Marshall Memo 392

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 27, 2011

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Quotes of the Week

"Teaching effectively depends on more than being smart and gaining experience. In no other skilled trade or profession would we leave performance so much to chance. We do not believe that flying an airplane, for example, depends on nothing more than a strong interest in and commitment to air travel, a dose of academic knowledge, and hit-or-miss experimentation on real passengers."

Deborah Loewenberg Ball and Francesca Forzani (see item #1)

"For all children to experience high-quality instruction, we cannot depend on individual practitioners making it up based on personal preference and inventiveness. When teachers receive minimal preparation and are encouraged to follow their whims, children are put at risk."

Deborah Loewenberg Ball and Francesca Forzani (*ibid.*)

"An insistent drumbeat of research findings, as well as newly adopted curriculum standards, continues to sound out a message to educators that the work of learning must be shifted from teachers to the ones doing the learning."

Dave Saltman (see item #5)

"[T]he best way, the real way, to get kids to higher levels of thinking is to get them to question their own world and then to compare their world to the world of the book."

Jill Hodges, California high-school teacher (*ibid.*)

"Indeed, had the photocopier been designed specifically to inspire social interaction, it could hardly have succeeded better."

Anne-Laure Fayard and John Weeks (see item #3)

1. Identifying a Common Core of Good Teaching

In this thoughtful article in *American Educator*, Deborah Loewenberg Ball and Francesca Forzani of the University of Michigan School of Education make the case for "building the infrastructure needed for high-quality instruction," which they see as preferable to the current obsession with recruiting "better" teachers and sharpening teacher evaluation and accountability.

Until very recently, say Ball and Forzani, American efforts to improve teaching have been hampered by the lack of a common curriculum and an "impoverished" approach to improving classroom teaching. "Teaching effectively depends on more than being smart and gaining experience," they say. "In no other skilled trade or profession would we leave performance so much to chance. We do not believe that flying an airplane, for example, depends on nothing more than a strong interest in and commitment to air travel, a dose of academic knowledge, and hit-or-miss experimentation on real passengers. Few people would travel on planes if such beliefs were the basis for pilots' training… Yet somehow it has been tolerated for the practice of teaching children… When teachers receive minimal preparation and are encouraged to follow their whims, children are put at risk. No professional or skilled trade that serves adult clients is so cavalier with preparation or so reluctant to set clear, shared standards of practice."

Ball and Forzani believe the widespread adoption of the Common Core State Standards is a watershed moment, and they propose a parallel common core of professional standards for instructional practice – standards that are imparted to all new teachers in all grades and subject areas and become the norms for all educators. What we need to be about, they say, is "developing and supplying skilled instructional practice. Such practice is complex and involves much that is not natural or intuitive."

They continue: "If new teachers must be able to help students learn to evaluate sources and write persuasive arguments, explain the concept of gravity, develop young people's capacity for civic engagement, and diagnose pupils' difficulties with adding and subtracting fractions, then professional training must prepare teachers for these tasks, which are difficult to do well. Why would we ever think it reasonable for individual teachers to devise ways to carry them out on their own?"

Ball, Forzani, and other researchers at the University of Michigan have been working for several years to identify a set of high-leverage practices. One of their goals has been to spell out the elements of instruction "that are so important that skillfully executing them is fundamental to effective teaching." One thing they've had to wrestle with the issue of "grain size" – the appropriate level of detail. Prospective pilots are taught how to execute takeoffs and landings and make turns, and medical students learn how to conduct a physical examination and dress a wound; all these have an appropriate grain size. But teachers are often exhorted to "differentiate instruction", "motivate" students, and "connect with students' everyday experience" – unhelpfully general. Here are some examples of the University of Michigan team's more specific, high-leverage practices that teachers need to master:

- Skillfully launching a task in class;
- Facilitating in-depth analysis of ideas through reading, writing, and discussion;
- Scaffolding students' knowledge and skill development through assignments and projects that require in-depth explanation, argument, and use of technology;
- Quickly checking on students' understanding;
- Conducting a class discussion;
- Encouraging interpersonal skills through whole- and small-group work, oral argument, and other kinds of social interaction;
- Asking the kinds of questions that will get students thinking productively, and knowing when to ask different kinds of questions, for example, *What have you found so far? Can you explain how you got that answer?* and *What if another student said that 8/8 is greater than 5/5 because there are more pieces?*
- Calling a parent about a difficult situation.

