Marshall Memo 731

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 9, 2018

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Quotes of the Week

"Whether it's due to limited life experience, hormones wreaking havoc on emotions, or the trying on of identities, young adolescents tend to exaggerate just a bit."
Jennifer Gonzalez (see item #1)

"What is education for? In my view, it is to enable all students to understand the world around them and the talents within them so that they can become fulfilled individuals and active, compassionate citizens."
Ken Robinson in "An Expert's View" in *The New York Times*, April 8, 2018
https://www.nytimes.com/2018/04/05/education/learning/an-experts-view-sir-ken-robinson.html

"Students differ from one another in dozens of important ways that reflect cultural as well as individual characteristics. Minute by minute and month by month, we must decide when and how to adapt to the characteristics of particular students, when and how not to do so, and which student characteristics to attend to in either case… When done well, it is an awesome balancing act."
Richard Snow, 1997 (quoted in item #3)

"The way we teach is often a statement of who we are. If someone questions our practices, it's like they're questioning our value as teachers."
Rick Wormeli in "The Grief of Accepting New Ideas" in *AMLE Magazine*, April 2018 (Vol. 6, #2, p. 34-37), https://bit.ly/2IDDdol; Wormeli is at rwormeli@cox.net.

"Students can do no better than the assignments they're given… Our experience shows that classroom assignments strongly reflect the expectations that educators hold for their learners, providing a lens into the day-to-day experiences of students and their interaction with curricula."
Keith Dysarz (see item #5)

1. Young Adolescents 101

In this *Cult of Pedagogy* article, Jennifer Gonzalez says she never planned to teach middle school, but that was the level with job openings as she finished her training, so she dove in – and ended up falling in love with the kids' quirky characteristics. Here's her analysis of what's going on with 11-14-year-olds, along with advice for educators working at that level:

• *Kids care more about what their peers think than pretty much anything else*. For example, a boy who loves chocolate milk refuses to have some in the cafeteria because someone said chocolate milk is babyish. Gonzalez suggests using this characteristic to our advantage: get the coolest girl in the class who likes Shakespeare to lead the lesson, or promise five minutes of time to chat with each other at the end of class in exchange for focused work.

• *They are horrified by what their bodies are doing*. Pimples, body odor, oversize feet, developing too slowly, and all the rest. The best advice for teachers: don't draw attention to what's happening with individual students, and understand if a student doesn't want to be called up to the front of the class.

• *They tend toward hyperbole*. There's a spider in the corner? "Get ready for a wall-climbing, horror-movie-screaming, Armageddon-style wig-out," says Gonzalez. "Whether it's due to limited life experience, hormones wreaking havoc on emotions, or the trying on of identities, young adolescents tend to exaggerate just a bit." Her advice: don't overreact, describe problems in a calm, rational way, maintain a sense of humor, and model the way a healthy person navigates life's little surprises: "Yes, spiders can be scary. Let's take care of this little guy so we can get back to work."

• *They are mortified by public praise*. Elementary students may beam at being recognized for having written a good essay, but that changes in middle school. A word to the wise: praise, but keep it private.

• *They can't be trusted with confidences*. "Throwing a surprise party for another teacher and want to let your kids in on the secret?" says Gonzalez. "Consider the surprise ruined." At this age, kids can't resist the temptation to share this kind of information. Her advice: "Treat your middle-school kids the same way you should treat the Internet: Don't share anything you aren't willing to see broadcast in public."

• *They're fascinated with you as a human being, but then they're not*. Young adolescents are emerging from being the center of their own childish universe to becoming aware that other people see the world differently. "They may be intensely interested in you, sometimes," says Gonzalez. "They'll ask all kinds of questions about your personal life, your

family, the kind of food and music you like, and whether or not you cuss and drink outside of school hours." But then they'll revert to acting as though you don't exist. Her advice: Be restrained when answering personal questions (present a G-rated version of your life) and understand the transition they're going through.

• *They are pulling away from their parents*. This is a normal part of adolescence, but middle-school kids need adult guidance more than ever. Gonzalez's take: "As a trusted adult in their lives, you're in a unique position to influence these kids and fill in the gaps that have been left by their self-imposed isolation from their own families, so remember to *be the adult*: Advise responsibly, model smart decision-making, and unless you suspect genuine abuse, avoid taking the child's side over their parents'. You are in partnership with the student and their primary caregivers; be sure your students are always clear about that."

