Marshall Memo 467

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 7, 2013

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Quotes of the Week

"The decline in what our students know about history is a very serious problem. We all have to understand history. We have to understand cause and effect… It's a kind of amnesia that has set in."

David McCullough, historian, in "Life's Work", an interview with Scott Berinato in *Harvard Business Review*, January-February 2013 (Vol. 91, #1-2, p. 148), no e-link

"When working with teachers, it may be beneficial to say things such as, 'One time I saw someone doing…' or 'Once someone suggested to me that…' rather than, 'Here is something you should try…' or 'One thing that worked for me is..' A softer approach might yield better results."

Todd Whitaker in "Helping Teachers Be Their Best" in *Principal*, January/February 2013 (Vol. 92, #3, p. 8-11), www.naesp.org

"At school you are not engaged so much in acquiring knowledge as in making mental efforts under criticism. A certain amount of knowledge you can indeed with average facilities acquire so as to retain, nor need you regret the hours you spend on much that is forgotten, for the shadow of lost knowledge at least protects you from many illusions. But you go to a great school not so much for knowledge as for arts and habits: for the habit of attention; for the art of expression; for the art of assuming at a moment's notice a new intellectual position; for the habit of submitting to censure and refutation; for the art of indicating assent or dissent in graduated terms; for the art of working out what is possible in a given time; for discrimination; for mental courage and mental soberness."

William Johnson Cory, 1875

1. How Did Finland's Schools Get So Good?

In this *Education Gadfly* article, Kathleen Porter-Magee notes that Finland, which has some of the highest student achievement worldwide, is "the unlikely poster child for the anti-reform movement." That's because Finland's schools give teachers plenty of autonomy and have very little top-down regulation, accountability, and standardized testing. "Given its success on international assessments," she says, "it must follow that U.S. schools would do better if we copied the Finland model."

Wrong, says Porter-Magee, citing a 2010 McKinsey study of 20 successful school systems around the world. Its key finding was that the reform strategy varied depending on the initial status of schools:

• *Low-achieving schools* needed "tightly controlled teaching and learning processes from the center because minimizing variation across classrooms and schools is the core driver of performance improvement at this level."

• *Good schools* seeking to become great required "only loose guidelines on teaching and learning processes because peer-led creativity and innovation inside schools becomes the core driver for raising performance at this level."

Finland, many of whose schools were decidedly sub-par 25 years ago, started off with the first strategy. "[T]he autonomy and decentralization we see in Finland today came after more than two decades of tightly controlled, centrally driven education reform that systematically adjusted curriculum, pedagogy, teacher preparation, and accountability," says Porter-Magee. These included:

- A mandatory national curriculum that held all students to the same rigorous standards; the standards were developed with teacher input (there was lots of push-back);
- Major improvements in teacher professional development and certification requirements, including a requirement that all new teachers have a master's degree and become content experts in their field;
- A central inspectorate to evaluate teaching and learning in every school.

"It was only after this top-down systemic reform moved Finland from poor to good that its education leaders shifted to a more flexible approach," says Porter-Magee. "Yes, Finnish educators now enjoy broad autonomy over curriculum and instruction, and schools are largely self-governed. But this happened only after decades of reform aimed at raising standards for both students and teachers and ensuring that teachers had the capacity to thrive under a more

decentralized system… Ultimately, Finland's success is built atop a series of hard choices, rigorously implemented."

"Real Lessons from Finland" by Kathleen Porter-Magee in *The Education Gadfly*, Jan. 3, 2013 (Vol. 13, #1), http://bit.ly/10opjO0

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2. Six Key Strategic Leadership Skills

In this *Harvard Business Review* article, Paul Schoemaker, Steve Krupp, and Samantha Howland (Wharton School) say that adaptive strategic leaders – those who are both resolute and flexible, persistent in the face of setbacks but also able to react strategically to environmental shifts – have developed six key skills. They:

• *Anticipate* – This means detecting ambiguous threats, "weak signals", and opportunities that aren't in plain sight. To improve the ability to anticipate, leaders should talk constantly to stakeholders to understand their challenges; conduct surveys; imagine and plan for different future scenarios; look at what successful rivals are doing; figure out what's going on with institutional failures; and attend conferences in other fields.