In addition, the Michigan team wants to develop a knowledge base so teachers will be able to recognize key misconceptions and patterns of thinking that students in specific grade levels or contexts are likely to exhibit, for example:

- Elementary math teachers being able to examine students' solutions to complex subtraction problems and how they arrived at their (correct or incorrect) answers;
- Middle-school English teachers understanding why some students consistently use non-standard subject-verb agreement, and having strategies for teaching them when to use standard English;
- Fifth-grade teachers understanding why photosynthesis is frequently confusing to their students, and knowing how to untangle this confusion;
- Primary-grade teachers knowing that students being able to "count on" (instead of going back and starting over again at the beginning) is a significant step in math understanding;
- Teachers of African-American adolescents knowing that their students' extensive experience with word play is excellent preparation for engaging in complex literary analysis;
- Teachers in suburban Connecticut classrooms understanding that their discussion of Toni Morrison's *Beloved* should be conducted differently than the same discussion in rural Mississippi.

The Michigan team is also working to identify high-leverage content knowledge that teachers need, because, say Ball and Forzani, "Teaching is always about teaching *something*." Examples:

- In elementary math, having a firm grasp on place value, computational procedures with whole numbers, decimals, and fractions; and mathematical explanation and representation;
- In secondary English language arts, understanding what's involved in students writing a coherent essay and critically analyzing *Romeo and Juliet* and *Invisible Man*.
- History teachers understanding that their questions are aimed at evaluating the credibility of different sources and considering factors that shape their reliability – a very different matter than a math teacher asking why an odd number plus an odd number always equals an even number.

"The core work of instruction is to build bridges between students and the subject being studied," say Ball and Forzani. "Teachers must understand their subjects deeply and flexibly, and skillfully represent them in intellectually honest ways to a wide range of students." If they don't, students will walk away with deep misconceptions – for example, that mathematics is a series of mindless rules and formulas, an endless game of guess and check, or that history is "just a series of dates to be memorized and irrelevant-seeming stories about white men."

The authors believe the national curriculum standards will make it easier to identify the specific knowledge and skills that all teachers need to have. "There has never been a better time to change than now," they say. "Other trades and professions have been able to break their work into meaningfully learnable skills and knowledge, accompanied by discriminating judgment. To move from individualism to professionalism in teaching, and improve the learning of all students, we must do the same."

"Building a Common Core for Learning to Teach, and Connecting Professional Learning to Practice" by Deborah Loewenberg Ball and Francesca Forzani in *American Educator*, Spring/Summer 2011 (Vol. 35, #2, p. 17-21, 38-39), http://www.aft.org/pdfs/americaneducator/summer2011/Mirel.pdf#page=12 (scroll down); to learn more about the University of Michigan's Teacher Education Initiative, see http://sitemaker.umich.edu/tei/home.

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2. How to Foster Cooperation in an Organization

In this *Harvard Business Review* article, Harvard Law School professor Yochai Benkler reports on what the research is saying about selfishness and cooperation. For years, it was assumed that maximizing one's own interests is hard-wired – Richard Dawkins's 1976 book, *The Selfish Gene*, was highly influential. But recent studies in evolutionary biology, sociology, political science, and experimental economics suggest that people have a neural (and possibly genetic) predisposition to cooperate with others. Benkler says this might explain why using carrots and sticks to motivate people to collaborate isn't effective. He believes there are seven ways to increase collaboration, which is essential to the success of any organization:

• *Communication* – "Over hundreds of experiments spanning decades," he says, "no single factor has had as large an effect on levels of cooperation as the ability to communicate… When people are able to communicate, they are more empathetic and more trusting, and they can reach solutions more readily than when they don't talk to one another."