• *They are still kids*. One minute they're having a serious discussion about the symbolism of a Robert Frost poem, the next they're making rude noises with their armpits and asking if they can drink the water from the fish tank. And they're wiggling all the time, especially the boys. Gonzalez's advice: build movement into your lessons, take advantage of kids' childish enthusiasm and willingness to help out, and don't expect mature behavior to last very long. They're actually acting their age.

"8 Things I Know for Sure About (Most) Middle-School Kids" by Jennifer Gonzalez in *Cult of Pedagogy*, October 1, 2014, https://www.cultofpedagogy.com/middle-school-kids/

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2. Teacher Evaluation: Ships Passing in the Night

In this article in *Principal Leadership*, Rachael Gabriel (University of Connecticut/ Storrs) says she is concerned about what she sees as the competing goals of teacher evaluation and supporting teachers' development as instructors. "The challenge comes because both goals are important," says Gabriel, "and both could potentially lead to positive outcomes for students and schools, but when they are applied to the same set of activities, they may seem to mix messages, cross purposes, and cancel out efforts." Gabriel has concluded that it's difficult to do both at the same time, and illustrates the point by describing an interaction between an assistant principal and a teacher.

The administrator is making unannounced visits to his high school's English classrooms (his area of supervisory responsibility) to evaluate teachers' learning objectives. The district rubric says that to get an Effective rating, teachers need to post and orally state the objective in student-friendly language; for a teacher to score at the Exemplary level, students must be able to explain the objective when asked. The AP is visiting all English classrooms to gather objective data for a department professional development meeting, and to compare his data with colleagues supervising other departments.

The AP makes an unannounced visit to a teacher who has been working on improving students' writing and differentiating instruction. She believes (from her own research) that it's important for students to set their own goals and have one-to-one conferences with her to hone their focus areas. When the administrator walks in, it's independent writing time and the

teacher is thrilled that he'll see students working on their own projects, observe teacher-student conferences, and appreciate some successful differentiation.

The assistant principal looks for the objective on the board, but it isn't there because the teacher doesn't post objectives when students are writing independently. He asks several students what they're learning in that day's lesson, and they say there wasn't a teacher-directed lesson because it's a writing day. Although students seem to be engaged in their writing, including those intensely conferring with the teacher, the administrator can't find any of the indicators he's looking for. He considers giving the teacher a negative rating on posted objectives, but ends up leaving a note in her box saying he'll come back some other time to see her teach.

What's wrong with this picture? Gabriel says it's a case of differing goals and poor communication. If the teacher had known what the AP was looking for, she might have put up a lesson objective on independent writing and goal-setting and discussed the objective with the class up front. If the administrator had conducted a pre-observation conference or chatted with the teacher after the visit, he would have known what was going on and understood her principled decision not to post a lesson objective. It's also an example of administrative inflexibility: the assistant principal's single-minded focus on rating the teacher on one particular part of the rubric prevented him from seeing the bigger picture and realizing that he could have used other parts of the rubric to appreciate and positively evaluate the work she was doing.

"If leaders aim to support and develop teachers to address the development goal of teacher-evaluation systems," says Gabriel, "they need to be ready to color outside the lines of ready-made evaluation tools." Specifically, principals and other supervisors need to:

- Ask teachers what feedback will be most helpful after classroom visits, especially observations most directly linked to student learning;
- Not feel limited to cookie-cutter rubric indicators;
- Come up with customized suggestions based on each teacher's specific context and goals;
- Talk with teachers about their lesson goals, as well as gaps between their intentions and what actually happened in a particular lesson.

Administrators also need to be transparent about the rubric-scoring process that will happen each year, the shared definition of teaching provided by the district's rubric, and the opportunities teachers will have to "show their stuff" in the course of each school year.

