Marshall Memo 212

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 3, 2007

In This Issue:

Quotes of the Week

"Don't turn down an opportunity because you are afraid."
Heidi Hammel, astronomer (see item #8)

"Students who approach mathematics by merely memorizing rules are less likely to retain what they have learned than are students who have deep understandings of mathematical concepts and relationships (and can then reconstruct any formulas they have forgotten)."
Sarah Theule Lubienski (see item #1)

"Overall, low-SES parents are less likely than high-SES parents to know the unwritten rules governing how they can lobby for their children's interests within schools. Instead of helping these parents, school policies often exacerbate the situation."
Sarah Theule Lubienski (*ibid.*)

"The siren's song of using data for improvement is seductive, but few, if any, districts have figured out how to do it."
Jonathan Supovitz (*ibid.*)

"There is no better place to be than in a classroom, where the earnestness, curiosity, and sheer goodness of young minds inspire a teacher. You ache for them to succeed."
David McGrath, former Chicago Public Schools teacher, now a college teacher, in "Respecting Teachers" in *Education Week*, Nov. 28, 2007 (Vol. 27, #13, p. 27)

"Teacher quality… is a necessary but insufficient condition for an effective education system… Even great teachers will be ineffective, and frustrated, if they teach curricula that are inconsistent with what came before or what will come after."
Robert Goodman in a letter to *Education Week*, Nov. 28, 2007 (Vol. 27, #13, p. 30)

1. Closing Social-Class Achievement Gaps in Math

(Originally titled "What We Can Do About Achievement Disparities")

"To reach the goal of mathematics achievement for all," writes Sarah Theule Lubienski in this powerful *Educational Leadership* article, "we must understand and address the obstacles faced by economically disadvantaged students." Lubienski and other researchers have noticed a disturbing pattern in math classes: low-SES students tend to be less confident than their more advantaged peers and shy away from making sense of math for themselves, instead asking teachers to just tell them how to get the answer. "Further," writes Lubienski, "whereas the high-SES students usually noticed that the same mathematical ideas and procedures were repeated in different story contexts, the low-SES students would often become engaged with the real-world aspects of the problems, missing the mathematical point intended by the textbook or test authors."

Lubienski also cites research on the way parenting styles affect students' ability to solve math problems. More-affluent parents tend to give their children greater freedom and encourage creativity and even playfulness when solving problems. Less-advantaged parents often tell their children exactly what to do and when to do it and encourage a stark separation between work and play. Lubienski acknowledges that this kind of research makes some people uncomfortable, but argues that "avoiding discussions of class differences is detrimental to low-SES students, whose strengths and needs we might then ignore." In fact, she says, understanding these differences can lead us to the conclusion that "low-SES students are most in need of mathematics instruction that emphasizes questioning and problem solving."

So what is to be done about class-related math achievement gaps? Lubienski suggests the following:

• *Push mathematical meaning*. "Students who approach mathematics by merely memorizing rules are less likely to retain what they have learned than are students who have deep understandings of mathematical concepts and relationships (and can then reconstruct any formulas they have forgotten)," writes Lubienski. Sadly, low-SES students tend to be more dependent on memorization and therefore forget a lot of what they are taught. "It makes no sense to assign dozens of division problems to students," writes Lubienski, "if they do not understand what division means. (For example, 24 divided by 8 means 'How many groups of 8 are in 24?' or 'If I split 24 into 8 groups, how many will be in each group?')" Students who learn underlying concepts do better than rote-educated peers – at reasoning and problem-solving *and* at computation.

• *Help students understand rich math problems*. Low-SES students need extra help seeing exactly what the point of each problem is. Teachers can use focusing questions, whole-class summarizing discussions, and journal prompts to make sure students aren't distracted by details in the problem or don't rely too much on common sense to solve them, ignoring the math content.