• *Authentic framing* – Structuring a practice to require collaboration is very helpful, but it can't be artificial. "People react differently depending on how situations are framed," says Benkler, "but they aren't stupid. It's important that the frame fits reality."

• *Empathy and solidarity* – The more people see, interact with, and know the people they work with, the more likely they are to understand their interests and sacrifice their own for the collective good.

• *Fairness and morality* – People care about being treated fairly and about doing the right thing, says Benkler. "Clearly defined values are crucial to cooperation; discussing, explaining, and reinforcing the right or ethical thing to do will increase the degree to which people behave that way." People also understand that "fair" doesn't always mean "equal" and accept flexibility as long as the norms are transparent.

• *Rewards that foster intrinsic motivation* – "Whenever you design a policy that relies on monetary rewards, you have to assume that it will have side effects on the psychological, social, and moral dimensions of human behavior," says Benkler. A better way to encourage cooperation is by making it socially or intellectually rewarding, or just plain fun.

• *Reputation and reciprocity* – Long-term reciprocity, particularly the "pay-it-forward" kind, is a powerful way to encourage cooperation, provided that we can trust the reputation of the people involved.

• *Diversity* – "Because we differ from one another, cooperative systems have to be flexible," says Benkler. They also need to account for differences in human motivation.

"The Unselfish Gene" by Yochai Benkler in *Harvard Business Review*, July/August 2011 (Vol. 89, #7/8, p. 76-85), no e-link available; Benkler can be reached at ybenkler@law.harvard.edu.

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3. Promoting Informal Communication in the Workplace

In this *Harvard Business Review* article, NYU Polytechnic Institute professor Anne-Laure Fayard and IMB/Lausanne professor John Weeks say that casual interactions among workers promote trust, cooperation, and innovation, which is why many companies have taken the common-sense approach of creating open-space offices and common areas with coffee machines. [Some schools locate teachers' desks in a common work area for the same reason.]

But common sense "is a poor guide when it comes to designing for interaction," say Fayard and Weeks. Just bringing people closer to one another doesn't necessarily promote collaboration. In fact, it may inhibit productive communication if certain conditions aren't met, resulting in shorter and more-superficial interaction. According to the authors' studies in a variety of work settings in the U.S. and abroad, the quality of work-space and virtual communication depends on how three variables are orchestrated: proximity, privacy, and permission. All three are necessary, they say, and overemphasizing or underemphasizing any of them can cause unforeseen consequences. Here are the details:

• *Proximity* – When people's workspaces are closer, they have "a peripheral awareness of one another, a sense that colleagues are present and available," say Fayard and Weeks. But even more important than proximity is the traffic pattern – how entrances, restrooms, stairwells, elevators, photocopiers, coffee and vending machines, and watercoolers bring people together. "The social geography of a space is a crucial component of its physical layout," say the authors.

• *Privacy* – "People must feel confident that they can converse without being interrupted or overheard," they continue. "They must also be able to avoid interacting when they want to." Workspace designers have found that alcoves in common areas are ideal for informal, confidential conversations, as well as clear sightlines, so people can see who's coming and going and control with whom they interact.

• *Permission* – For bosses in a bygone era, "chitchat at the watercooler was just a noisy distraction from work," say Fayard and Weeks. But some organizations' coffee lounges, designed specifically to promote informal collaboration, are deserted; people come in, grab a cup of coffee, and leave. This is because the boss hasn't given a clear signal that it's *okay* to have casual conversations outside of work stations or meeting rooms and modeled that behavior him- or herself. Once permission is given, comfortable furniture and work-related machines like photocopiers help promote even more informal interaction in common spaces.

