

Lori Wiggins and Shantha Smith (*ibid*.)

"We're much more likely to punish the kids with the greatest needs. And how do we punish them? Typically by denying them learning time… There must be consequences for inappropriate behavior, but the consequences need not involve not learning. We have to be much more creative."

Pedro Noguera (see item #1)

1. Pedro Noguera on Pathways to Equity

In this *Cult of Pedagogy* article, Jennifer Gonzalez interviews UCLA professor Pedro Noguera on what it takes to get across-the-board excellence in schools. "Some of these are things we need to speak up about," says Gonzalez, "some are shifts we need to make in our own mindsets, and others are changes we can implement in our own practices."

• *Challenge the normalization of failure*. Some schools have come to accept that students from certain backgrounds will underperform and be disproportionately disciplined and assigned to special education. One way to push back, says Noguera, is focusing on students in these groups who are beating the odds and seeing what's different about them, "because those outliers will tell you what we need to do more for the other kids."

• *Speak up for equity*. Certain practices – for example, assigning inexperienced teachers to students with the greatest needs – perpetuate and widen achievement gaps. Confronting such practices can be uncomfortable, but those are important conversations: "If you want to just be nice," says Noguera, "you're not going to make any change."

• *Embrace immigrant students and their culture*. This means giving these students access to a rigorous curriculum, school counselors, and other resources, with language never acting as a barrier.

• *Tell students the secrets of high achievement*. "We have to demystify success for kids," says Noguera – study skills, note-taking, organization, time management, and other strategies can make all the difference.

• *Get parents on the same page*. "Partnerships have to be based on respect, trust, and empathy," says Noguera, "– not pity, but empathy." Parents need to know how to reinforce at home what educators are doing in school, including staying in touch with teachers, giving kids a place to study, asking about their work, and getting them to bed on time.

• *Align discipline practices with educational goals*. "We're much more likely to punish the kids with the greatest needs," says Noguera. "And how do we punish them? Typically by denying them learning time… There must be consequences for inappropriate behavior, but the consequences need not involve not learning. We have to be much more creative" – using restorative justice, community service, and other approaches that address relationships between students and adults.

• *Accelerate (versus remediating)*. It's predictable that labeling students as slow learners, grouping them with similar peers, and giving them mediocre curriculum materials and teaching practices will set up those students for failure. "Instead," says Noguera, "we should be

focusing our efforts and resources on acceleration, opportunities to help students who are behind to move more quickly through the curriculum – like in summer programs, for example, so they can be caught up for the following school year."

• *Focus on day-to-day teaching practices*. "I think it's a mistake when we put equity under this kind of rubric of addressing implicit bias," says Noguera. "That's not to say that we don't need to do that, but if you don't connect that back to what teachers do on a regular basis to teach their students, then you're not going to see a change in outcomes, and changing outcomes ultimately is what this is about." We know more than ever about what works in classrooms, and the focus should be on making sure teachers are using the most effective practices in every classroom every day.

• *Work with outside agencies*. "We can't expect the teachers to be the social workers and counselors and to teach," says Noguera. "We need partnerships with hospitals, with health clinics, with nonprofits, with churches, with any community entity or agency that can help us in addressing the needs of our students." That includes nutrition, eyeglasses, and housing for homeless families.

• *Teach the way students learn versus expecting them to learn the way we teach*. "Kids learn through experience," says Noguera. "Kids learn through mistakes. Kids learn by asking questions, through interaction." Teachers need to get students actively involved, closely monitor their learning, and constantly improve teaching practices.

"There are lots of examples of schools that are serving kids well, all kids," concludes Noguera. "And the existence of those schools is the proof that the problem is not the children. The problem is our inability to create the conditions that foster good teaching and learning."

"10 Ways Educators Can Take Action in Pursuit of Equity" by Jennifer Gonzalez in *The Cult of Pedagogy*, December 2, 2018, https://www.cultofpedagogy.com/10-equity/

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2. What's Really Going On in U.S. Classrooms?