• *Challenge* – "Strategic thinkers question the status quo," say Schoemaker, Krupp, and Howland. "They challenge their own and others' assumptions and encourage divergent points of view. Only after careful reflection and examination of a problem through many lenses do they take decisive action. This requires patience, courage, and an open mind." To get better at this, leaders should focus on the root causes of a problem versus the symptoms; ask "Why?" five times when confronted with a problem; list long-standing assumptions and ask a diverse group if they still hold true; encourage debate by holding "safe zone" meetings in which open dialogue and conflict are expected and welcomed; include naysayers in a decision process to surface challenges early; and get input from people not directly affected by a decision.

• *Interpret* – Synthesize input and reexamine it to expose its hidden implications, recognize patterns, push through ambiguity, and seek new insights. To get better at this, leaders need to list at least three possible explanations for ambiguous data and invite input from diverse stakeholders; zoom in on the details and zoom out to see the big picture; actively look for missing information and evidence that disconfirms one's hypothesis; include quantitative data; and step away (go for a walk, look at art, put on non-traditional music, play ping-pong) to promote an open mind.

• *Decide* – "In uncertain times, decision-makers may have to make tough calls with incomplete information," say the authors, "and often they must do so quickly." But they shouldn't get to that point without a process that gives them multiple options, avoids getting prematurely locked into simplistic choices or shooting from the hip, considers trade-offs, and takes short- and long-term consequences into account. To get better at this, leaders need to reframe binary decisions and reach out for more options; divide big decisions into pieces; tailor decision criteria to long-term versus short-term projects; let others know where one is in the decision-making process (i.e., still open to input or moving toward closure); decide who needs

to be directly involved and can influence success; and consider pilot programs or experiments and make staged commitments.

• *Align* – What is stakeholders' tolerance and motivation for change? What are conflicting interests? "This requires active outreach," say Shoemaker, Krupp, and Howland. "Success depends on proactive communication, trust building, and frequent engagement." To get better at this, leaders need to communicate early and often so that, later on, people don't say *No one ever asked me* and *No one ever told me*; identify key internal and external stakeholders and map their obvious and hidden interests; expose areas of misunderstanding or resistance; reach out to resisters to understand and address their concerns; monitor stakeholders' positions as decisions are implemented; and recognize and reward colleagues who support team alignment.

• *Learn* – Tell stories about success and failure to promote institutional wisdom, and be open to making mid-course corrections. To get better at this, leaders need to institute after-action reviews, document lessons learned, and broadly communicate the insights gained; reward subordinates who try something brave and fail; conduct annual learning audits to see where initiatives are falling short; and create a culture in which inquiry is valued and mistakes are viewed as learning opportunities.

"Strategic Leadership: The Essential Skills" by Paul Schoemaker, Steve Krupp, and Samantha Howland in *Harvard Business Review*, January-February 2013 (Vol. 91, #1-2, p. 131-134), no e-link available

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3. Is Teenage Sleep Deprivation a Serious Problem?

In this "Ask the Cognitive Scientist" column in *American Educator*, Daniel Willingham (University of Virginia) addresses the issue of adolescent sleepiness in morning classes. "As many teachers and parents are aware, US high-school students don't sleep enough," says Willingham. He quotes research that says, for teenagers, nine or more hours a night is ideal, eight hours is borderline, and less than eight is insufficient. By that standard, 69 percent of American teens aren't getting enough sleep. The average 18-year-old gets 7.5 hours on weekdays (and 9.5 on weekends). Why the weekday sleep deprivation? Because across all cultures worldwide, teenagers develop a chronotype preference for staying up later. This is reinforced by their hyper-sociability and the omnipresence of electronic media.

What is the cognitive impact of chronic sleep deprivation? Willingham reports that it has a negative effect on executive function (tasks that require maintaining or manipulating information), mood, behavior, anxiety and depression. Students who get less sleep perform less well on standardized tests and are more likely to repeat a grade. Studies in Minneapolis, Wake County (NC), and the U.S. Air Force Academy showed that students who get enough sleep are more attentive and, in most cases, get better grades.