"Indeed," say Fayard and Weeks, "had the photocopier been designed specifically to inspire social interaction, it could hardly have succeeded better.… Although photocopiers are ostensibly made for easy use by anyone, their complicated features and interfaces can make them frustrating and baffling. They need periodic maintenance – tasks that require specialized knowledge (such as how to install a toner cartridge or extract jammed paper) that tends to be unevenly distributed among users. These characteristics are wonderful stimuli for informal interactions, because they give people natural reasons to launch into conversation. We've observed employees turning to one another for help, watching one another to learn more about the machine, and commenting (usually disparagingly) on its operation. These casual conversations can naturally lead to other subjects, some of them work related." People can also catch a glimpse of the material a coworker is copying and start a conversation about that.

Fayard and Weeks say that the same three variables are at work with informal communication on computers and other electronic devices. Organizations can promote virtual *proximity* by encouraging the use of Skype, instant messaging, Twitter, and other social networking tools and having people keep them open at all times. "Frictionless accessibility is key," say the authors. "Our studies show that if connecting with a team member online requires more than one click, informal encounters won't happen. It's not unlike how people behave in the real world: You're not going to casually drop in on a colleague who's on another floor." Of course it's also important that the virtual communication platform has useful information and is frequented by knowledgeable, interesting people. To get the ball rolling, some organizations mandate participation to start with, and then the channels take on a life of their own.

As for *privacy*, people won't communicate informally if they believe that every communication is being monitored. "Organizations can't promise complete privacy," say Fayard and Weeks. "But clearly communicated policies governing who has access to electronic communications and under what circumstances can convey important reassurance."

And *permission* is also important in virtual communication – the boss espousing and modeling the use of electronic tools for social and personal communication (with specified limits). "When virtual-team members come to know one another beyond the confines of their job," say Fayard and Weeks, "the team is strengthened."

"Who Moved My Cube?" by Anne-Laure Fayard and John Weeks in *Harvard Business Review*, July/August 2011 (Vol. 89, #7/8, p. 102-110), no e-link available

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4. A Colorado School Helps Its Students Soar in Reading

(Originally titled "Learning to Love Reading in 30 Minutes a Day")

In this *Educational Leadership* article, middle-school teacher Kathy King-Dickman describes how she brought about dramatic gains in her small rural school's reading levels in just 30 minutes a day.

King-Dickman's initial assessment revealed below-par reading levels, few avid readers, and weak metacognition – students didn't recognize the point where meaning broke down (and didn't much care). "Before the students could learn specific comprehension strategies," she concluded, "I needed to help them become aware of when they needed these strategies." They needed to learn *how* to read books.

So every Monday, King-Dickman conducted a whole-group lesson with the school's other teachers sitting in. She started by reading from an age-appropriate picture book, thinking out loud about comprehension and teaching the strategies good readers use when they don't understand. Students began to chime in with comments like, *Mrs. D., go back a few paragraphs. My metacognition broke down somewhere in there and I need to listen again.* King-Dickman continued these Monday sessions, teaching one comprehension skill after another, and saw solid progress.

"They had grown from a group who didn't know or care whether they understood a text to a group that argued passionately about an author's purpose," she says. "Next, we went to work on getting them to *want* to read books." She and the other teachers helped students select interesting novels at the "just right" level of difficulty, had them read a certain amount every night, respond to what they read (writing down sensory images and questions), and then met individually with each student to discuss what they had read. Students devoured one book after another, reading an average of 13 novels that year (many read more than 20). One girl who hated to read started with the Junie B. Jones books (second-grade level), progressed to *Where the Heart Is* by Billie Letts, and by the end of the year, had grown five years on the Fountas-Pinnell scale. The next year, she was engrossed in Stephenie Meyer's *Twilight* saga.

Daily independent reading and discussion worked for 90 percent of the students, but the lowest readers weren't reading at home or making any progress. King-Dickman put these students in a highly structured guided reading group in which they read a few pages of a fourth-grade-level story or poem at a time, discussed what they had read, and then re-read each passage for fluency. Closely monitoring comprehension and reading everything three times improved these students' skills, and soon they were reading independently at home.