In this *Education Gadfly* article, Michael Petrilli bemoans the fact that K-12 decision-makers are "flying blind" on some important questions:

- Is student achievement flat because teachers are implementing Common Core and it's not working? Or is it flat because teachers are mostly ignoring Common Core? Or neither of the above?
- Has "balanced literacy" served as a Trojan Horse to continue "whole language" reading instruction, versus more emphasis on phonics and phonemic awareness?
- Are most high schools teaching U.S. history with a focus on the nation's injustices versus its triumphs, as some believe? Or is this happening only in certain districts?

"Whereas the world outside of our schools has been transformed by information technology," says Petrilli, "the data we collect on classroom practices is somewhere between nonexistent and laughably rudimentary. In other words, *we know almost nothing about almost everything that matters*."

How is this possible, given the vast amount of data collected on schools? Petrilli says most of that is about school administration, students (family background, attendance, course-taking), and teacher characteristics (years of experience, training, credentials, race), not what teachers are actually doing in their classrooms. "We end up studying the shadow of educational practice rather than the real thing," he says – the real thing being the textbooks and other materials students are reading, the tasks they're asked to perform, the instructional practices used, whether programs are implemented with fidelity, and more.

Why are researchers and policymakers so information-poor on what really matters? Because surveys of teachers don't provide very reliable information, and sending trained observers into classrooms or coding hundreds of hours of classroom videos is labor-intensive and costly.

But it is possible to gather better information to inform K-12 policy, says Petrilli. He suggests three ways researchers can learn more about pedagogy, standards alignment, rigor, and student engagement:

- Mine the data collected by online learning providers and services like Google Classroom (which is now used by more than two-thirds of districts).
- Systematically sample student assignments (worksheets, homework, quizzes, tests) and teacher feedback to get a clearer picture of "enacted curriculum." [see following article]
- Use video or audio recording technology in a small sample of schools to get insights about day-to-day instructional practices.

None of the data gathered should be used to evaluate or punish teachers, says Petrilli. The point is to make better decisions about what's working and what isn't and improve daily practice.

"To Improve Educational Practice, Let Researchers Peek Into the Black Box of the Classroom" by Michael Petrilli in *The Education Gadfly*, December 5, 2018 (Vol. 18, #48), https://bit.ly/2SCXaAy

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3. The Uneven Quality of Assignments Students Are Given

"For students to thrive and achieve at high levels, they must be interested and emotionally invested in their learning," say Joan Dabrowski and Tanji Reed Marshall in this paper from The Education Trust. The researchers analyzed more than 6,800 middle-school assignments to get a sense of what students were experiencing on a day-to-day basis, with a special focus on choice and relevancy. "These two areas," say Dabrowski and Marshall, "serve as close proxies for student engagement because they hold the potential to ignite and propel interest and enthusiasm." Here's what they looked for in each area:

Assignment choices can be given in (a) the content (for example, on a unit on World War II, some students opt to study the Normandy invasion while others seek to understand how the U.S. could fight for freedom abroad while continuing segregation at home); (b) work products (for example, in a class reading *The Kite Runner*, some students write a literary analysis based on the essential question, *How does where you live affect who you are?* while others write a literary critique of the text); and (c) the learning process (for example, some

students work solo and others in groups). Teachers decide how much choice students should be given, from "mini-choices" (deciding which of three books to read) to broader choices (students independently managing timelines and deliverables).

Assignment relevancy revolves around these student questions: *Is the content useful to us? Does it interest us?* and *Is it presented by someone we know and trust?* Teachers can make content relevant by:

- Using themes across disciplines, cultures, and generations, posing essential questions, and exploring universal understandings;
- Using real-world materials and current events to explore important topics;
- Connecting with students' values, interests, and goals.

In their quest for relevancy, some teachers make the mistake of using gimmicks, extrinsic rewards, and pop culture. "Effective teachers in all disciplines must anchor their assignments in rigorous content knowledge and vocabulary," say Dabrowski and Marshall, "finding relevant entry points for students and bridging the known with the unknown."

