Marshall Memo 599

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 17, 2015

In This Issue:

Quotes of the Week

"Nobody today can creditably argue that mandating statewide teacher evaluations as a condition of ESEA flexibility was a good idea. Nobody can say that the teacher evaluation efforts are going well. This was an unforced error of enormous magnitude – one that has sparked a significant backlash to accountability policies writ large and also destroyed whatever credibility the feds may have had."

Michael Petrilli in "The New ESEA Will Be 'Loose-Loose' Because Arne Duncan Went Overboard with 'Tight-Tight'" in *The Education Gadfly*, August 12, 2015 (Vol. 15, #31), http://bit.ly/1Mxfi9q

"The typical 16-year-old's reaction to getting a letter at home and having your parents tell you to eat right and exercise would be, 'Don't nag me.'"

Kevin Gee (see item #4)

"The presumption that students need to be protected rather than challenged in a classroom is at once infantilizing and anti-intellectual."

American Association of University Professors report on trigger warnings (see item #2)

"You don't always need to have the last word."

Richard Curwin (see item #3)

"The problem is that the powerful are often oblivious to their impact."

Adam Galinsky (see item #1)

"Continuous pruning, updating, and evaluation is required if our libraries are to remain viable resources… An up-to-date collection, even if small, is better than one filled with outdated or worn material."

Deborah Ford (see item #6)

1. The Power of Words – and Silence – from Those in Power

In this *New York Times* article, Adam Galinsky (Columbia Business School) says that those in authority are often unaware of the outsize weight their words and tone can carry. An example: When he was an assistant professor, Galinsky said to one of his department's doctoral students, "Gail, I need to talk with you about something this afternoon. Can you come by my office at 3 p.m.?" When they met, Galinsky went over some small changes in a research paper they were working on, and when they were finished, Gail said, "Never do that to me again!" "Do what?" asked Galinsky, genuinely confused. "Scare the hell out of me by saying you needed to talk to me," she said. "I spent the whole day obsessing about whether I was in trouble."

Galinsky's immediate reaction was that Gail was being oversensitive, but not long after this exchange, his department head (who would one day be voting on whether he'd get tenure) asked to see him later in the day. "For the next five hours, I was consumed with fear that I had done something wrong," he says, only to find the topic was nothing to worry about.

"These experiences brought me face to face with how the words of those with power loom large over those with less power," says Galinsky. "The problem is that the powerful are often oblivious to their impact." He calls this the *power amplification effect* and says it can happen in three types of interaction:

• *Direct communication* – Feedback from someone in power can put a bounce in our step or ruin our day. As a student, Galinsky was devastated when a professor said, "That is completely wrong" in response to a comment he made in class – but was elated when the same professor encountered him in a corridor and said, "You are a lovely writer."

• *Silence* – Galinsky describes his brother's emotions when an airliner dropped 1,000 feet in twelve seconds, knocking a flight attendant unconscious, and there was no word from the cockpit afterward. "My brother was terrified and desperately wanted communication, any communication, from those in charge," he says. Similarly, if leaders of an organization are silent when things are going wrong, employees dwell on worst-case fears.

• *Ambiguity* – Galinsky's request to Gail, and his department chairperson's request to him, both contained no details about what would be discussed, causing great anxiety. "Because the powerful have the capacity to punish others," he says, "seemingly straightforward requests can incite unchecked worry." Simply adding the words, "It's nothing bad" to the request for a meeting would have made all the difference.

The solution to this anxiety and fear is for those in power to put themselves in the shoes of their underlings and imagine how direct communication, silence, or ambiguity are coming across to them. "If we take a moment to think about the power differentials in our interactions and how our words might affect others," Galinsky concludes, "we can communicate more effectively. And we can cause unnecessary worries and fears to float away."