• *Analyze math disparities*. Teacher teams should look at assessment data and identify which math topics are most problematic for their underserved students, says Lubienski. A good source is NAEP's web-based question tool, which has social-class breakdowns of achievement nationally (http://nces.ed.gov/nationsreportcard/itmrls). Measurement is the curriculum area with the largest class- and race-based disparities. For example, this problem – Which was most likely to be measured in feet – a coin, a paper clip, a car, or the distance from New York City to Chicago – was answered correctly by 76 percent of advantaged students and only 57 percent of poor students. The study also found that lower-SES students had the most difficulty with non-routine problems and those with extraneous information and multiple steps.

• *Protect low-SES students' interests*. "Overall, low-SES parents are less likely than high-SES parents to know the unwritten rules governing how they can lobby for their children's interests within schools," says Lubienski. "Instead of helping these parents, school policies often exacerbate the situation." This includes tracking and course placement. Schools also tend to respond to middle-class parents' requests for better teachers and courses, leaving the crumbs for the children of less-assertive parents. "Schools should… take the time to carefully advise low-SES students and their parents about their options," says Lubienski. "Providing such advice is time well spent, because the choices students make about mathematics courses are likely to substantially affect their futures."
(See http://sedl.org/pubs/quick-takes/qt_decisions.pdf for "Tracking Decisions Change Lives" from the Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching.)

"What We Can Do About Achievement Disparities" by Sarah Theule Lubienski in *Educational Leadership*, November 2007 (Vol. 65, #3, p. 54-59), available online only at http://www.ascd.org/el. The author can be reached at stl@uiuc.edu.

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2. Increasing Minority Enrollment in Higher-Level Math Classes

(Originally titled "Why Aren't More Minorities Taking Advanced Math?")

In this *Educational Leadership* article, Teachers College math professor Erica Walker asks why so few African-American and Hispanic students are taking advanced math classes in high schools, cutting themselves off from higher-level college math and numerous math-related careers. Course-taking differences, she says, account for one-third of the math achievement gap. She suggests six ways that schools can attack the problem:

• *Expand our thinking about who can do math.* "Too often," writes Walker, "ethnic minority students' opportunities are limited because of others' perceptions of their ability to do mathematics… Teachers' perceptions of their students and what those students are capable of

affect the type of curriculum, instruction, and assessment teachers offer. School leaders' perceptions of what is 'realistic' or 'necessary' for certain students affect whether a school offers advanced mathematics courses, what textbooks the school chooses, where students are placed, and how principals assign teachers." Sometimes students are kept in basic courses for perverse reasons – for example, to provide role models to lower-achieving students. Educators need to confront these attitudes and change them, says Walker.

• *Build on minority students' existing academic communities*. The conventional wisdom that black and Hispanic students are influenced by negative peer pressure (the "acting white" phenomenon) fails to recognize positive influences. In recent interviews in a New York City high school, Walker found that students had "extensive networks of teachers, peers, parents, and siblings who supported their math achievement… Individuals in these students' academic communities discussed mathematics with them, tutored them, and urged them to persist." Educators need to tap into these positive networks.

• *Learn from schools that promote math excellence*. We need to analyze successful schools and programs, writes Walker, copying what they do – higher expectations, building strong relationships between teachers and students, beefing up counseling and mentoring, and using rigorous, interactive instruction within challenging curriculums.

• *Expand high-school math options*. Students need to learn the basics, of course, but they don't need the basics drummed into them again and again, grade after grade, says Walker. They need to be exposed to "interesting mathematics problems linked to life experiences – problems that tap creativity, critical thinking, and problem solving" – and nobody should assume that just because students struggled with lower-level courses, they aren't interested in higher-level challenges. In high school, the traditional sequence should be supplemented with statistics, number theory, and the history of math. Walker also suggests experimenting with computer-assisted instruction, block scheduling, integrated math courses, summer school, and doubling up courses (for example, students taking Geometry and Algebra II simultaneously).

• *Expand enrichment opportunities*. Schools should promote math quiz teams and clubs in engineering, gaming technology, and graphic arts, says Walker, as well as organizing peer-tutoring collaboratives.