What did the study find? That just 10 percent of ELA, science, and social studies assignments offered students authentic choices in content, process, and product; math was even worse, with only 3 percent giving choice. Most assignments also lacked relevancy, with only 12 percent in ELA, science, and social studies and 2 percent in math meeting the researchers' criteria. Dabrowski and Marshall have these suggestions for improving the quality of assignments:

• *Know and value students*. With every curriculum unit, keep students in the forefront by asking questions like: Why are we doing this? How will it help students? How will it connect with them? This is especially important when new curriculum mandates are handed down.

• *Review and refine curriculum*. Subject existing curriculum units to a series of questions about choice and relevancy.

• *Support teacher capacity*. This means good professional development around what choice and relevancy look like in each subject area. "Without this knowledge," conclude Dabrowski and Marshall, "educators may mistakenly substitute 'fun' for engagement or rely on hollow examples of relevance."

"Motivation and Engagement in Student Assignments: The Role of Choice and Relevancy" by Joan Dabrowski and Tanji Reed Marshall, The Education Trust, November 1, 2018, https://edtrust.org/resource/motivation-and-engagement-in-student-assignments/

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4. Turnaround Pointers from a Virginia Middle School

In this article in *Principal Leadership*, Lori Wiggins and Shantha Smith, principal and reading specialist in an Arlington, Virginia middle school, describe their multicultural school (60 nationalities, 30 home languages) as warm and caring toward students, academically underperforming, and initially not eager to change. Wiggins and Smith aimed to keep the warm culture but make the school more academically demanding. "'Warm demanders,'" they say,

"are able to produce the greatest academic gains for students." Here are their ideas for improving schools like theirs:

• *Face the facts*. Teachers might do a gallery walk of state test results. "Looking at data is very personal for teachers," say Wiggins and Smith. "Some may think that bad data means you are bad at what you do." Leaders' role is getting their colleagues to see the data as the key to improvement – "obviously you need to know how students are doing to determine whether and when to fix the system."

• *Pose the DuFour questions. What do we want students to learn? How will we know they have learned it? How do we respond when students have difficulty?* These questions point to the need for clear grade-by-grade learning objectives and common assessments.

• *Develop the core curriculum*. This includes the "what" – standards, learning objectives, and a common language – and the "how to" – unit and lesson plans, assessments, and other materials. "The quality of learners' experiences should not be dependent on which teacher they happen to get," say Wiggins and Smith.

• *Identify teacher leaders*. Principals simply "cannot be part of every conversation about instruction and instructional practices," they say. "Strong teacher leaders bridge the gap… Initially, this work may include removing long-standing individuals from positions and elevating different teachers to those leadership roles." These peer leaders need to be free of low-level administrative duties and able get their colleagues to work in new ways. Ideally, teacher leaders teach part-time and are able to coach colleagues, give demonstration lessons, and help teachers think in new ways and continuously improve their practice.

• *Give common team assessments and compare results*. Scheduling assessments and the time to analyze them is a vital administrative function, along with modeling and supporting candid, non-defensive conversations about students' work. "If one teacher has significantly different results," say Wiggins and Smith, "the team is better able to identify what contributed to the difference."

• *Identify struggling students*. "Effective core instruction is present when 75-80 percent of learners demonstrate mastery of the skill," they say. "How do you operate with surgical precision to impact the remaining 20 percent?"

• *Reorganize to maximize resources*. "Learners who need the most should have access to the best," say Wiggins and Smith. "…we must acknowledge that every teacher may not be equipped to meet the learning needs of all students." That means restructuring classes, reviewing and modifying services, and deciding on criteria for placing students.

• *Maintain focus and momentum*. This might involve selectively abandoning programs that aren't aligned with the core curriculum, saying no to a field trip request, and respectfully pushing back on ill-conceived district initiatives.