"Your Whisper May Feel Like a Shout" by Adam Galinsky in *The New York Times*, August 16, 2015, http://nyti.ms/1TPUFtx

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2. Micro-Aggressions and Trigger Warnings in Colleges

"Something strange is happening at America's colleges and universities," say Greg Lukianoff (Foundation for Individual Rights in Education) and Jonathan Haidt (New York University Stern School of Business) in this article in *The Atlantic*. "A movement is arising, undirected and driven largely by students, to scrub campuses clean of words, ideas, and subjects that might cause discomfort or give offense." Students are speaking up forcefully about "micro-aggressions" from others, and at some universities, professors are being asked to post "trigger warnings" before they discuss or assign readings on sensitive topics.

Haidt describes how one of his NYU students objected when he assigned an article on the dilemmas physicians face with a patient who is dying of cancer (the professor should have warned students who had lost a relative to cancer to steer clear of this article, said the student). Another objected when, as part of a discussion of weaknesses of the will, Haidt showed a classical painting of Ulysses having his men tie him to the mast of his ship as the Sirens (in this painting, topless) tried to lure them to their deaths (this was degrading to women, said the student in a course evaluation, and Haidt was insensitive for showing it). When students take their concerns to university administrators or social media, professors can get very skittish about broaching potentially controversial or upsetting topics, which has a chilling effect on discussing a variety of topics in the curriculum.

Lukianoff and Haidt believe these trends are fundamentally wrong. "According to the most-basic tenets of psychology," they say, "the very idea of helping people with anxiety disorders avoid the things they fear is misguided… Attempts to shield students from words, ideas, and people that might cause them emotional discomfort are bad for students. They are bad for the workplace, which will be mired in unending litigation if student expectations of safety are carried forward. And they are bad for American democracy, which is already paralyzed by worsening partisanship."

Here's an example from outside the classroom. If a person has had a terrifying experience being trapped in an elevator during a power failure, the best way to return to normalcy is not to avoid all elevators but engage in "exposure therapy" – first looking at an elevator from a distance until apprehension begins to subside; then, on subsequent days, standing closer to the elevator; then pushing the call button; then getting in and riding up one floor; finally being able to ride any elevator. This is how the person's amygdala, whose neural

connections were altered by the traumatic experience, can gradually be rewired to associate elevators with safety and normalcy.

"Students with PTSD should of course get treatment," say Lukianoff and Haidt, "but they should not try to avoid normal life, with its many opportunities for habituation. Classroom discussions are safe places to be exposed to incidental reminders of trauma (such as the word *violate*). A discussion of violence is unlikely to be followed by actual violence, so it is a good way to help students change the associations that are causing them discomfort. And they'd better get their habituation done in college, because the world beyond college will be far less willing to accommodate requests for trigger warnings and opt-outs."

Lukianoff and Haidt are also concerned about the message that trigger warnings and hyper-sensitivity to micro-aggressions sends to the much larger number of students who don't have traumatic associations with certain topics. "One of my biggest concerns about trigger warnings," says psychiatrist Sarah Roff, "is that they will apply not just to those who have experienced trauma, but to all students, creating an atmosphere in which they are encouraged to believe that there is something dangerous or damaging about discussing difficult aspects of our history."

Lukianoff and Haidt suggest three steps to normalize a wide range of discussions in higher education:

• The federal Department of Education should release universities from their fear of unreasonable investigation and sanctions. The authors believe that the standard articulated in the 1999 Supreme Court *Davis v. Monroe County Board of Education* case is the best way to help universities step away from trying to police their students' speech so carefully: a single comment or thoughtless remark by a student does not equal harassment, which requires a pattern of objectively offensive behavior by one student that interferes with another student's access to education.

• Universities should allow but strongly discourage trigger warnings by professors. The American Association of University Professors report put it this way: "The presumption that students need to be protected rather than challenged in a classroom is at once infantilizing and anti-intellectual."

• Universities should rethink the skills and values they most want to impart to incoming students. "Teaching students to avoid giving unintentional offense is a worthy goal," say Lukianoff and Haidt, "especially when the students come from many different cultural backgrounds. But students should also be taught how to live in a world full of potential offenses." They suggest that students should be taught the basics of cognitive behavioral therapy in a few group training sessions, supplemented by websites and apps. This would create a shared vocabulary about reasoning, common distortions, and the appropriate use of evidence to draw conclusions and facilitate critical thinking and real debate about key issues. Here are some common cognitive distortions that might be part of the curriculum:

- Mind reading – Presuming that you know what people think without having sufficient evidence of their thoughts. "He thinks I'm a loser."
- Fortune telling – Predicting the future negatively. "I'll fail that exam."