• *Reduce isolation*. Students of color can feel isolated if they are a small minority in predominantly white advanced-math classrooms, and this can undermine their ability to ask questions, persist, and achieve. One student said, "If you're in math class and the teacher calls on you, and you're like the only black person in there, you don't want to say something wrong 'cause she might think you representing your whole race when you say it." Walker suggests that schools cluster minority students so they are a critical mass in advanced classes. She also says that classrooms should be structured so that diverse student teams work on math problems collaboratively, in a non-threatening climate.

"Why Aren't More Minorities Taking Advanced Math?" by Erica Walker in *Educational Leadership*, November 2007 (Vol. 65, #3, p. 48-53), available online only at http://www.ascd.org/el. The author can be reached at Ew2021@columbia.edu.

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3. Improving Math Problem-Solving Achievement

(Originally titled "Problem-Solving Time")

In this *Educational Leadership* article, Spokane instructional coach Katie Gurule describes how her school attacked low math achievement:

• *Team time* – The district made collaboration a priority and adjusted opening times so teachers could meet from 8-9 a.m. once a week. Gurule's school decided to have teachers meet by grade level.

• *Analysis* – Teams scrutinized state standards, tests, and achievement data, and math problem-solving was clearly an area for improvement. Gurule canvassed other schools for best practices, and teachers chose math problems aligned with standards and discussed them in advance, anticipating student difficulties.

• *Focused time and support* – The school decided to devote a 30-minute block three days a week to problem-solving and got 4-5 additional adults – resource teachers, aides, tutors, and volunteers – into every classroom so students could work in small groups with an adult.

• *Slowing down* – Knowing that students tended to rush into solving problems, teachers had students highlight key words and write:

- I need to find out…
- I know…
- Solution…
- The answer… (a complete sentence)

This helped students think the problem through and made their work transparent.

• *Presentations* – Students presented their solutions, displaying their papers using a document camera. At first, teachers facilitated, probing and encouraging; gradually, other students took the lead. Questions included:

- How can you verify…
- How would you explain…
- What alternative would you suggest…
- What would happen if…

"These discussions enabled teachers to identify student misconceptions that were not evident on paper," writes Gurule. "As students explained their thinking and answered probing questions, they learned to correct their own mistakes."

• *Self-assessment* – Teachers then had students use a rubric to score each others' solutions. After some initial guidance, students became quite proficient at scoring solutions accurately.

This initiative bore fruit. The school went from 46 percent performing at or above grade level on state math tests to 56 percent after one year and 65 percent after two.

"Problem-solving Time" by Katie Gurule in *Educational Leadership*, November 2007 (Vol. 65, #3), available online only at http://www.ascd.org/el. The author can be reached at kathryng@spokaneschools.org.

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4. What It Takes to Implement a District-Wide Vision Over Time

In this *Education Week* article, University of Pennsylvania professor Jonathan Supovitz suggests what district leaders need to do to improve teaching and learning at scale:

• *Develop a clear vision of instructional quality.* "Substantial research and craft knowledge exist about what practices are more effective than others," says Supovitz. "Educational leaders who do not use this knowledge to develop a clear vision of what instruction should look like – and then enact that vision in their schools – are virtually ensuring uneven quality and effectiveness."

• *Balance top-down and persuasive approaches.* Just ordering teachers around won't work, says Supovitz. "Because of the vast discretion that teachers wield in their classrooms, leaders must gain teachers' commitment to reform efforts, not just their compliance." That means using persuasion and convincing people of the wisdom of the instructional vision. "Purposive personal and social interactions, whereby leaders use softer skills and their passion and expertise to convince others to follow, are the hallmark of persuasive methods of influence," says Supovitz. "A combination of persuasive and coercive methods – compelling, convincing, and cajoling – appears to work best."

• *Build capacity through employee development at all levels.* Isolated workshops aren't effective, says Supovitz. What works best is "a latticed network of both formal and informal learning opportunities at multiple levels of the organization," he says. "These might include introductory and advanced content-based workshops for teachers, school-level coaching and professional learning communities that focus on questions of practice, and leadership development for school and district leaders."