But surprisingly, the impact in all these areas is not that large. Researchers have found the effect size is .10, which qualifies as "small." So is adolescent sleep deprivation not that big a deal? Well, there's still the grouchiness issue and students drooling on their work when they

fall asleep in first-period classes, and there is a negative effect, although small, on grades and performance. What should be done? Willingham cites four possible courses of action:

• Parents setting limits on how late teens can stay up – and indeed, kids with parent-set bedtimes get more sleep.

• Middle and high schools starting later – Districts that have shifted to later hours report positive effects and, surprisingly, teens in these schools don't stay up later knowing they can get up later. But there are major barriers to shifting to later hours. The Fairfax (VA) schools have considered changing their high schools' 7:20 a.m. start time no fewer than eight times in the last 24 years and so far have not done so. The reasons: increased transportation costs; parents concerned about leaving teens unattended when they leave for work; the impact on after-school athletics, clubs, and jobs; and the ripple effect on elementary start times.

• Scheduling more-engaging classes first period – These might include electives and physically active subjects.

• Teens being taught explicitly about the reasons they stay up later and the impact of chronic sleep deprivation – This might lead to their getting better at regulating their own bedtimes, including not playing action-packed computer games and watching exciting movies in the hours immediately before going to bed.

"Are Sleepy Students Learning?" by Daniel Willingham in *American Educator*, Winter 2012-13 (Vol. 36, #4, p. 35-39), http://www.aft.org/pdfs/americaneducator/winter1213/Willingham.pdf

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4. Irene Fountas and Gay Su Pinnell Reflect on Guided Reading

In this article in *The Reading Teacher*, balanced-literacy gurus Irene Fountas and Gay Su Pinnell celebrate the extraordinary spread of guided reading – and offer suggestions on how it can be optimally effective. Here are some of the key elements of guided reading that educators around the world have embraced:

- Building a classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaged in other productive literacy activities;
- Differentiating instruction by working with students in leveled reading groups, using books at children's instructional level and providing the support they need to build their reading power;
- Purchasing leveled books and having a common book room that gives teachers access to a wide variety of levels and topics, including tubs of books organized not by level but by author and subject;
- Stocking classroom libraries that allow students to choose from a wide inventory of texts for independent reading;
- Assessing students' reading proficiency at the beginning of each year in individual conferences and using running records throughout the year to monitor reading levels;
- Attending to all three elements of proficient reading: decoding, comprehension, and fluency.

And here are the basic elements of the canonical guided reading lesson:

- Selection of a text that is just right to support new learning for the group;
- Introduction of the text to scaffold the reading but leaving some problem-solving for the group;
- Students read the text softly or silently with the teacher prompting or reinforcing strategic actions;
- Discussion of the text to boost students' comprehension;
- Teaching points grounded in the text and directed toward expanding students' comprehension strategies;
- Word work to help students become flexible and efficient at figuring out unknown words;
- Extending understanding of the text through writing and/or drawing (optional).

Guided reading is "*only one* component of a comprehensive, high-quality literacy effort," say Fountas and Pinnell. "Powerful teaching within the lesson requires much more" –

- Whole-class interactive read-alouds (not leveled books);
- Small-group and whole-class literature discussion (not leveled books);
- Readers' workshop with whole-group mini-lessons (not leveled books);
- Independent reading and individual conferences (self-selected, not leveled texts);
- The use of mentor texts for writing workshop.
- Students also need to be exposed to age-appropriate, grade-appropriate texts.

How well does this total package do? A 2008 study of four years of a balanced-literacy initiative showed impressive improvements in student learning: 16% the first year, 28% the second, and 32% the third (Biancarosa, Hough, Dexter, and Bryk). Literacy coaches played a key role in improving teachers' skills and bringing about these results.