"Leveraging Data, Curriculum, and Teacher Leadership" by Lori Wiggins and Shantha Smith in *Principal Leadership*, December 2018 (Vol. 19, #4, p. 10-12), https://www.nassp.org/2018/12/01/role-call-december-2018/; Wiggins can be reached at lori.wiggins@apsva.us, Smith at shantha.smith@apsva.us.

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5. Skeptical Questions About High-Tech Personalized Learning

In this article in *Education Week Teacher*, former high-school educator Cynthia Roy takes a hard look at adaptive high-tech programs that claim to boost students' achievement by customizing learning to their interests and needs. "As tech giants make districts irresistible offers," she says, "it becomes increasingly important that we think critically and ask ourselves how personalized learning will impact public education – for both teachers and students." Her questions:

• *How does technology affect students' social-emotional development?* There is troubling research (for example, Sherry Turkle's 2015 book, *Reclaiming Conversation*) on the isolating effect of immersion in electronic devices versus face-to-face communication.

• *Are ed-tech products more effective than traditional teaching?* It's not clear that students will retain knowledge and skills using fast-paced digital programs. "Without effortful thinking and making meaningful and emotional connections to concepts and ideas," says Roy, "we easily lose information."

• *Is there too much emphasis on mastery?* "As opposed to the fast track to perfection," says Roy, "we want our students to acknowledge imperfection without judgment, view challenges as opportunities, and ultimately value the process over the end result."

• *Is there too much emphasis on correct answers and linear thinking?* "Messiness" is often part of a healthy learning process, says Roy. "But standardized tools and processes common to adaptive learning programs don't allow for the messy non-linear thinking and frustration that can lead to insight and creativity."

• *Will ed tech products undermine the art of teaching?* "Humans, not tech platforms, are best able to merge knowledge domains and build relationships with children in order to differentiate instruction according to interest and need," says Roy.

• *Will ed tech marginalize public schools?* "Change isn't bad," she concludes, "but if Gates, Zuckerberg, and any other wealthy pro-market ed reformers have their way, we might find ourselves even more reliant on and attached to expensive tech."

"Six Questions We Should Be Asking About Personalized Learning" by Cynthia Roy in *Education Week Teacher*, December 3, 2018, https://bit.ly/2GaEfMb

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6. Structuring Civil Discussions on Hot Topics

In this *Education Week* article, Catherine Gewertz reports on a Colorado school's approach to teaching civil discourse on controversial subjects. "In two very ordinary classrooms here," says Gewertz, "students are aware that they're trying to do something extraordinary, something many adults around them seem unable to do: study a problem, understand the arguments on all sides, and discuss it together to see what solutions might work best for the country."

An American Government class, using an approach designed by the civics organization Street Law, Inc., addressed the question of whether Congress should outlaw assault weapons

(another class discussed whether the U.S. should require citizens to vote). Here is the protocol they followed:

- Sitting in groups of four, students read a packet of materials summarizing key issues about guns and a dozen arguments for and against an assault-weapon ban.
- Working in pairs, students chose what they thought were the two strongest arguments on the pro or the con side and wrote them on a worksheet.
- One pair of students discussed the arguments with the other two students in their group.
- Ground rules urged them to suspend judgment, encourage group mates to speak, and consider both sides with an open mind.
- Then they switched sides in the argument and discussed the issue again as a foursome.
- This was followed by a whole-class discussion.

Students who came to class with one opinion were exposed to contrary views, sometimes from peers, sometimes from the carefully balanced pro-and-con analysis their teacher had prepared. Although they might not shift their initial position, students left the class with a new understanding of the complexity of the issue.

Here are comments from four students: "It's tough to argue the side you're not on. But it's important to understand other people's views." "Instead of just hearing, I was actually listening. I started to realize that everyone is compelled by what they think is best for everyone. They're not good or evil." "I'm usually the kind of person who [says], 'I think this, and that's what I'm going with.' But I had to open up and hear what people have to say and listen, to bring it all together." "Doing deliberations allows us to understand the whole issue, not just what we hear in social media, and from our parents and the people at school."