[This disheartening anecdote also points to the importance of frequent, short, unannounced classroom visits by administrators, face-to-face conversations with teachers after each one, and two-way communication about everything that happened during a visit, ultimately focusing on a coaching "leverage point" (Paul Bambrick-Santoyo's term) or something worthy of praise and appreciation. With this approach, it's possible to combine coaching/development with evaluation/compliance and aggregate data from visits, conversations, and other points of contact for summative rubric scoring at the end of the school year, with the teacher's input.   K.M.]

"Role Call" by Rachael Gabriel in *Principal Leadership*, April 2018 (Vol. 18, #8, p. 18-20), www.nassp.org; Gabriel can be reached at rachael.gabriel@uconn.edu.

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3. Teachers' On-the-Spot Adaptations During Lessons

"Classrooms are messy, unpredictable contexts," say Seth Parsons (George Mason University) and seven colleagues in this *Review of Educational Research* article. "Daily, educators teach students who come from different backgrounds, cultures, and life experiences; who have diverse interests and motivations; and who have varying levels of language proficiency, skills, and abilities… To effectively navigate these contexts and provide all students with a quality education, teachers must be flexible and creative in their approach as they adapt their instruction to support the various learners under their care." Parsons et al. present their synthesis of 64 studies of teachers' in-the-moment adaptations.

Adaptability is widely believed to be a cornerstone of effective teaching. Here are some of the ways it has been described:

- Demonstrating flexibility and responsiveness (Danielson Framework item 3e);
- Continuously monitors student learning… (Council of Chief State School Officers);
- Responsive teaching (Dozier, Garnett, and Tabatabai);
- The teachable moment (Muir, Beswick, and Williamson);
- Improvisation (Sawyer);
- Innovative behavior (Thurlings, Evers, and Vermeulen);
- Decision-making (Clark and Peterson);
- Reflective teaching (Souto-Manning and Dice);
- Adaptive metacognition (Lin et al.);
- Adaptive expertise (Darling-Hammond and Bransford);
- Dialogic teaching (Boyd).

[There are also the related areas of individualization, differentiation, and personalization, which are more focused on unit and lesson planning than on-the-spot adaptability.]

What did the researchers find? First, that on-the-spot adaptability is linked to teachers' beliefs, knowledge, training, experience, and thinking. "Reflective and metacognitive teachers constantly monitor classroom proceedings," say Parsons et al., "observing student learning, motivation, and behavior, which serve as stimuli or antecedents for teachers to adapt their instruction."

Second, that teachers use a variety of cues to pick up on student confusion, misconceptions, or errors, including on-the-spot checks for understanding and noticing a perplexed expression on a student's face.

Third, that effective teachers respond in appropriate and effective ways (or decide when it's best not to respond), choosing among various follow-ups:

- Questioning;
- Encouraging;
- Managing;
- Giving feedback;

- Making connections;
- Assessing;
- Modeling;
- Explaining;
- Challenging.

Fourth, the researchers say that skillfully adapting teaching often leads to "enhanced student learning, motivation, and behavior".

Finally, they note that some schools and districts prevent this kind of teacher adaptability by imposing rigid pacing guides, mandated lesson plans, and other prescriptive structures seemingly aimed at "teacher-proofing" instruction.

"Teachers' Instructional Adaptations: A Research Synthesis" by Seth Parsons, Margaret Vaughn, Roya Qualls Scales, Melissa Gallagher, Allison Ward Parsons, Stephanie Davis, Melissa Pierczynski, and Melony Allen in *Review of Educational Research*, April 2018 (Vol. 88, #2, p. 205-242), https://bit.ly/2JvquFz; Parsons can be reached at sparson5@gmu.edu.

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4. The Critical Role of Teacher Leaders

"For any change to occur in language arts, it must originate from a classroom need and have the support of *teacher leaders* who are able to carry it forward," says Texas language arts coordinator Amanda Palmer in this article in *English Journal*. But what exactly are teacher leaders? They're teachers who don't want to go into administration but have moved past the I-am-just-a-teacher, can't-picture-myself-as-a-leader mindset and are ready to take on responsibilities outside their assigned classroom duties. Some possibilities:

- Sharing ideas by opening their classrooms to peer observation and feedback;
- Mentoring a new teacher;
- Delivering professional development;
- Helping out with curriculum writing;
- Establishing an online presence, including Twitter chats and blogs;
- Presenting at conferences;
- Serving on campus or district committees;
- Seeking leadership in professional associations.