Turning back to guided reading, Fountas and Pinnell describe what they have learned in the decades since it was first introduced:

• *A deeper understanding of the process of reading* – It's become clear that there are three levels involved in proficient reading:

- Thinking <u>within</u> the text: Solving words, monitoring and correcting, searching for and using information, summarizing information in a way that the reader can remember it, adjusting reading for different purposes and genres; and sustaining fluency. "Some in the educational community seem to have become obsessed with speed," say Fountas and Pinnell. "However, measuring fluency only as words per minute is a simplistic view and a procedure that may do harm. In our work, we emphasize pausing, phrasing, word stress, and intonation far more than rate."
- Thinking <u>beyond</u> the text: Inferring, synthesizing, making connections, and predicting.
- Thinking <u>about</u> the text: Analyzing and critiquing.

"The amazing thing is that all of this complex cognitive activity is accomplished simultaneously and at lightning speed," say Fountas and Pinnell. "Proficient readers are largely unconscious of it."

• *Using assessments systematically and dynamically throughout the year* – "Good assessment is the foundation for effective teaching," they say. And it's more than just finding

students' levels – otherwise guided reading groups can become replicas of the previous era's tracked, static reading groups. "The 'noticing' teacher tunes in to the individual reader and observes how the reader works through a text and thinks about how the reading sounds," say Fountas and Pinnell. Ongoing assessments are the key to grouping and re-grouping students for guided reading and moving them up the A-Z Fountas-Pinnell ladder of reading proficiency. "Some students may not develop the same reading behaviors in the same order and at the same pace as others," they continue. "The key to effective teaching is your ability to make different decisions for different students at different points in time, honoring the complexity of development."

• *Understanding leveled texts and their demands on readers* – The challenge for all guided reading teachers is pushing students to higher text levels without pushing them too far. "If the book is too difficult, then the processing will not be proficient, no matter how much teaching you do," say Fountas and Pinnell. Text levels are not the only criterion for selecting books, they say, and levels shouldn't be overused: "The text gradient and leveled books are a teacher's tool, not a child's label… We have never recommended that the school library or classrooms libraries be leveled or that levels be reported to parents. We want students to learn to select books the way experienced readers do – according to their own interests, by trying a bit of the book, by noticing the topic or the author…. This is a life skill… Just because a book has a level does not mean it is a high-quality selection. Some leveled books are formulaic or not accurately leveled. Teachers need to look carefully at books in the purchasing process to assure they are well written and illustrated." They list the ten criteria used to assign A-Z levels to books: genres/forms, text structure, content, themes/ideas, language/literary features, sentence complexity, vocabulary, word length/complexity, illustrations, and book/print features.

• *The role of facilitation in expanding reading power* – Guided reading is much more than convening small groups, using leveled books, and following a lesson framework, say Fountas and Pinnell: "In guided reading lessons the goal is to teach the reader, not the text. The skilled teacher of guided reading makes decisions throughout the lesson that are responsive to the learners. Each element supports readers in a different way, with the goal of helping them think and act for themselves." Here are some of examples of "facilitative talk":

- *Try that again and think what would make sense.*
- *Does that make sense and look right?*
- *Put your words together so it sounds like talking.*
- *Look for a part you know.*

And here are examples of teacher language that supports analytical thinking about texts:

- *What did you notice about how the writer told the story?*
- *What did you notice about the way the writer used words?*
- *What did the writer do to interest you in the story?*
- *What is the problem and how is it solved?*
- *What do you notice the writer doing? Have you noticed another writer doing the same thing?*

- *How did the writer make the information interesting?*
- *What parts of the story are probably fact and what parts are imagined?*
- *What do you know about the type of book that helps you know what to expect?*
- *What were three of the most important ideas in this informational text?*
- *What does the author want you to know about this topic?*
- *Why do you think the author organized ideas this way?*

Some teachers have students answer questions like these in their notebooks.

• *Using self-reflection to grow in teaching guided reading* – "High-quality, highly effective implementation of guided reading involves a process of self-reflection," say Fountas and Pinnell. "Each time you work with a small group of students, you can learn a little more and hone your teaching skills." It's helpful for teachers to have a colleague with whom to discuss the finer points of lessons. A key question is, "What have I taught the readers to do today that they will be able to do with other texts?"

