Marshall Memo 721

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 29, 2018

In This Issue:

Quotes of the Week

"A problem difficult at night is resolved in the morning after the committee of sleep has worked on it."

John Steinbeck (quoted in item #6)

"If you make reflective listening and validation a regular part of your way of dealing with people, you will ultimately save yourself a TON of time."

Jennifer Gonzalez (see item #4)

"Staff who don't have balance in their lives will be ineffective and unhappy. And if you aren't satisfied professionally and in your personal life, you won't bring your best to your work and you'll fall short of the impact you're trying to have on your kids."

Matt Devan in "What's Your Championship?" in *All Things PLC Magazine*, Winter 2018 (p. 18-22)

"Common assessments are powerful instruments for giving teachers the information they need to improve. They are worthless as a tool for ranking or rating teachers."

Mike Mattos, Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many (see item #2)

"The notion of the PLC is in vogue, but it is far from clear that PLCs are a panacea for school reform. The goals of PLCs – shared values and norms, collaboration, a focus on student learning, reflective dialogue, and norms of making practice public – challenge the private, egalitarian, and autonomous culture of schools. How teachers learn such demanding and often threatening practices will affect whether PLCs can thrive in schools."

Julianne Turner, Andrea Christensen, Hayal Kackar-Cam, Sara Fulmer, and Meg Trucano in "The Development of Professional Learning Communities and Their Teacher Leaders: An Activity Systems Analysis" in *The Journal of the Learning Sciences*, January-March 2018 (Vol. 27, #1, p. 49-88), http://bit.ly/2BAaYDk; Turner can be reached at jturner3@nd.edu.

1. Jay McTighe on What Matters When We Assess Learning

(Originally titled "3 Key Questions on Measuring Learning")

In this article in *Educational Leadership*, curriculum design guru Jay McTighe says that educators, parents, and policymakers need to address three questions about classroom learning: What matters, how we measure it, and how to make assessment part of the learning process.

• *What really matters in our schools?* Schools strive to impart knowledge, skills, conceptual understanding, and long-term transfer:

- Knowledge – For example, vocabulary, factual information, and basic concepts;
- Skills – For example, multiplication, handwriting, drawing, shooting free-throws;
- Enduring understandings – "Big ideas" that are conceptual and abstract;
- Long-term transfer – Students' ability to apply their learning in new situations, over time – for example, communicate well in writing, work in a team, solve problems, take the initiative. These are the areas most valued by employers.

Knowledge and skills can be assessed quite accurately with multiple-choice or fill-in-the-blanks tests. But conceptual understanding and transfer can be assessed only with authentic, performance-based assessments that ask students to apply their learning in new situations, explain their thinking, show their reasoning, and justify their conclusions. "Authentic assessments are like the game in athletics," says McTighe. "While the players have to possess knowledge (the rules) and specific skills (dribbling), playing the game also involves conceptual understandings (game strategies) and transfer (using skills and strategies to advantage in particular game situations)." It's also important to involve students in choosing how to demonstrate their knowledge, skills, creativity, persistence, and community contributions.

• *What are the best ways to assess student learning?* Assessments should be geared to what students were supposed to learn and give an accurate picture of what was actually learned. Because no assessment is perfect, multiple measures are best: a "photo album" is preferable to a single snapshot. The biggest problem with standardized tests is that they tend to measure what's easiest and cheapest to assess, shortchanging outcomes like speaking, listening, argumentation, creative thinking, scientific investigation, research, historical inquiry, and transfer.

Classroom assessments should do a better job than standardized tests at measuring these important outcomes, but that's seldom the case. One study that gathered all of a school's classroom assessments over a six-week period found that most mirrored the shortcomings of standardized tests – they measured lower-level skills with mostly multiple-choice, true-false,

matching, or fill-in-the-blanks items. McTighe suggests that schools do a similar "stack audit" of classrooms assessments to see if they are assessing higher-order learning – and if not, make a concerted effort to move in that direction.