"More teachers need to take on leadership roles," says Palmer. "The challenge lies in motivating teachers to step forward despite the present obstacles." These include lack of time, lack of power, and the fear of colleagues' *Is she putting on airs?* put-downs. "Educational change is a *heart* activity," Palmer concludes, "something one engages in because it truly matters. Any other motivating factor will not suffice. We must engage teachers' hearts and highlight their immense value when they choose to lead from the classroom."

"Teacher Leaders Are Critical to Improving English Language Arts Instruction" by Amanda Palmer in *English Journal*, March 2018 (Vol. 107, #4, p. 10-12), available for NCTE members at https://bit.ly/2GJR4Nm; Palmer can be reached at AmandaKPalmer@katyisd.org.

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5. Disappointing Middle-School Math Assignments

"Students can do no better than the assignments they're given," says Keith Dysarz in this Education Trust report. "Our experience shows that classroom assignments strongly reflect the expectations that educators hold for their learners, providing a lens into the day-to-day experiences of students and their interaction with curricula."

Dysarz collected more than 1,800 sixth, seventh, and eighth-grade math assignments from six districts (urban, suburban, and rural) across the U.S. He defined assignments as in-school and homework tasks that students were expected to complete independently or with a group of peers. Assignments done with substitutes or during teacher-led lessons were not included. Dysarz asked 63 teachers leading 91 math courses for all of these kinds of assignments over a two-week period. This gave him a representative sample of the work students were doing on a day-to-day basis. Here are his findings in five areas:

• *Alignment to the Common Core* – 73 percent of math assignments were at least partially aligned with one or more grade- or course-appropriate Common Core math standards. Many assignments addressed multiple standards.

• *Cognitive challenge* – Only 9 percent of assignments pushed student thinking to higher levels. Almost all assignments limited students to recalling a fact, performing a simple procedure, or applying basic knowledge to a skill or concept. This was even more pronounced in high-poverty schools, where only 6 percent of assignments required strategic or extended thinking (compared to 12 percent in low-poverty schools).

• *Aspects of rigor* – 87 percent of assignments focused on procedural skills and fluency, compared with 38 percent on conceptual understanding and 39 percent on application of a math concept. A key missing piece in 61 percent of assignments was including various types of mathematical representations, an important indicator of conceptual understanding – for example, understanding that the fraction 7/4 (symbolic) is "seven parts of size one-fourth" on a number line (visual) or measuring a string that has a length of seven fourth-yards (physical);

• *Communicating mathematical understanding* – Only 32 percent of assignments gave students an opportunity to communicate their thinking in the language of mathematics and/or justify their answers. Most assignments were answer-focused and didn't ask students to explain or defend their thinking at any point. Only 36 percent of assignments required students to write anything beyond the answer, and very few were conducive to discussions.

• *Motivation and engagement* – Only 3 percent of assignments gave students some choice (content, product, process, or math tool), and only 2 percent included real-world events or students' personal experiences, goals, interests, or values.

While the degree of alignment with Common Core standards is encouraging, Dysarz concludes, there's clearly a lot of room for improvement, and daily assignments are where the rubber meets the road. He identifies these imperatives:

- Raising expectations for low-income students and students of color;
- Increasing the level of cognitive demand in all classes, from accelerated to remedial;
- Striking a better balance among procedural skills, fluency, conceptual understanding, and applications;

- Making greater use of multiple representations to build conceptual understanding;
- Getting students to communicate their mathematical understanding and explain and justify their answers and critique the reasoning of others;
- Giving students choices and having them bring their own ideas, experiences, and opinions into math classrooms.

"Checking In: Are Math Assignments Measuring Up?" by Keith Dysarz, The Education Trust, April 4, 2018, https://edtrust.org/resource/checking-math-assignments-measuring/; Dysarz can be reached at kdysarz@edtrust.org; for an earlier Education Trust report by Sonja Santelises and Joan Dabrowski on middle-school ELA assignments, see https://bit.ly/2AGaLOR, summarized in Memo 602, with a follow-up by Joan Dabrowski summarized in Memo 638.