- Catastrophizing – Believing that what has happened or will happen will be so awful and unbearable that you won't be able to stand it. "It would be terrible if I failed."
- Labeling – Assigning global negative traits to yourself and others. "He's a rotten person."
- Discounting positives – Claiming that the positive things you and others do are trivial. "Those successes were easy, so they don't matter."
- Negative filtering – Focusing almost exclusively on the negatives and seldom noticing the positives. "Look at all the people who don't like me."
- Overgeneralizing – Perceiving a global pattern of negatives based on a single incident. "This generally happens to me. I seem to fail at a lot of things."
- Dichotomous thinking – Viewing events or people in all-or-nothing terms. "It was a complete waste of time."
- Blaming – Focusing on the other person as the source of negative feelings and refusing to take responsibility for changing. "My parents caused all my problems."
- What if? – Asking a series of questions about what might happen and not being satisfied with any of the answers. "Yeah, but what if I get anxious?"
- Emotional reasoning – Letting your feelings guide your interpretation of reality. "I feel depressed, therefore my marriage is not working out."
- Inability to disconfirm – Rejecting any evidence that might contradict negative thoughts, for example, that one is unlovable.

"The Coddling of the American Mind" by Greg Lukianoff and Jonathan Haidt in *The Atlantic*, September 2015 (Vol. 316, #2, p. 42-52), http://theatln.tc/1Jmneda

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3. Alternatives to Some Ineffective Teacher Statements to Students

"When I was a new teacher in middle school several centuries ago, I occasionally said things to students that I later regretted," says Richard Curwin (David Yellin College) in this article in *Edutopia*. Since then, Curwin has collected other unfortunate teacher utterances. Here are a few, each followed by his suggestions for more-effective approaches:

• *You have potential but don't use it*. This is intended as a challenge to do better, but for too many students it saps their motivation. Better to say, "How can I help you reach your full potential?"

• *I'm disappointed in you*. This looks to the past, which is why students often find it annoying. Better to say, "What do you think you can do to make a more helpful decision the next time you're in a similar situation?"

• *What did you say?* This challenge is usually made as a student is walking away from a tense interchange and mutters something under his or her breath. The teacher's words are "just bait for escalation," says Curwin. "Do you really want to know what was whispered? It's better to ignore that unheard comeback and move on. You don't always need to have the last word."

• *If I do that for you, I'll have to do it for everyone*. Fair is not equal, says Curwin. "Each student needs what helps him or her, and every student is different. Further, no one

wants to think of him- or herself as one of a herd. Better to say, "I'm not sure if I can do that, but I'll do my best to meet your needs in one way or another."

• *It's against the rules*. This comes across as rigid. Better to say, "Let me see if there's a way to meet your needs within the rules."

• *Your brother (or sister) was better than you*. "Comparison can only lead to trouble regardless of which side of the coin the student is," says Curwin. Don't go there.

• *I like the way Toby is sitting*. "This is manipulation to get the class to sit down," says Curwin, and it puts the singled-out student in a difficult spot, leading to resentment. Better to be direct and tell the truth by saying, "Class, please sit down."

• *You'll never amount to anything*. "Not only is this an insult, but it is usually wrong," says Curwin. "When I was young, I was told that I would never be a teacher. How many great people have been told this?"

• *Who do you think you are?* This comes across as saying that the student is not as important as the teacher – sheer arrogance and begging for a power struggle.

• *Don't you ever stop talking?* "This is a snide way of asking the student to stop talking," says Curwin. "Avoid sarcasm and directly say what you are feeling."

• *I'm busy now*. An alternative is: "I'm very busy now, but you are very important to me. Unless this is an emergency, let's find a better time to talk. I really want to hear what's on your mind."

• *The whole class will miss ---- unless someone admits to ----*. "Collective punishment is never appropriate," says Curwin. We don't want students to learn that the world is unpredictable and they may be punished for some else's misdeeds.