Toward the end of the year, King-Dickman started literature circles. Each group of students chose a novel with a strong theme (such as *Tangerine* by Edward Bloor, *Weeping Under This Same Moon* by Jana Laiz, and *Heat* by Mike Lupica). Teachers participated in these circles, but students ran them, deciding how many pages to read each night, how to share and record their thoughts during discussions, and how to hold each other accountable for doing the reading. "It is delightful to see teachers take a backseat and simply be members of their group," says King-Dickman. "Now, in every direction I turn, I see students reading books. They read on the bus, at home, during lunch, and in content classes… They share books, text message about books, compare books, discuss books, and argue over which ones are best. Almost all students score proficient or advanced on the Colorado State Achievement Profile. But more important, they love to read."

"Learning to Love Reading in 30 Minutes a Day" by Kathy King-Dickman in *Educational Leadership*, June 2011 (Vol. 68, #9, online only), http://www.ascd.org; the author can be reached at kdickman@gojade.org.

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5. Moving Students Toward Directing Their Own Learning

"An insistent drumbeat of research findings, as well as newly adopted curriculum standards, continues to sound out a message to educators that the work of learning must be shifted from teachers to the ones doing the learning," says teacher/writer Dave Saltman in this *Harvard Education Letter* article. "That's because research and anecdotal evidence suggest that when students manage their own learning, they become more invested in their own academic success." Saltman describes several approaches that develop self-direction:

• *Choice* – Ideally, "students are given lots of opportunities to make connections and connect the dots," says Ivan Cheng of California State University/Northbridge. California teacher Chris Shook lets his students choose the sequence in which they do assignments, circumscribed by firm deadlines. Even being able to choose between two quite different homework assignments boosts students' sense of autonomy and increases engagement.

• *Accountability* – Ninth-grade California teacher Jill Hodges has her students formulate questions as they read *Of Mice and Men* – questions that can only be answered in three sentences or more – and take responsibility for moving their knowledge forward. Hodges believes "the best way, the real way, to get kids to higher levels of thinking is to get them to question their own world and then to compare their world to the world of the book." In the

Humanitas program in Los Angeles, students set learning goals at the beginning of each year and list what they hope to accomplish and where they might need extra help.

• *Self-assessment* – Some teachers have students fill out "exit tickets" at the end of a class measuring key learning. Others have students design rubrics to evaluate projects and products.

• *Self-efficacy* – When they are first introduced to self-directed work, students tend to turn immediately to the teacher for help. Missouri middle-school teacher Angela Cartee won't help students until they have consulted three other resources ("Ask Three Before Me"). It's also important, says Stanford professor Carol Dweck, to explicitly teach students about the "growth" mindset and praise strategies, persistence, and progress so that when they encounter difficulty, they don't give up.

"Student-Directed Learning Comes of Age: Teachers Adopt Classroom Strategies to Help Students Monitor Their Own Learning" by Dave Saltman in *Harvard Education Letter*, July/August 2011 (Vol. 27, #4, p. 4-6), http://www.edletter.org

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6. Using Cognitive Styles in Elementary Math Classes

(Originally titled "Let Me Learn My Own Way")

In this *Educational Leadership* article, consultant Jane Kise suggests using Jungian learning styles to understand how different students approach mathematical tasks. Although she believes that students need to be proficient in the full range of learning styles to be successful in school, she says it's helpful for teachers to understand students' preferred styles (simplified into four types) when they introduce new concepts in the classroom.

Jungian theory holds that different people gain energy somewhere on a continuum from extraversion to introversion, and process information on a continuum from sensing to intuition:

• *Extraversion* – "These students need to talk and move to think," says Kise. "Too much seatwork or listening to lectures drains their energy, and with it their ability to concentrate." They are energized through action and interaction with others. Some characteristics of this learning style: Thinks out loud; likes to work in groups; likes noise; prefers to speak; has lots going on; says what he or she is thinking.

• *Introversion* – "Too much activity or not enough wait-time before they're expected to share their answers drains them of energy," says Kise. They are energized by reflection and solitude. Some characteristics: Thinks inside; likes to work alone or with a close friend; dislikes noise; prefers to read or write; likes to do one activity at a time; keeps thoughts inside.