• *How can assessments enhance, not just measure, learning?* The best way to accomplish this is through performance tasks that simulate real-world situations. "Like the game in sports or the play in theater, authentic performances are motivating to learners," says McTighe. "They give relevance and purpose to learning, and they underscore the need for practice. Authentic tasks also influence teaching. Coaches recognize that their job is not to simply 'cover' the playbook play-by-play and teach individual skills. They understand that knowledge and skills are in service of larger ends, and that their role is to prepare players for authentic transfer performance in the game." Here are some characteristics of assessment practices that enhance learning:

- The ultimate learning goal and its assessment criteria are known up front.
- Models of excellent performance are available.
- Assessment tasks demand application in a realistic context.
- Assessments are challenging yet attainable.
- There isn't a single right way of doing well.
- Collaboration is built in.
- Students show tangible products as they progress.
- Detailed feedback is provided during the learning process.
- Students can practice, refine, and re-do based on feedback.
- The teacher is not the only audience.
- Students have some choice in how they will demonstrate learning.
- The teacher functions like a coach.
- Students self-assess, reflect on their learning, and set future goals based on the results.

Schools that have adopted assessment practices like these have needed to make shifts in grading practices and scheduling, including carving out blocks of time for teacher teams to craft assessments and analyze student results.

"3 Key Questions on Measuring Learning" by Jay McTighe in *Educational Leadership*, February 2018 (Vol. 75, #5, p. 14-20), http://bit.ly/2ElBcfw; McTighe can be reached at jay@mctighe-associates.com.

Back to page one

2. PLCs at Their Best and Worst

In this article in *All Things PLC Magazine*, Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many, and Mike Mattos describe what happens in the most effective PLCs:

- Same-grade/same-subject teacher teams get frequent and timely information on their students' learning on key standards from common assessments they developed.
- Teachers use the data to identify the strengths and weaknesses in their individual practice.

- The team identifies areas of the curriculum where students are struggling and names individual students for follow-up intervention and enrichment.
- Teachers compare their students' results, pinpoint the most effective practices, identify team PD needs, and adopt ways to improve their collective capacity.
- Teachers measure progress toward team goals.
- The team compares its assessments with district, state, and national assessments.

DuFour, DuFour, Eaker, Many, and Mattos then describe some weaknesses they have observed in some schools' PLC work:

- Considerable lag time getting assessment results to teachers;
- Assessment data presented in ways that aren't helpful;
- Teacher reluctance to share their individual results with colleagues, preferring to look at aggregate performance across groups;
- A desire to eliminate questions on which students did poorly;
- Data analysis seen as a bureaucratic task primarily to satisfy "downtown;"
- Assessments used primarily to report on student progress; teachers teach, test, and hope for the best as they move on to the next unit.
- Not using the analysis of results to improve professional practice;

"Data Quest: Turning Data Into Information" by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many, and Mike Mattos in *All Things PLC Magazine*, Winter 2018 (p. 16-17)

Back to page one

3. Reducing Teachers' Anxiety About Sharing Data with Colleagues

In this article in *All Things PLC Magazine,* Mike Mattos, Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many address the frequently voiced concern that it can be anxiety-producing for teachers to compare their data from a common assessment with colleagues. How can this process be less fraught? Two suggestions:

• *Keep the stakes low*. Administrators should assure teachers that the results of interim assessments will not be used for teacher evaluation: "Common assessments are powerful instruments for giving teachers the information they need to improve," say the authors. "They are worthless as a tool for ranking or rating teachers… The question that drives the work of the team must be, *How can we help a colleague improve the learning for his or her students?* rather than, *Whose head must roll?*" Evaluation should come into play only if a teacher "demonstrates a persistent unwillingness to change his or her practice."

• *Use a protocol focused on practice, not people*. Rather than saying, "Wow, Mike, you did a wonderful job of teaching this standard," say, "Mike, what were the practices you used to get such great results on that standard?"