• *Marshal external resources.* Only the biggest school districts can develop their own PD, curriculum, and assessments – and even they stumble sometimes, says Supovitz. District leaders should be in the business of searching for, supporting, and orchestrating high-quality resources from outside.

• *Use data to inform instructional and programmatic decisions.* "The siren's song of using data for improvement is seductive," says Supovitz, "but few, if any, districts have figured out how to do it." He outlines four ways that data can advance the mission:

- Providing feedback to teachers and students to improve teaching and learning.
- Holding individuals and groups accountable for performance.
- Monitoring the implementation and impact of programs so that decisions can be made about whether to maintain, modify, or drop them.
- Facilitating continual learning across the organization.

"The secret of an effective data-use strategy is to combine these purposes into an orchestrated system of districtwide data use," says Supovitz.

• *Develop strategies to sustain reform efforts.* "Too often we fail to acknowledge how much time it takes for even the most promising changes to become infused into a district's routines, regular practices, and culture," says Supovitz. "Once a district starts to develop an instructional vision, the issue becomes how to deepen the work over time." Specific programs don't have to last forever, he concludes. Each can be seen as a way to get the vision into the

DNA of the organization. If that occurs, programs can change but the mission can last through the years.

"Why We Need District-Based Reform" by Jonathan Supovitz in *Education Week*, Nov. 28, 2007 (Vol. 27, #13, p. 27-28), http://www.edweek.org/ew/toc/2007/11/28/index.html

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5. Helping English Language Learners Master Math Terms

In this *Middle School Journal* article, Washington State University/Vancouver professors David Slavit and Gisela Ernst-Slavit share their recommendations for helping English language learners master math vocabulary. [This article complements Marshall Memo 210 article #5.] The authors break the math vocabulary into six categories:

- High-frequency words (e.g., small, orange, clock) – used in everyday situations;
- General academic vocabulary (e.g., combine, describe, consequently) – used in school but not directly associated with math;
- Specialized vocabulary (e.g., number, angle, equation, average) – academic language broadly associated with math;
- Technical vocabulary (e.g., perfect numbers, supplementary angles, quadratic equations, cosine, mode) – academic vocabulary associated with a specific math topic.
- Words expressing quantitative relationships (e.g., hardly, scarcely, rarely, next, last, most, many, less, longer, older, younger, least, higher)
- Words that link phrases and sentences and express a logical relationship (e.g., if, because, unless, alike, same, different from, opposite of, whether, since, unless, almost, probably, exactly, not quite, always, never.

English language learners have particular difficulty with some math vocabulary because the same words are used in different ways in other contexts. Slavit and Ernst-Slavit have the following suggestions for helping ELLs:

• *Introduce new vocabulary in a thoughtful and integrated manner*. New words should be taught as part of the lesson in which they will be used, no more than 12 words at a time. "In addition," say the authors, "teachers can better communicate with their ELLs if they limit the use of idioms, speak slowly, and use visuals and gestures. Breaking the lesson into smaller units and pausing and stressing key concepts is also helpful."

• *Identify and highlight key words with multiple meanings*. For example, it's very helpful to clarify the math meaning of words like *table*, which can be confusing – *times table*, *table of values*, *timetable*, *table of contents*, *water table*, *periodic table*.

• *Preview and review*. A sheet with a general introduction at the beginning of the lesson (which can be given to all students or only to ELLs) and a review of key content and vocabulary at the end are very helpful.

• *Brainstorm the meaning and origin of technical terms*. This helps make connections and uncover meanings. For example, discussing degrees as the amount they "grade out" the

circular distance between the angle's rays can connect this term and the idea to the Spanish word *grados*; hypotenuse is derived from the Greek word for "stretching under."

• *Validate students' language and culture*. Even teachers who don't speak ELLs' native language can help by allowing students to incorporate their language into classroom discourse, use books, handouts, or websites in their language, or work with a peer or teaching assistant versed in their tongue. Teachers can also invite students to share different approaches to solving mathematical problems and validate them in projects, displays, and writing.