"Teaching Civility in an Age of Conflict" by Catherine Gewertz in *Education Week*, November 28, 2018 (Vol. 38, #14, p. 1, 10-11), https://bit.ly/2rcUONd

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7. Strategically Using Boredom to Spark Creativity

(Originally titled "The Gift of Boredom")

In this *Educational Leadership* article, John Spencer (George Fox University) says there are two kinds of boredom:

- Mind-wandering – a lack of stimulus when completing tasks that require very little mental attention, like taking a shower or a long walk;
- Tedious – when one is required to focus cognitively on uninteresting or meaningless tasks.

Researchers have found that both can increase creativity. Emerging from being bored, people often engage in more divergent thinking, make connections between seemingly unrelated topics, and generate creative ideas. "Unusual and unexpected thoughts arise," says psychologist Damon Young. And indeed, Einstein made his biggest discoveries while serving as a patent clerk and Octavia Butler wrote brilliantly while working as a potato chip inspector.

One problem in today's world is that we've succeeded in reducing boredom through constant digital stimulation. "It is not that people are unable to do deeply creative work," says

Spencer, "but that they don't experience the mental rest of mind-wandering boredom that may be necessary to engage in such work. Why take a stimulus-free walk when you can scroll Facebook?"

Spencer says teachers should build in boredom to increase students' creative thinking – and teach students this trick. "To be clear," he adds, "the goal is not to create inherently boring classrooms with boring teachers delivering boring lectures. Permanent or extended boredom in school can lead to lower engagement and lower motivation, which can lead to lower student achievement levels and higher truancy rates."

Here's how he used this idea in an eighth-grade math class. Before students undertook the challenging task of designing a tiny house using proportional reasoning, volume, and surface area, he asked them to sit in silence for four minutes and let their minds wander. Students didn't like the enforced boredom at first, but they found it worked; they did more creative work afterward, and "began to embrace boredom as a strategy for creative breakthroughs when they were stuck." They used boring tasks like copying from a dictionary, going for a walk, or reviewing calculations by hand.

Spencer suggests the following ways that teachers might use strategic boredom in classrooms:

- Create spaces of silence. For example, beginning-of-class mindfulness or recentering exercises, or asking students to think about an idea for three minutes with no writing.
- Vary the pace of instruction. Don't feel compelled to change activities every ten minutes to keep students engaged, says Spencer. They're more likely to reach a state of "creative flow" if given more time.
- Take class walks. Spencer has found that students return in a more creative frame of mind.
- Build in digital sabbaticals. There is great value in having students go offline and escaping the hyper-stimulation of the digital world for blocks of time.
- Allow the boredom to occur naturally within projects. "Although there is no guarantee that boredom will lead to an 'aha' moment," says Spencer, "students can sometimes use a step away to get unstuck."

"I still don't want to be a boring teacher," he concludes. "However, I've grown to believe that boredom is a gift. It doesn't always feel good, but it's a necessary part of making connections between ideas and engaging in problem-solving."

"The Gift of Boredom" by John Spencer in *Educational Leadership*, December 2018 (Vol. 76, #4, p. 12-17), https://bit.ly/2AYjkWT; Spencer can be reached at john@spencerauthor.com.

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8. Which Is Better, Reading Hard Copy or Listening?

In this *New York Times* article, Daniel Willingham (University of Virginia) says he is often asked, "Is it cheating if I listen to an audiobook for my book club?" The worry behind the

question is that listening to a book is somehow not as good as reading it. Actually, says Willingham, "each is best suited to different purposes, and neither is superior."

First, the ways that reading and listening are similar: studies have shown that adults get nearly identical scores on a reading test if they read or listen to a passage. "Once you've identified the words (whether by listening or reading), the same mental process comprehends the sentences and paragraphs they form," says Willingham. This isn't surprising, since writing was invented less than 6,000 years ago – not enough time for new cognitive wiring to evolve.