• *What is wrong with you?* "We are all imperfect, so the question is really only intended as an insult," says Curwin. Better to say, "I see you have a problem. Let's work together to find a solution."

"13 Common Sayings to Avoid" by Richard Curwin in *Edutopia*, August 11, 2015, http://bit.ly/1UPa4rc

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4. Can Schools Have an Impact on Childhood Obesity?

In this *New York Times* article, Jan Hoffman reports that schools in ten states, including Arkansas, Ohio, Pennsylvania, and Illinois, have been sending home letters with students' B.M.I. (body mass index) numbers. How is this well-intentioned effort to combat childhood obesity working out? Not so well, at least for teenagers, according to a new study by Kevin Gee of the University of California/Davis. "The typical 16-year-old's reaction to getting a letter at home and having your parents tell you to eat right and exercise would be, 'Don't nag me,'" says Gee. Perhaps as a result of this dynamic, the study (and another one in California) showed virtually no difference in B.M.I. scores in schools that sent home letters and those that didn't.

There have also been concerns that the letters may be counterproductive, triggering eating disorders, or at the very least, contributing to a poor body image. "There is so much

stigma with being overweight," says Mary Story of Duke University, "and children in adolescence are particularly sensitive to that." When her school sent out letters, a Georgia teen said, "Everyone started talking about their B.M.I.s and comparing them. And all it did was make everyone feel self-conscious." In one high school, some student pranksters wore ankle weights under their jeans to skew the numbers.

But Dominique Ruggieri of the University of Pennsylvania's Center for Public Health Initiatives defends sending home B.M.I. data, saying the letters can be "an important resource for parents who don't get the message." One variable affecting the impact of B.M.I. information is how well it's explained to students and parents. Some districts send three-page letters that help families understand the score as a screening tool, and include specific suggestions for combatting obesity. Others send the raw numbers home on a slip of paper, which has much less impact. Another variable, of course, is whether the information is mailed or sent home with students. "Either the letter descends to the bottom of that archaeological dig known as the backpack," says Hoffman, "or the student tosses it away."

Arkansas has one of the highest child obesity rates in the nation, and its program has been closely watched. Despite the B.M.I. letters and a number of parallel efforts – banning vending machines in schools, limiting the calorie count of students' snacks, restricting the number of classroom parties per year, and increasing the number of physical education classes – the obesity rate hasn't gone down. But it hasn't gone up, which had been the trend for the three decades before the program began. So the news could be worse – but it's hardly good. One conclusion is that by the time students reach adolescence, schools have only marginal impact on their behavior. "A letter home in high school doesn't make a lot of sense," says Story, the Duke professor. "Most teenagers already know when they're overweight."

"'Fat Letters' Get Poor Grades" by Jan Hoffman in *The New York Times*, August 11, 2015, http://nyti.ms/1gRM7Ar

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5. Five Myths About Teaching Order of Operations

"The order of operations is an iconic mathematics topic that seems untouchable by time, reform, or mathematical discoveries," say Jennifer Bay-Williams (University of Louisville) and Sherri Martinie (Kansas State University) in this article in *Teaching Children Mathematics*. Yet there are a number of myths and misconceptions that can throw students off track:

• *Myth #1: The order of operations was arbitrarily designed long ago*. On the contrary, the order in which calculations are made has a firm mathematical basis in any era, say Bay-Williams and Martinie. Students should understand why multiplication precedes addition in expressions like this one: 4 + 3 x 5. If the four is added to the three before multiplication, the answer is quite different – and incorrect.

• *Myth #2: The order of operations must always be the same*. "Teaching the order of operations as a rigid set of rules is mathematically misguided and misses the opportunity to consider when we can and cannot apply the properties of the operations and preserve

equivalence," say Bay-Williams and Martinie. In the expression $5^3 + 4 \times 16 + 24 \times 4$, the simplifying and multiplication can be done in any order as long as they are done before the addition. "In this example," say Bay-Williams and Martinie, "mathematically proficient students should first look at the problem holistically and decide how to most efficiently find the solution, applying what they know about the properties of the operations and the order of operations."