• *Use cooperative learning and other opportunities for interaction*. Working on math projects and challenges with other students in mixed groups is an excellent opportunity for ELLs to strengthen and extend their knowledge of mathematical terms.

"Teaching Mathematics *and* English to English Language Learners Simultaneously" by David Slavit and Gisela Ernst-Slavit in *Middle School Journal*, November 2007 (Vol. 39, #2, p. 4-11), no e-link available

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6. Supporting the Vocabulary Development of ELLs

In this *Edutopia* column, veteran California bilingual educator Ellen Moir advises a teacher on how to boost the achievement of English language learners. Some highlights:

• Many second language learners may adept at conversational English and say, "Oh, sure, I understand" – but in fact understand very little. They are getting by on their 3,000-5,000-word social vocabularies and hit the wall when asked to do independent assignments, homework, and standardized tests. By fifth grade, many of these students know 5,000 fewer words than their native-speaking peers, and this hobbles their academic progress.

• Building vocabulary is the key, and teachers need to work on new words in every lesson and every content area. Direct instruction through vocabulary lists helps a little, but if they are really going to remember new words, ELLs need to learn them and use them repeatedly in context, with visual accompaniment.

• Creating a low-threat, risk-taking environment is important, especially when ELLs are reading aloud in class – "the possible land mine of an unfamiliar word lurks in every paragraph," says Moir.

• Independent reading is important – but books must be at the "just right" level, and it helps if new words are highlighted and explained on every page.

• Purposeful conversation is key to broadening vocabulary, says Moir. Teachers should ask themselves, "Are my activities structured so students have to talk with one another? Am I providing content and structure for meaningful conversations to happen? Am I helping my students extend their vocabulary and sentence structure? Are my students interacting with students of all backgrounds and language abilities?"

"English-Language Lagging" by Ellen Moir in *Edutopia*, November/December 2007 (Vol. 3, #8, p. 10), http://www.edutopia.org/ask-ellen-english-language-learners

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7. Why It Helps to Be Bad At Something to Teach Well

In this *Edutopia* article, Illinois high-school English teacher Mitch Martin writes about struggling to learn the guitar ("I'm the worst guitarist in North America," he says) and the insights it's given him about teaching. Martin has come to believe that the problem with many coaches and teachers is that they're good at their subject or sport – and love it – and can't relate to young people who aren't – and don't. "Why don't they simply do their work?" is a common staff-lounge rant. "I've explained this fifty times! What's wrong with these kids?" Martin imagines the thoughts going through his guitar teacher's head: "The incompetence! The drudgery! The English teacher with the fumbling hands!" But the teacher hangs in there.

Martin's first guitar teacher was less patient. He would say, "Do this," and play a riff. When Martin couldn't make his inexperienced hands do what the teacher's virtuoso hands had just done, the teacher would repeat the chords, no slower, and make the same demand. Martin lasted six lessons and then abandoned the guitar for ten years.

Martin's second teacher spent half of each lesson talking about the guitar he wanted to buy and the studio he wanted to set up in his basement. His current teacher is patient, breaking things down and playing easy-to-learn Eagles songs at "therapy tempo." It's been a slow process, and Martin has been tempted to quit several times, but he practices, struggles, slowly improves – and sometimes wants to scream. "It is in these moments that I gain a new understanding of what it's like to read *Julius Caesar* when you have no clue what is going on," writes Martin. "I have actually looked out into the classroom and recognized the scrunched-up, frustrated look on my students' faces precisely because I've felt the same look come over my face as I mangle a Richard Thompson guitar lick. They say failure is the best teacher, but I know better. The best teachers are the ones who have struggled and succeeded."

"Mr. Martin's Oopses" by Mitch Martin in *Edutopia*, November/December 2007 (Vol. 3, #8, p. 10), http://www.edutopia.org/best-teachers-struggle-to-succeed.

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8. A World-Class Astronomer Reflects on Her Career

In this *Newsweek* interview, Space Science Institute astronomer Heidi Hammel, 47, answers questions from Barbara Kantrowitz. Some excerpts:

Kantrowitz: So how did you end up at MIT?