"FAQs About PLCs: Combating the Anxiety of Sharing Data" by Mike Mattos, Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many in *All Things PLC Magazine*, Winter 2018 (p. 9); a full list of frequently asked questions is at http://www.allthingsplc.info/frequently-asked-questions/page,2/term

Back to page one

4. Validation 101

"Validation is the act of recognizing and affirming the feelings or perspective of another person," says Jennifer Gonzalez in this *Cult of Pedagogy* article. "It's acknowledging that these thoughts and feelings are *true for that person*. It's a very simple, astoundingly fast way to make progress in a conversation: it eases tension, builds trust, and gets you and the other person to a solution more quickly."

But validation doesn't come naturally; more commonly, people respond to negative comments by:

- Arguing with the person's viewpoint;
- Dismissing the person's feelings;
- Ignoring the person's concern;
- Being snide or getting *ad hominem*.

"In all of these cases," she says, "the other person has not learned anything new, you have not come to any new understandings or solved any problems, and you have very likely created new negative feelings. Keep repeating this cycle and you have the makings of a problem relationship."

Gonzalez suggests a three-step process when negativity from another person makes our gorge rise:

• Paraphrase the main thing the person is saying to make sure you heard it right. Doing this lets people know you're listening, are interested (even curious), and aren't judging. It can be helpful to use stems like, *What I hear you saying is… Is that right?* or *Let me see if I'm understanding you right…* or *In other words…*

• Acknowledge the emotion. The other person will really feel "heard" if you can correctly identify what's going on under the surface: *That sounds frustrating*. or *It sounds like you're worried*. or *So you felt confused?*

• Communicate acceptance. "You may not feel the same way, and their feelings might create problems for you, but they are what they are," says Gonzalez. Letting the person know that you accept their feelings, without necessarily agreeing with them, is important: *I can see why you'd feel that way*. or *That's understandable*. or *It can be upsetting when that happens*.

The conversation might continue or it might end there; either way, the other person is likely to feel heard and accepted. Or you could do some additional prompting: *Can you tell me more about that?*

Gonzalez acknowledges that some people are very reluctant to engage in this kind of validating dialogue. Why?

- I don't agree with the person's opinion, so why validate it?
- The person's position isn't valid, so why encourage it?
- This touchy-feely stuff isn't for me.
- I have better ways to spend my time.

Gonzalez pushes back: "If you make reflective listening and validation a regular part of your way of dealing with people, you will ultimately save yourself a TON of time." Any conversation is a fork in the road: one path is often more drawn-out, full of arguments, put-

downs, and opinions not changing at all, while the other, if it starts with validation and calmer discourse, is more likely to produce an amicable resolution – and be much shorter.

"The Magic of Validation" by Jennifer Gonzalez in *Cult of Pedagogy*, December 18, 2017, https://www.cultofpedagogy.com/magic-of-validation/

Back to page one

5. What's the Role of Schools in Teaching About Sexual Harassment?

In this article in *Education Week*, Stephen Sawchuk reports that most school sex education programs have very little content on sexual harassment and consent in relationships. This is a puzzling omission, say some educators. "From the first time that a girl got her ponytail dunked in an inkwell, schools have been places where girls (and, in some cases, boys, too) have experienced gender-based harassment," says Sawchuk. "Given the amount of time children spend in them, schools are also the most logical places to teach young people how to recognize harassment – and how to avoid perpetrating it."

The #MeToo movement is adding urgency to this question, with students sharing stories from the adult world – and their own experiences in the companion hashtag #MeTooK12, which was launched by Stop Sexual Assault in Schools. All this casts new light on the age-old view that girls should put up with touching and teasing because it's a sign that a boy likes them. If schools don't give clear guidance, students will get their "education" in this area through rumors, anecdotes, social media, and pornography.