• *Sensing* – They gather information by paying attention to facts, reality, and past experiences. They rely on instructions, examples, and hands-on tools or pictures to understand math concepts. They build knowledge in an orderly fashion from facts to larger concepts. Some characteristics: Likes facts and concrete things; relies on experience first; sees the trees (details); wants clear expectations; prefers step-by-step learning; thinking characterized by practical, common sense.

• *Intuition* – They pay attention to hunches, connections, and analogies. They trust their gut, make leaps to connect different ideas, and usually resent having to go back to previous steps. Some characteristics: Likes ideas and imagination; relies on explanation first; sees the forest (big ideas); wants room to roam; prefers random learning; thinking characterized by new insights.

"Many intervention programs assume that all students who struggle work best in the sensing style," says Kise, "with gradual learning progressions, practice, and review." But this is not true for intuitive students, who may daydream, do sloppy work, or act out if they are forced into the sensing mode. It's important for teachers to understand this as a possible reason for inappropriate behavior.

Kise says that combining these learning styles produces four cognitive styles that are readily recognizable in math classes, suggesting ways to differentiate instruction:

	Introversion	**Extraversion**
Sensing	*Let me master it!* These students want certainty before they proceed. They like direct instruction and practice work, and dislike experimenting unless they get immediate feedback.	*Let me do something!* These students learn through movement, interaction, and hands-on manipulatives. They often use a trial-and-error method to solve problems until they see that their answer matches the math of a problem.
Intuition	*Let me think!* These students process ideas internally and pride themselves on unique or creative solutions. They like concepts, not procedures. They work best with numbers, not hands-on tools.	*Let me brainstorm!* These students process their ideas out loud with partners or in groups. They transfer new knowledge to new situations easily, and prefer a variety of challenging tasks to practice work.

A sixth-grade teacher applied these insights, giving his sensing students extra practice until they understood mixed numbers and improper fractions. He said the result was one of the highlights of his teaching career: "The students eagerly wrote new problems for classmates to try, demonstrated to the principal what they had learned, and asked for more of the problems each day. I have the feeling that since first grade, those students have viewed math as magic, something they would never understand. This may have been their first experience with mastery."

"Let Me Learn My Own Way" by Jane Kise in *Educational Leadership*, June 2011 (Vol. 68, #9, online only), http://www.ascd.org

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7. Short Items:

a. Hermitage Museum online – The State Hermitage Museum in St. Petersburg, Russia now offers seven free online courses for students through its Virtual Academy, covering Commemorative Medals, Rembrandt, Ancient Rome, Biblical Subjects, the Winter Palace, Knights, and Ancient Egypt. See http://www.hermitagemuseum.org/html_En/06/hm6_2.html.

"Russia's Hermitage Museum Comes to the Classroom" in *American Educator*, Spring/Summer 2011 (Vol. 35, #2, p. 4)

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b. Teacher book club – *Education Week* has organized a four-times-a-year teacher book club – to sign up, go to http://www.edweek.org/tm/section/bookclub/index.html. The next book, to be discussed the week of July 18th, is Mike Schmoker's *Focus: Elevating the Essentials to Radically Improve Student Learning* (ASCD, 2011). Participants get a backgrounder on the book and can then participate in a 3-5-day online discussion with the author and club members.

"Book Club for Teachers" in *American Educator*, Spring/Summer 2011 (Vol. 35, #2, p. 5)

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c. Summer science websites – Two science websites have abundant resources for teachers and students this summer:
- The Jason Project – http://www.jason.org
- National Science Foundation Special Reports – http://www.nsf.gov/news/special_reports

"Science in Summer" in *American Educator*, Spring/Summer 2011 (Vol. 35, #2, p. 5)

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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 41 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).

Subscriptions:

Individual subscriptions are $50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

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- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

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Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
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
New York Times
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
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice
Tools for Schools