"Guided Reading: The Romance and the Reality" by Irene Fountas and Gay Su Pinnell in *The Reading Teacher*, December 2012/January 2013 (Vol. 66, #4, p. 268-284), http://onlinelibrary.wiley.com/doi/10.1002/TRTR.01123/abstract

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5. Helping Students with Autism Meet Common Core ELA Standards

In this article in *Teaching Exceptional Children*, Susan Constable, Barrie Grossi, and Alexis Moniz (Rhode Island Department of Education), and Lynne Ryan (Providence College, RI) explore the challenges that students on the autism spectrum may have meeting the Common Core State Standards for English Language Arts. The authors believe this process will go more smoothly if educators and parents have a good understanding of three psychological theories on autism and develop classroom strategies to support students with these deficits:

• *Lack of a theory of mind* – Students with a strong theory of mind "know that other people have thoughts that differ from their own and understand that they need to consider these differences during all social interactions," say Constable, Grossi, Moniz, and Ryan. Children with autism tend to have difficulty putting themselves in another person's shoes – they have trouble understanding the facial expressions, gestures, and body language that give clues about others' thoughts, feelings, intentions, and beliefs and therefore act in ways that seem inappropriate. This deficit has immediate implications for mastering ELA standards, since students are frequently asked to decipher why characters in works of literature behave the way they do.

• *Weak central coherence* – Students with strong central coherence can see the big picture amidst many details. Children with autism tend to be good with details but have difficulty grasping the overall meaning. This makes it difficult for these students to get the gist of ELA passages because they get caught up in specific details.

• *Impaired executive function* – Students with autism often struggle with organization and planning, working memory, inhibition control, impulse control, time management,

prioritizing, and using new strategies – all of which undermine achievement in ELA classes, especially when it comes to initiating and completing writing tasks.

The authors give several examples of how teachers might accommodate students with these deficits:

Charlotte is a second grader with a weak theory of mind and central coherence. Although she can read on grade level, she has difficulty answering questions about stories the class is reading – how the words in a story relate to one another and why characters act the way they do. Charlotte's teacher writes a "social narrative" about the story the class is reading that explicitly addresses these deficits: *Maria and Gina are best friends. They spend all their time together. One day, Maria came to school with shoes that were hot pink with orange stripes and purple bows. Gina thought that they were the ugliest shoes that she had ever seen. She did not want to hurt Maria's feelings, so she just said, "Oh, Maria, you got new shoes. Where did you get them?" Sometimes, it is important to not say what you are really thinking so that you do not hurt other people's feelings*. This helps Charlotte understand the text and why the girls acted the way they did.

Stephen, an eighth grader, doesn't understand why a character in the book the class is reading stops coming to school after he is bullied and ostracized. Stephen, unlike most of the other students in the class, is unable to view the situation from the victim's point of view. To help Stephen understand, his teacher works with the class to create a four-panel comic strip in which stick figures dramatize the isolation of the boy and thought balloons express his inner feelings. In the last panel, the boy says to himself, "I am a loser. Everyone hates me. I am never going back to school."

John, a kindergarten student with autism, is writing about frogs, which fascinate him, when his pencil breaks. He rummages in his desk looking for another pencil and can't find one, and becomes anxious and mutters that he is stupid for not being better prepared. "This very bright, high-functioning child did not have the social and communication skills to raise his hand and ask his teacher for a pencil because he did not realize that his teacher could help him by providing another one," explain Constable, Grossi, Moniz, and Ryan. His teacher (assisted by a support team) identifies the target behaviors and customizes a strategy: she attaches a small card with a picture of a frog and the word *Help* to the corner of the boy's desk and teaches him to hold up the card, wait for an adult to acknowledge him, and ask for help when he needs it. She also identifies peers who can help him and has him practice using the frog signal to ask for help until he is comfortable with the procedure.

Jack, a fifth grader, has difficulty getting started with writing assignments and becomes anxious when he notices that classmates are ahead of him with their writing. The teacher has a classroom assistant sit with Jack and ask specific questions that elicit his knowledge of the subject, fill in a graphic organizer, and get started with the assignment.