How early should schools get into all this? Students in the elementary grades need lessons on body autonomy, personal space, and appropriate and inappropriate touching. But teaching them about assertiveness can be tricky – the idea that you don't have to hug grandma if you feel uncomfortable can get pushback from families. However, there can be much worse consequences from not talking about these issues. "If we tell kids they're too young to talk about this," says Kate Rohdenburg of the WISE program in Vermont and New Hampshire, "we're reinforcing the idea that they need to keep their mouths shut…"

Outside of formal sex ed programs, educators' personal behavior is key, as are the limits they set (or don't set) when they see inappropriate touching and hear disrespectful and sexist comments in classrooms, corridors, cafeterias, and playgrounds. In addition, there are the questions students privately ask educators about how women are talked about and treated by peers, TV personalities, and politicians, and the norms around them. "Why, for example, do the most popular Google searches that contain the word 'girls' result in images of women in various stages of undress?" writes Sawchuk. "Why do TV shows often show women in catty rivalries with one another? Why are women 'period shamed' and taught to use coded words for menstruation?" What adults say in these informal conversations can have a major impact on how young people think about gender norms, relationships, and harassment.

"What Do Schools Teach About Sexual Harassment?" by Stephen Sawchuk in *Education Week*, January 26, 2018, http://bit.ly/2ElBcfw

Back to page one

6. An Alphabet of Research on Teaching and Learning

In their book, *The ABCs of How We Learn*, Daniel Schwartz, Jessica Tsang, and Kristen Blair (Stanford University) present 26 principles of pedagogy, matched with a letter of the alphabet. Each is accompanied by an overview of the research, how the item works, how to use it in the classroom, what it's good for, its risks, examples of good and bad use, and a short summary. Here's a synopsis:

• *Analogy* – By identifying the underlying similarity between things that have surface differences (for example, blood vessels and highways), analogies help people learn principles and apply them in new situations. "Analogies help students sort out the wheat of deep structure from the chaff of surface features," say the authors. "Analogies can help students make a positive transfer."

• *Belonging* – Feeling that they belong to a learning community makes students try harder and decreases distracting thoughts of inadequacy and alienation. "Learning is social," say Schwartz, Tsang, and Blair. "Belonging is the perception of being accepted, valued, and included. Belonging can help learning by increasing effort and decreasing negative distancing thoughts." Teachers who explicitly create an atmosphere of respect and community boost learning and close racial and economic achievement gaps.

• *Contrasting cases* – Noticing the difference between two or more examples that seem the same at first glance – for example, a spider and an insect. "Contrasting cases help people notice subtle but important details that they might otherwise overlook," say the authors.

• *Deliberate practice* – Applying focused and effortful practice to develop specific skills and concepts (for example, playing the guitar or solving physics problems) beyond one's current abilities. "Deliberate practice automatizes skills and concepts so they become faster, more accurate, more variable, and less effortful to execute," say Schwartz, Tsang, and Blair. "This allows people to see new patterns and frees cognitive resources so people can attempt more complex tasks."

• *Elaboration* – Explicitly connecting new information to prior knowledge, which increases the chances of remembering it later. "Human memory is vast," say the authors. "Remembering depends on finding the right memory at the right time. Elaboration makes connections among memories when learning, so it is easier to find a path to the stored information later."

• *Feedback* – This allows people to sense a discrepancy between what they did and what they should have done, which allows them to adjust future actions. "People would have a hard time learning something new if they never knew whether they were on the right track," say the authors. "Feedback, particularly constructive negative feedback, guides people toward what they can do to improve and learn."

• *Generation* – Retrieving a specific memory (like where you parked your car in a multi-story garage) given partial cues or hints improves future retrieval. Retrieval – testing yourself – increases the strength of the memory, making it easier to retrieve later on. Spreading out retrieval practice over several days enhances the effect.

• *Hands-on* – Recruiting the body's intelligence makes it possible to understand abstract concepts. "The perceptual-motor system contains tremendous intelligence," say the authors. "This intelligence provides meaning for simple symbols and words… Hands-on learning recruits the perceptual-motor system to coordinate its meaning with symbolic representations." Two risks: hands-on activities can become procedures for finding answers rather than a source of sense-making; and students may become too dependent on them.