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6. Teaching Persuasion and Argumentation

In this article in *American Educator*, Linda Friedrich, Rachel Bear, and Tom Fox (National Writing Project) share their program for developing persuasive writing, which they sum up as *dialogue, not debate*. "Participating in a conversation is central to our understanding of argument," say Friedrich, Bear, and Fox. "Before students develop a solid claim for an argument, they need to get a good sense of what the range of credible voices are saying and what a variety of positions are around the topic… Readers recognize a thoughtful argument when it's clear that the writer deeply understands the conversation around the issue, carefully engages a range of viewpoints, and skillfully handles the evidence with commentary that advances the claim."

The National Writing Project's 45-hour College, Career, and Community Writers Program (C3WP) for grade 4-12 teachers, implemented in schools in 41 states, is built on these principles:

• Focus on a specific set of skills or practices in argument writing that build over the course of an academic year. These include organizing evidence and responding to opposing viewpoints.

• Provide text sets that represent multiple perspectives on a topic, beyond pro and con, with a range of positions, information modes, genres, and perspectives, using videos, images, written texts, infographics, data, and interviews.

• Use iterative reading and writing practices that build knowledge about a topic. These might include interviewing community members, doing detailed research, and beginning to craft their claims.

• Support the recursive development of claims that emerge through reading and writing. These are manifest as students gather information from text, consider multiple angles on a topic, develop and revise a claim, and write a full draft.

• Help students organize and structure their writing to advance an argument. Have students read exemplary op-ed articles, thinking through the decisions the writers made and how they organized their sources. A key takeaway: there isn't one right way to write a persuasive piece.

• Embed formative assessments to identify areas of strength and inform next steps for teaching and learning. Especially important are one-on-one conferences with students to focus, encourage, tweak, and if necessary redirect their efforts.

"For the Sake of Argument: An Approach to Teaching Evidence-Based Writing" by Linda Friedrich, Rachel Bear, and Tom Fox in *American Educator*, Spring 2018 (Vol. 42, #1, p. 18-22, 40), https://www.aft.org/ae/spring2018/friedrich_bear_fox

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7. Mixing Things Up with Student Writing Assignments

In this article in *AMLE Magazine*, teacher/author/consultant Lauren Porosoff says teachers should go beyond the time-honored triumvirate of writing conventions: persuasion, information, and narrative. Here are her suggestions:

• *Persuasion: From "I believe" to "We believe"* – Instead of asking students to stake out and defend one point of view in response to a prompt (for example, Should students have assigned seats in the cafeteria?), how about asking students to identify common values among those who would argue for and against that position? Have them think about why their peers, teachers, and parents care about lunch seating. By doing this, students might realize that both sides have a common interest: sitting with friends, feeling connected, and eating a relaxed, nourishing lunch. "A good argument acknowledges alternative views," says Porosoff, "but dismisses or qualifies them to advance the writer's own view. But students writing to unify would introduce multiple perspectives, not to assert which one is 'right' or 'best,' but to discover what the people holding these perspectives have in common, and to suggest ways they could work together and move forward."

• *Information: From "What I know" to "What can I learn?"* – The standard informational essay (for example, Compare tree frogs and bromeliads as symbiotic organisms) has a dreary sameness, often presented in five-paragraph essay format: describing the tree frog and bromeliad, then explaining how the latter affects the former, then saying why symbiotic relationships matter. Imagine, as an alternative, having students ask questions about the relationship between two symbiotic organisms. Some possibilities:

- How do the frogs and bromeliads find each others?
- Do other kinds of frogs have symbiotic relationships with plants?
- Do they need each other?
- What could people learn from the tree frog? From the bromeliad? From the relationship between them?
- Does the symbiosis occur only under certain conditions?
- Will climate change influence this relationship? Or will the symbiotic relationship help them survive and adapt as the climate changes?
- How can humans survive and adapt as the climate changes?
- What can we learn from the frog-bromeliad relationship?

"Questions might engender more questions in ways we don't anticipate or understand," says Porosoff. "I doubt the classic five-paragraph structure will lend itself to the rambling, associative, creative, and curious writing-to-ask prompt."