But there are differences. Consider the importance of prosody – the verbal inflections of pitch, tempo, and emphasis unique to the spoken word. The sentence, "What a great party" is straightforward on the printed page but could come across as a genuine compliment or a sarcastic put-down, depending on the way it's spoken. Similarly, "Wherefore art thou Romeo?" when read could be taken as a question about the man's whereabouts (inferring that the stress should be on *art*), but in a performance, Juliet would stress *Romeo*, helping the playgoer know that she's musing about his name.

So does listening produce better comprehension? Perhaps for narratives and pleasure reading, but not for more challenging texts. Researchers tested two groups of students, one that had a science text delivered via a 22-minute podcast, the other in print. Both groups spent the same amount of time listening and reading, but in a written quiz two days later, the readers scored 81%, the listeners 59%. Why? The printed format allowed readers to slow down, re-read, and stop and think – much more cumbersome with the podcast.

But for the vast majority of audiobook "readers," who listen while they drive, work out, or otherwise multitask, light reading uses time that would otherwise be empty of literary content. Still, the content can't be too demanding. "The human mind is not designed for doing two things simultaneously," says Willingham, "so if we multitask, we'll get the gist, not subtleties."

"So listening to a book club selection is not cheating," he concludes. "Our richest experiences will come not from treating print and audio interchangeably, but from understanding the differences between them and figuring out how to use them to our advantage – all in the service of hearing what writers are actually trying to tell us."

"Is Listening to a Book the Same Thing As Reading It?" by Daniel Willingham in *The New York Times*, December 8, 2018, https://nyti.ms/2SFUkuZ; Willingham can be reached at willingham@virginia.edu.

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9. Award-Winning Africa-Themed Children's Books

This year's Children's Africana Book Awards (winners and honorable mentions):

Books for young readers

• *Baby Goes to Market* by Atinuke, illustrated by Angela Brooksbank (Candlewick, 2017) – A readaloud counting book set in a bustling west African market.

• *Mama Africa* by Kathryn Erskine, illustrated by Charly Palmer (Farrar, Straus and Giroux, 2017) – The life of Miriam Makeba as a political activist and musician in apartheid South Africa.

• *Grandma's List* by Portia Dery, illustrated by Toby Newsome (African Bureau Stories, 2017) – A picture book about an 8-year-old girl who wants to save the day by helping her Grandma complete her list of chores – but she loses the list and must remember everything.

• *The Wooden Camel* by Wanuri Kahiu, illustrated by Manuela Adreani (Lantana, 2017) – A boy in Kenya dreams of being a camel racer and beating his brother, but with the price of water rising, his father must sell his camels.

• *Sleep Well, Siba and Saba* by Nansubuga Nagadya Isdahl and Sandra Van Doorn (Lantana, 2017) – Two forgetful girls dream at night of what they have lost that day – sandals, slippers, sweaters, other items. But one night, their dreams begin to reveal something entirely unexpected.

Books for older readers

• *When Morning Comes* by Arushi Raina (Tradewinds, 2017) – Set at the time of the 1976 Soweto student march against the Bantu Education Act, this novel addresses racial segregation in South Africa, students planning a political protest, interracial cooperation, and a love triangle.

• *Solo* by Kwame Alexander with Mary Rand Hess (Blink, 2017) – Told in prose and song, this young adult novel tells about a gifted high-school musician who experiences heartbreak, public humiliation, and an identity crisis on the eve of high-school graduation.

• *Akata Warrior* by Nnedi Okorafor (Viking, 2017) – A young woman and her friends travel through visible and invisible worlds to the mysterious town of Osisi, where they fight a climactic battle to save humanity.

• *Soldier Boy* by Keely Hutton (Farrar, Straus and Giroux, 2017) – The plight of male and female child soldiers in the civil war in northern Uganda.

Best new adult book

• *Behold the Dreamers* by Imbolo Mbue (Random House, 2017) – A novel about a young Cameroonian couple making a new life in New York just as the Great Recession upends the economy – and their American dream.

"Children's Africana Book Award" in *Africa Access Review*, December 2018, http://africaaccessreview.org/childrens-africana-book-awards.

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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 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
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 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