• *Imaginative play* – This involves creating a story that is different from the reality in front of us, letting one thing stand for another – for example, a child pretends a fork (a mother) is scolding a spoon (a child) for not eating her peas. There isn't a lot of research evidence on the efficacy of play, but the authors say it "can serve as a great vehicle for delivering activities known to support maturation and learning."

• *Just-in-time telling* – Students are immersed in a simulation of a problem and are then given an explanation. "The simulation provides students with rich experiences," say the authors, "and the debriefing provides an explanation or framework for organizing those experiences. Without the experience, the explanation would be too abstract. Without the explanation, the experiences would just be a collection of memories. Together, they produce usable knowledge."

• *Knowledge* – Prior knowledge enables people to make sense of new information and is essential to learning. But knowledge can also blind people to new conditions that have different patterns; for example, the vaults being set two inches lower in the 2000 Summer Olympics caused major problems for female gymnasts who had trained on a different elevation. The trick is to combine extensive knowledge with the ability to adapt.

• *Listening and sharing* – Students may be disengaged and bored in class, trapped in their own thoughts, and lacking the skills needed to work together. Once those skills have been taught, say the authors, "students maintain joint attention, listen, share, coordinate, and try to understand one another's points of view. This can help learners exchange information and develop a multifaceted understanding."

• *Making* – Producing an artifact or performance, getting feedback, and setting new goals – for example, writing a poem to perform at a local spoken-word festival. "Making has motivations that naturally produce a learning cycle that expands one's means of production," say the authors. "Motivations include the desire for feedback on the realization of one's ideas, and the creation of new challenges that motivate makers to learn more skills and methods."

• *Norms* – These are the informal rules that regulate social interactions – for example, student-generated classroom rules or a protocol for mathematics debates. "Good norms help coordinate learning interactions," say the authors, "both at the level of good behaviors and at the level of the way different disciplines engage their topics."

• *Observation* – "Human brains are wired to learn by observing others," say the authors. Often trial-and-error is slow and inefficient, a behavior is too complex to explain verbally, and learners are not sure how to act or feel. Learning by observing and imitating other people's behaviors and affective responses is more efficient, as is vicariously seeing the consequences of others' behaviors.

• *Participation* – This "provides learners with access to the goals, consequences, methods, and interpretations that render learning meaningful," say the authors. An example: a surfing instructor tows beginners out to sea and pushes the surfboard at the right moment to catch a wave, so the novice can focus on balancing and experiencing what it means to surf. Gradually the scaffolding is withdrawn.

• *Question-driven* – Being asked to answer a driving question increases curiosity, purpose, attention, and well-connected memories and may develop problem-solving skills. For example, a class might investigate how noise pollution affects the wildlife around their school.

• *Reward* – Rewards, extrinsic and intrinsic, can motivate desired behaviors, and rewarding successive approximations of proficiency can help students achieve the desired level. But rewards can backfire if people already find something intrinsically motivating or if the goal is creativity and exploration. Rewards can also reduce intrinsic motivation by making people dependent on external reinforcement.

• *Self-explanation* – Silently talking through expository material improves understanding by revealing gaps in knowledge, and forces one to fill in missing information to make a coherent explanation. The main learning problem this addresses is overconfidence.

• *Teaching* – "Teaching is not just good for pupils," say the authors; "it is good for the teacher, too… Asking older students to tutor younger students is an excellent example of learning by teaching. Tutors improve their understanding nearly as much as tutees."

• *Undoing* – Identifying misconceptions and faulty reasoning and replacing them with correct information; for example, a child says 13 – 7 = 14, perhaps believing that she can't subtract 7 from 3 so she subtracts 3 from 7. The teacher needs to make this misconception explicit and teach some basic arithmetic principles to keep the misconception from becoming entrenched.

