Marshall Memo 669

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 16, 2017

In This Issue:

Quotes of the Week

"At a time when so much of our politics is trying to manage this clash of cultures brought about by globalization and technology and migration, the role of stories to unify – as opposed to divide, to engage rather than marginalize – is more important than ever."

President Obama quoted in "How Reading Nourished Obama During White House Years" by Michiko Kakutani in *The New York Times*, January 16, 2017, http://nyti.ms/2iyeh44

"Work on [a new social compact] has to start with every school teaching children digital civics. And that begins with teaching them that the Internet is an open sewer of untreated, unfiltered information, where they need to bring skepticism and critical thinking to everything they read and basic civic decency to everything they write."

Thomas Friedman in "Online and Scared" in *The New York Times*, January 11, 2017, https://www.nytimes.com/2017/01/11/opinion/online-and-scared.html

"Education research is at a stage in which we have strong theories of *student* learning, but we do not have well-developed ideas about *teacher* learning, nor about how to help teachers incorporate new ideas into their ongoing systems of practice."

Mary Kennedy (see item #4)

"I stay because teaching matters. Having never missed an opportunity for personal angst, I've never had a single day of professional angst. Every day I wake up knowing the work will be interesting, even when I am boring, and the work will be worthwhile, even when I am complaining. As a nation, we need citizens who think critically. When I want to give up on a student, I remind myself, 'One person, one vote.' So I keep working… I want my students to know that they do not know everything, but they can learn anything."

Margaret Metzger in "Lugging Rocks, Building Chartres" in *What I Learned,* Brookline Education Foundation, 2016. Metzger taught at Brookline High School in Massachusetts for nearly 40 years. She died in 2013.

1. What the Future Holds

In this article in *Principal*, Gary Marx (Center for Public Outreach) lists ten downstream realities faced by educators and the public at large:

• *Every institution is going through a reset*. The question is not, "When will things get back to normal?" but "What will the new normal look like?"

• *Lifelong learning is available any time, any place, any way, and at any pace*. Teachers should take advantage of the Web's incredible resources to craft their units and lessons.

• *Everything that happens in the world has implications for education*. "If it isn't already, international learning should be among our basics," says Marx.

• *The future is in school today*. Kindergarteners who entered school last fall will turn 65 in 2076 and 89 in 2100.

• *People entering the workforce today can expect to hold up to eleven jobs and go through several career changes during their working lives*.

• *If we don't constantly take the initiative to create the education system we need, someone else will*. ESSA is pushing more decisions to the state and local level.

• *If we manage our diversity well, it will enrich us. If we handle it poorly, it will divide us*. Our students must learn to thrive in a highly diverse nation and world.

• *Gross inequity will increasingly be seen as unfair, unconscionable, and unsustainable*. Educators are among the first to see the impact of poverty on students, and they're in the front lines of the battle against inequality. "When we neglect children, we all pay for it," says Marx. "Morally and economically, that cost is invariably greater than the up-front investment."

• *Polarization is standing in the way of progress*. Shouting too often replaces civil discourse. We all need "to exercise empathy and ethics, respect others despite differences, resolve conflict peacefully, and listen to others' ideas," says Marx.

• *Future-focused leadership is essential if we hope to prepare students for life in a fast-changing world*. Such leaders are creative, imaginative, curious, optimistic, visionary, passionate, active listeners, issue-definers, nurturers, trend-spotters and trendsetters, conceptual and brainy, mobilizers, implementers, managers, and problem-solvers.

"The Future Is Now: Ten Realities for Educators and Communities" by Gary Marx in *Principal*, January/February 2017 (Vol. 96, #3, p. 32-35), no e-link available

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2. Robert Sternberg on Intelligence, Creativity, and Wisdom

"Our testing culture may be making us smarter," says Robert Sternberg (Cornell University) in this *Kappan* article, "but at the expense of the wisdom and creativity we'll need to flourish in our world." Here is Sternberg's comparison of these three human dimensions:

• *Intelligence* – Cognitive ability as measured by IQ and other tests is important and serves as a gateway to higher education and economic success. Some descriptors:

- Largely convergent, well-structured, often with a single correct answer (A, B, C, or D);
- There are short and/or long-term rewards for doing well, especially in schools;
- The thinking focuses on ideas, things, and people;
- Prior knowledge is usually important;
- Originality is rarely a key component; multiple perspectives are generally not present;
- Values, the common good, ethics, and competing interests are rarely the focus;
- Teaching cognitive skills is often straightforward.