• *Myth #3: The order of operations cannot be taught conceptually*. "Our goal to help students become mathematically proficient requires that we try to make the connection among concepts, procedures, and facts," say Bay-Williams and Martinie. By using real-world problems, students can understand the underpinnings of order of operations and not just follow procedural steps. For example, a sixth-grade teacher has students read *Two of Everything* (Hong, 1993), in which Mr. Haktak discovers a large magic pot that doubles everything that goes into it. The teacher then poses the problem $8 + 3 \times 5 + 7$ and says, "The Haktaks have one stack of eight coins, three stacks of five coins, and one stack of seven coins. Tell me how many coins they have." By trial and error, students figure out that they need to do the multiplication first, but it doesn't matter in what order they do the addition.

• *Myth #4: Order of operations is best taught using memory triggers*. The problem with the popular *Please Excuse My Dear Aunt Sally* and PEMDAS/PEDMAS prompts is that they can lead to confusion because they imply that there are six steps and that multiplication precedes division and addition precedes subtraction. In the expression $45 \div 5 \times 9$, if the multiplication is done first, the answer will be wrong. Better for students to learn order of operations conceptually and then use a simple visual representation of the hierarchy of operations in a pyramid: Exponents on top, then division and multiplication (solved left to right), then addition and subtraction (solved left to right).

• *Myth #5: Four operation steps are in the order of operations*. The order is often listed as Parenthesis, Exponents, Multiplication and Division, and Addition and Subtraction. "Parentheses are grouping symbols, not operation symbols," say Bay-Williams and Martinie. "Therefore, there are only three operation steps. This suggests that the pyramid visual described just above is the best teaching tool since it clarifies that multiplication and division are at the same level in the order of operations. For elementary students, the space for exponents at the top of the pyramid can be left blank.

When teaching order of operations in the middle grades, say Bay-Williams and Martinie, it's interesting to note that there are differences between countries. For example, in Kenya, students learn that division comes before multiplication. In the expression $100 \times 20 \div 5$, Americans do the multiplication first, Kenyans do it second – and the answer is the same! In the U.K. and other English-speaking countries, the acronym is often BEDMAS – Brackets, Exponents, Division, Multiplication, Addition, and Subtraction.

Bay-Williams and Martinie conclude that "we must teach the order of operations through meaningful tasks that use context (e.g., stacking coins) and engage students in problems that are focused on finding equivalent expressions (like comparing the Kenya explanation to the U.S. explanation for the order of multiplication and division). This approach

is much more likely to help students become flexible, accurate, and efficient in simplifying expressions – in other words, procedurally fluent."

"Order of Operations: The Myth and the Math" by Jennifer Bay-Williams and Sherri Martinie in *Teaching Children Mathematics*, August 2015 (Vol. 22, #1, p. 20-27), available for purchase at http://bit.ly/1IYPyNk; Bay-Williams can be reached at j.baywilliams@louisville.edu.

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6. Weeding Out Nonfiction Books That Don't Belong in the School Library

"Continuous pruning, updating, and evaluation is required if our libraries are to remain viable resources," says Deborah Ford (Junior Literary Guild) in this *School Library Journal* article. "An up-to-date collection, even if small, is better than one filled with outdated or worn material… [I]t's better to have no information than misinformation." Ford suggests the MUSTIE acronym for tossing books that don't belong:

- Misleading – Factually inaccurate, outdated;
- Ugly – Beyond mending or rebinding, pages falling out, smells musty or moldy;
- Superseded – There's a newer edition or a better book available;
- Trivial – Of no discernible literary, scientific, or entertainment value;
- Irrelevant – Not useful to the school's students, educators, or parents;
- Elsewhere – The content is easily available from another resource.

School librarians may want to do a collection analysis (software is available from most circulation systems and many vendors) to look for weak areas. Technology, the sciences, and social issues are Dewey areas that can become outdated quite quickly. Another idea is holding a weeding party in which teachers, administrators, parents, and older students divide the library into sections, comb the shelves, and suggest books that need to go, with the librarian making final decisions.