• *Visualization* – Drawing spatial representations – maps, diagrams, sketches, graphs, Venn diagrams, matrices – helps organize complex information, make it understandable, and embed it in memory. A classic example: in the early 1900s, Harry Beck created a simplified map of the London subway system that sacrificed exact geographical detail for a structure more relevant to a subway rider. This type of map is now used in nearly every subway system around the world.

• *Worked examples* – These are step-by-step models of how to complete a procedural task – for example, doing a long-division problem. Worked examples build on observational learning, allowing the learner to observe and imitate well-defined steps.

• *eXcitement* – "Excitement increases psychological arousal, which focuses attention and improves memory acquisition," say the authors. "However, too much excitement interferes with performance and learning. Arousal and anxiety combine to cause choking under pressure."

• *Yes I can* – Self-efficacy – believing one can succeed – makes people more willing to take on a challenging activity, persist in the face of difficulty and failure, take on more challenges, and accomplish more. This is what Carol Dweck calls a growth mindset.

• *ZZZs* – Research has established that while we sleep, recent memories are consolidated into long-term storage and integrated with prior knowledge. John Steinbeck once wrote, "A problem difficult at night is resolved in the morning after the committee of sleep has worked on it."

The ABCs of How We Learn: 26 Scientifically Proven Approaches, How They Work, and When to Use Them by Daniel Schwarz, Jessica Tsang, and Kristen Blair (W.W. Norton, 2016); Schwartz can be reached at daniel.schwartz@stanford.edu.

Back to page one

7. Trying to Use Data to Measure the Value of a College Education

In this *Chronicle of Higher Education* article, Jerry Muller (Catholic University of America) bemoans the "metric fixation" that has swept many organizations, including universities, affecting how people talk about the world, think, and act – and creating a bureaucracy to gather and analyze data. This fixation is based on the belief that:

- It's possible and desirable to replace judgment, acquired by experience and talent, with numerical indicators based on standardized data;
- Sharing these metrics publicly assures that institutions are carrying out their purposes;
- The best way to motivate people is by attaching rewards and penalties to their measured performance.

"These assumptions have been on the march for several decades," says Muller, "and their assumed truth goes marching on."

"Not that metrics are always useless or intrinsically pernicious," he continues. "They can be genuinely useful. But not everything that is important is measurable, and much that is measurable is unimportant." He's especially critical of metrics on how much university instructors have published, without regard to the quality of their contributions.

The real value of schools and universities, he concludes, is in "the lifelong satisfaction that comes from an art-history course that allows you to understand a work of art; or a music course that trains you to listen for the theme and variations of a symphony; or a literature course that heightens your appreciation of poetry, or a biology course that opens your eyes to the wonders of the human body – none of these is captured by the metrics of return on investment. Nor is the fact that college is a place where lifelong friendships are made, often including that most important of friendships, marriage."

"The Tyranny of Metrics" by Jerry Muller in *The Chronicle of Higher Education*, January 26, 2018 (Vol. LXIV, #20, p. B11-B13), no e-link; Muller can be reached at mullerj@cua.edu.

Back to page one

8. Focusing Curriculum Units on Conceptual Understanding

Jay McTighe shares this suggestion from Harvey Silver: When drafting the title of a unit, add "A study in…" or "A study of…" followed by a concept or theme. This ensures that

the unit is conceptually focused and is a natural segue to developing Enduring Understandings and companion Essential Questions. Some examples:

- A unit on the rainforest – A study of a complex ecosystem;
- A unit on decimals, fractions, and percentages – A study of equivalence;
- A unit on the story, *Frog and Toad Are Friends* – A study of true friendship;
- A novel study of *The Catcher in the Rye* – A study of author's craft;
- A unit on World War I – A study of unintended consequences;
- A unit on weight training – A study of proper technique.

"UbD Ideas and Resources" by Jay McTighe, personal communication, January 2018

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 HTMI 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
ASCD SmartBrief
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
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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
Literacy 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