"Meeting the Common Core State Standards for Students with Autism: The Challenge for Educators" by Susan Constable, Barrie Grossi, Alexis Moniz, and Lynne Ryan in *Teaching Exceptional Children*, January/February 2013 (Vol. 45, #3, p. 6-13), http://cec.metapress.com/content/0371582360546h27/

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6. A Principal Shifts His Focus to Working with Teacher Teams

In this article in *Principal*, Kurtis Hewson (University of Lethbridge, Alberta, Canada) says that when he was first an elementary principal, he did weekly full-lesson observations of teachers. Over time, he realized that this approach was unmanageable, ineffective, and "unwittingly supported a culture of professional isolationism that ran counter to the collaborative practices we strived to establish and support in the school." He decided to make frequent, short, informal visits to classrooms (which increased his visibility and kept him in touch with students) and devote most of his time to weekly grade-level teacher team meetings. The focus of these one-hour PLCs varied:

- Reviewing student testing data;
- Establishing team norms, learning goals, and professional development priorities;
- Writing curriculum unit plans;
- Developing common assessments;
- Looking at assessment results and student work;
- Every six weeks, monitoring individual students' progress and crafting interventions to address needs.

Hewson says this shift paid handsome dividends for the school:

• Grade-level teams got better at collaborating around curriculum planning and data-driven instruction. "I was able to challenge some longstanding, questionable instructional practices through collective inquiry and professional dialogue," he says – far more effectively than would have been possible working with teachers individually.

• "I gained a much deeper, more informed understanding of the individual learning needs of students in the school through examination of data and the resulting team dialogue than I could have accomplished by viewing the data on my own or observing students in the classroom," says Hewson. "Over time, this benefited every grade-level team as I gained a more comprehensive understanding of students' learning background, could connect teachers' work with students as they progressed to higher grades, and could connect work happening between grade levels."

• Hewson's credibility with teachers increased as he rolled up his sleeves and worked with teams to solve curriculum and instructional problems.

"Time Shift: Developing Teacher Teams" by Kurtis Hewson in *Principal*, January/ February 2013 (Vol. 92, #3, p. 14-17), www.naesp.org

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7. A Boston Teacher Residency Program Under the Microscope

In this article in *Educational Evaluation and Policy Analysis*, John Papay (Brown University) and Martin West, Jon Fullerton, and Thomas Kane (Harvard Graduate School of Education) report on their study of the Boston Teacher Residency (BTR) program. BTR has teacher candidates work alongside mentor teachers in Boston schools for a full year before they assume full-time teaching jobs. The researchers found that BTR teachers were more racially diverse than other novice Boston teachers, more likely to teach math and science, and more

likely to remain teachers for at least five years. Looking at value-added student-achievement results, the study found that BTR teachers for whom such data were available were no more effective at raising student test scores than other novice teachers in ELA and less effective in math. But the effectiveness of BTR graduates improved rapidly over time – by their fourth and fifth years, they outperformed veteran teachers.

"Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston" by John Papay, Martin West, Jon Fullerton, and Thomas Kane in *Educational Evaluation and Policy Analysis*, December 2012 (Vol. 34, #4, p 413-434), http://epa.sagepub.com/content/34/4/413.abstract

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7. Short Items:

a. Literacy Design Collaborative website – This website has resources and tools to implement the Common Core ELA standards: www.literacydesigncollaborative.org.

"Bulletin Board" in *Principal Leadership*, January 2013 (Vol. 13,#5, p. 6)

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b. Questions to ask vendors about Common Core alignment – This *Education Week* article by Tom Vander Ark offers advice on how to make sure textbooks and other materials are truly aligned to the new standards:

http://blogs.edweek.org/edweek/on_innovation/2012/11/top_10_questions_to_ask_common_core_vendors.html

Spotted in "Bulletin Board" in *Principal Leadership*, January 2013 (Vol. 13, #5, p. 7)

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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.marshall48@gmail.com

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 42 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 64 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).

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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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
Newsweek
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Wharton Leadership Digest