To find the best new nonfiction books to fill gaps, take advantage of book lists published by several organizations. The National Council of Social Studies and the National Science Teachers Association create annual K-12 Notable Trade Book lists. Subject-area specialists within the school or district can also make suggestions.

Ford suggests one other resource: *CREW: A Weeding Manual for Modern Libraries* (2012) from the Texas State Library and Archives Commission, revised and updated by Jeanette Larson to include e-books and other media, licensed under Creative Commons: https://www.tsl.texas.gov/ld/pubs/crew/index.html

"To Weed or Not to Weed?" by Deborah Ford in *School Library Journal*, August 2015 (Vol. 61, #8, p. 13), no e-link available

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7. Recommended Math Books for Classrooms and School Libraries

In this *School Library Journal* article, Marc Aronson (Rutgers University) says the math section is the "ugly duckling" in most school libraries. He suggests adding books from a

recently established award program for "Mathical Books for Kids from Tots to Teens." Conceived by the Mathematical Sciences Research Institute (MSRI) and the Children's Book Council, the award highlights books that jazz up mathematical content. Here are some recent winners:

Prize Winners for 2014

- *Have You Seen My Dragon?* by Steve Light (Candlewick, 2014) – Pre-K
- *One Big Pair of Underwear* by Laura Gehl, illustrated by Tom Lichtenheld (S&S/Beach Lane, 2014) – Grades K-2
- *Really Big Numbers* by Richard Evan Schwartz (American Mathematical Society, 2014) – Grades 3-8
- *Nearly Gone* by Elle Cosimano (Kathy Dawson Books/Penguin Group, 2014) – Grades 9-12

Honor Books from 2009-2014

Pre-K

- *Count the Monkeys* by Mac Barnett, illustrated by Kevin Cornell (Disney-Hyperion, 2013)
- *Over in a River: Flowing Out to the Sea* by Marianne Berkes, illustrated by Jill Dubin (Dawn Publications, 2013)

Grades K-2

- *Zero the Hero* by Joan Holub, illustrated by Tom Lichtenheld (Holt, 2012)

Grades 3-5

- *Bedtime Math: This Time It's Personal* by Laura Overdeck, illustrated by Jim Paillot (Feiwel & Friends, 2014)
- *Blockhead: The Life of Fibonacci* by Joseph D'Agnese, illustrated by John O'Brien (Holt, 2010)
- *Edgar Allan Poe's Pie: Math Puzzlers in Classic Poems* by J. Patrick Lewis, illustrated by Michael Slack (HMH, 2012)
- *Numbed!* By David Lubar (Lerner/Millbrook, 2014)
- *The Rookie Bookie* by L. Jon Wertheim and Tobias Moskowitz (Little, Brown, 2014)

Grades 6-8

- *Mathemagic! Number Tricks* by Lynda Colgan, illustrated by Jane Kurisu (Kids Can, 2011)
- *The Ice Castle: An Adventure in Music* by Pendred Noyce, illustrated by Joan Charles (Mighty Media, 2012)

Grades 9-12

- *The Unknowns* by Benedict Carey (Abrams/Amulet, 2009)
- *What Is Relativity? An Intuitive Introduction to Einstein's Ideas, and Why They Matter* by Jeffrey Bennett (Columbia University, 2014)

"The Year of Mathical Thinking: A New Award Celebrates Excellent Math Titles" by Marc Aronson in *School Library Journal*, August 2015 (Vol. 61, #8, p. 28-29), no e-link available

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8. Short Item:

A prize-winning student essay on King's "Dream" speech – The winner of *The Atlantic's* and the College Board's first annual writing prize was New Zealand 17-year-old student Nicolas Yan. Here is his 2,000-word essay, "Reading Martin Luther King Jr." which tells the full story of King's historic 1963 speech in Washington: http://theatln.tc/1TPmHVY

"The First Annual *Atlantic* and College Board Writing Prize" in *The Atlantic*, September 2015 (Vol. 316, #2, p. 92-94)

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If you have feedback or suggestions,
***please e-mail* kim.marshall48@gmail.com**

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 44 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:

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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
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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
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
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 Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Middle School Journal
Peabody Journal of Education
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine
Wharton Leadership Digest