Hammel: A math teacher encouraged me to apply and I remember saying, "What is MIT?" I went to my chemistry teacher for a letter of recommendation and he said, "No, you'll never get in." When I came back with my acceptance letter, he said, "That's only because you're a woman. They have quotas to fill." This was in 1978, so people were a little less enlightened.

Kantrowitz: How did you find your calling at MIT?

Hammel: I struggled so hard. Nobody seemed to be working as hard as I did and they were getting much better grades. I was not a very happy person there. I learned how to work hard and how to cope with failure. I learned you couldn't let things get you down. If you persevere, the rewards will come later on. Astronomy was an elective that I had to fill in my sophomore

year. I remember walking into the class and there were four people: two guys who were graduate students, a guy who was a senior, and then me. I did feel out of place – not only my gender but also that everyone else was older. But the professor worked really hard to keep me in the class. The next year he asked me to help teach the course and I started working in his laboratory. I really enjoyed it…

Kantrowitz: How did you manage [running a team that used the Hubble telescope to watch a comet crash into Jupiter]?

Hammel: I relied on my team. I had great people to work with. That's another thing I try to explain to young people. A lot of people think science is a real solo thing. They think of Einstein sitting at his desk in the patent office all by himself. But nowadays, for the most part, science is done in a collaborative environment…

Kantrowitz: What's the best advice you could give young women?

Hammel: Don't turn down an opportunity because you are afraid. That's not a good reason to turn down something. So many people, especially women, think they're not qualified when it comes to new opportunities. You think there is someone who can do a job better, but usually there's not. Those guys who are acting like they are better qualified? They aren't any better qualified. They just think they are. Be willing to take a chance!

"To Shoot for the Stars" by Barbara Kantrowitz in *Newsweek*, Nov. 26, 2007 (p. 54)
http://www.newsweek.com/id/70975

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9. Do Laptops Help?

In this *Teachers College Record* article, University of California/Irvine professor Mark Warschauer reports on a study of ten elementary, middle, and high schools that were using class sets of laptop computers with wireless Internet connections. For two years, he and his colleagues observed classrooms, interviewed teachers and students, conducted surveys, and looked at the work produced in classrooms.

The conclusions? All the schools were successful in teaching students how to find information on the Internet, manage it, and incorporate it into their written and multi-media products. Teachers in laptop classrooms appreciated and tried to use the following advantages:

- Ready access to almost limitless information through the Web;
- Just-in-time learning – being able to find information just when they wanted it;
- Students being able to work independently;
- Ease of conducting research;
- Hands-on manipulation of data;
- In-depth exploration of topics.

The potential was there in all ten schools, but the researchers found only some of them took full advantage of their laptops. Specifically, there were wide variations in the degree to which students evaluated information, understood the social issues surrounding it, and

analyzed it. Some schools had students doing scholarly work, while others had students learning little more than procedural functions and basics of the Internet.

"In summary," Warschauer concludes, "laptops will not make a bad school good, but they will make good schools better. When part of an instructional program promotes critical inquiry, individually assigned laptops with wireless Internet connections are an invaluable tool for helping students develop the information literacy and research skills required for success in the 21st century."

"Information Literacy in the Laptop Classroom" by Mark Warschauer in *Teachers College Record*, November 2007 (Vol. 109, #11, p. 2511-2540), no free e-link available

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10. Short Item:

Math websites – (Originally titled "Internet Opportunities for Adolescent Girls") This *Educational Leadership* online-only article has a host of math-related websites, including:

- Math Forum Internet Math Library from Drexel: http://www.mathforum.org/library.
- Math in Daily Life: http://www.learner.org/exhibits/dailymath.
- Rice University downloadable activities in fractals: http://math.rice.edu/~lanius/frac.

Spotted in "Internet Opportunities for Adolescent Girls" by Carla Thompson in *Educational Leadership*, November 2007 (Vol. 65, #3), available online only at http://www.ascd.org/el.

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Do you have feedback? Is anything missing?

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

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

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Publications covered

Those read this week are underlined.

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