• *Narrative: From "Here's my story" to "Please tell your story*" – In most narrative writing assignments (for example, Tell about a time you showed courage), we're asking students to privilege their own perspective. What about asking students to tell their own stories and invite others to tell *theirs*? They might write to a grandparent who survived a war, or a classmate who spoke in front of a large audience, or a teacher who took a job in a foreign country, respectfully asking them to share their experiences. They might even write to imaginary fictional characters and imagine the responses.

Traditional persuasion/informational/narrative writing assignments encourage students to be closed, certain, authoritative, and self-focused, concludes Porosoff. The type of assignments she's advocating encourage students to be open, curious, humble, and empathetic.

"Moving from Telling Our Stories to Inviting Stories" by Lauren Porosoff in *AMLE Magazine*, April 2018 (Vol. 6, #2, p. 6-9), https://bit.ly/2GKojME; Porosoff is at lporosoff@ecfs.org.

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8. Double-Entry Note-Taking

In this article in *AMLE Magazine*, Lesley Roessing (Georgia Southern University/ Savannah) suggests having students take notes in two columns as they read a text or listen to a class. Here's how it works:

- Students draw a T-chart format on a page.
- On the left, they choose something they find provocative or notable – a sentence, phrase, quote, fact, term, new vocabulary term, character, setting, plot element.
- On the right, they jot their personal responses to the content – questions, inferences, insights, connections, predictions, evaluations, reflections.
- They write headlines at the top, perhaps From the Book/From my Brain, or Text/Thoughts.

"It is as interesting to observe *what* readers choose to respond to as *how* they respond," says Roessing, noting that this approach encourages students to read and listen more critically and independently. Another advantage, she says, "is that the teacher can see exactly what the reader is responding to and, in discussions, readers can remember exactly what they were referring to. This is especially effective when students are independently reading different texts." Double-entry note-taking can work with a novel, a social studies chapter, math and science textbooks.

"During Reading Response: Double-Entry Journals" by Lesley Roessing in *AMLE Magazine*, April 2018 (Vol. 6, #2, p. 43-45), no e-link available; Roessing can be reached at lesleyroessing@gmail.com.

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9. Bullying of Students with Hearing Loss

In this article in *Exceptional Children*, Andrea Warner-Czyz and Hannah Pourchot (University of Texas/Dallas), Betty Loy (Children's Medical Center Dallas), Trissan White (Phoenix Day School for the Deaf), and Elika Cokely (HearUSA) report that students with hearing loss experience significantly more bullying in inclusion settings than their peers. Teasing and rumors occurred at about the same rate as for other students, but social exclusion and coercion were more frequent for students with hearing loss. Adolescents with hearing loss (wearing hearing aids or cochlear implants) are bullied nearly twice as much as their peers.

"Surprisingly," report the authors, "no personal factors, such as auditory history, communication competence, temperament, or behavior, differed between the bullied and non-bullied groups. The only factor that trended toward significance was depressive mood, such that the bullied group had more depressive symptoms than the non-bullied group."

The authors say that engaging in school activities, especially interscholastic sports, can enhance social status and reduce the chance of students with hearing loss being bullied. The same is true of having at least one close friend (this has been called the friendship protective factor). "Maintaining a high-quality friendship conveys a person's value and social-emotional proficiency to navigate teenage society," say the authors.

However, students with hearing loss may have difficulties forming friendships: "Difficulty hearing conversation may lead to imbalanced turn-taking (e.g., manipulation of a discussion to control the topic or withdrawal from dialogue). Alternatively, peer problems may indicate a broader issue of not recognizing social cues from conversation or distinguishing true friendship from acquaintances."

The implications: educators and parents should be especially vigilant to possible victimization of students with hearing loss, and work to build protective factors into their lives.

"Effects of Hearing Loss on Peer Victimization in School-Age Children" by Andrea Warner-Czyz, Betty Loy, Hannah Pourchot, Trissan White, and Elika Cokely in *Exceptional Children*, April 2018 (Vol. 84, #3, p. 280-297), https://bit.ly/2qjnbZ9; Warner-Czyz can be reached at warnerczyz@utdallas.edu.

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If you have feedback or suggestions,
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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
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Literacy Today
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