IQ scores rose 30 points around the world in the 20th century (the so-called Flynn Effect) because of improved nutrition, reduction in disease, improved education and technology, and more educational toys – and also because students had more practice taking tests.

• *Creativity* – Sternberg defines this as thinking that produces a novel, surprising, and useful idea or product. Some descriptors:

- Divergent, multiple perspectives, generally ill-structured, and context-dependent;
- There are often multiple good answers and there may not be a "right" answer;
- In schools, rewards for creativity are sometimes positive and sometimes negative;
- Other possible rewards usually come in the long term;
- The thinking focuses on ideas, things, and people;
- Prior knowledge is not always essential;
- Originality is important;
- Values may play a part;
- The focus is usually not on the common good, ethics, or competing interests;
- Creativity is difficult to teach.

"Knowledge can help, but also interfere with, the creative process," says Sternberg. "People who get comfortable with thinking or doing things in a certain way may be reluctant to change their way of thinking or acting."

• *Wisdom* – This involves using positive ethical values to seek a common good, balancing one's own interests with those of others and thinking about large versus small interests, often over a long time horizon. Some descriptors:

- The thinking is largely dialectical and dialogical (answers differ by place and time);
- Always ill-structured and highly context dependent;
- Multiple possible answers, working to find the best;
- Originality is important, as is taking multiple perspectives;
- In schools, rewards for wisdom are sometimes positive and sometimes negative;
- Other rewards come short- and long-term;
- The focus is on people;

- Prior knowledge is important but its role is limited;
- Values are important; the common good, ethics, and competing interests are central;
- Wisdom is difficult to teach.

Wise solutions require originality and deep human understanding, as when Solomon found a way to decide which of two women was the mother of a baby. One of the best ways for students to become wiser is seeing wisdom modeled by the adults around them.

Sternberg believes that creativity is just as important as intelligence, if not more so. "We'd still be in the Stone Age were it not for human creativity," he says. "Children use creativity to figure out how to persuade their parents to buy toys, and their parents use creativity to figure out how to maintain parental control in the face of their children's demands for new toys."

But wisdom may be more important than intelligence and creativity. "Many political leaders around the world, including in the United States, attended prestigious colleges and universities that admit only very intelligent students," says Sternberg. "But how many of them would you classify as wise?... The problem is that smart people can be foolish." We desperately need wisdom to solve the numerous challenges facing the world.

But none of these qualities by itself is enough. Sternberg believes that "solving the problems in our homes, communities, nation, and world… requires a balance of creativity, intelligence, and wisdom: creativity to generate new ideas, intelligence to vet the quality of the ideas, and wisdom to ensure that the ideas serve a common good. It's not enough for schools to teach and test in ways that only develop and reward general intelligence. Teachers can teach and assess students for creativity and wisdom as well as for general intelligence and knowledge base."

Sternberg concludes on a somber note: "If we don't start putting these ideas into practice, we and our world will suffer for it, perhaps irretrievably. Our world would be a safe and wonderful place for most of us to live in if only our creativity and wisdom had improved in the last century the same way our intelligence did."

"Testing for Better and Worse" by Robert Sternberg in *Phi Delta Kappan*, December 2016/ January 2017 (Vol. 98, #4, p. 66-71), www.kappanmagazine.org; Sternberg can be reached at rjs487@cornell.edu.

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3. Jon Saphier on Leading for High-Expectations Teaching

In this article in *Principal*, author/consultant Jon Saphier says the idea that intelligence is malleable (as social psychologist Jeff Howard put it, "Smart is not something you *are*; smart is something you *can get*") went mainstream with Carol Dweck's 2007 book, *Mindset*. Since then, says Saphier, a key part of principals' instructional leadership is infusing the idea of effort-based ability into every classroom and bringing it alive throughout the school.

"But promoting the growth mindset is not just a matter of teaching students about brain malleability and putting up posters and signs with encouraging messages," says Saphier. "We

have to change our language, our behavior, and our instructional decision-making as we handle daily instructional events." Students must get a clear message from all adults:

- What we're doing is important.
- You can do it.
- I'm not going to give up on you.

This is especially important for children who enter school with any kind of disadvantage. Many of these kids have received the opposite message throughout their lives, and in addition may have been affected by poor nutrition, inadequate health care, family and community violence, and racism. All this takes its toll, says Saphier, but "the one area we can control is the messaging and positive support, both emotionally and instructionally, within the environments we do control – the classroom and the school." The research shows that when schools commit to an effective belief system, they can make major inroads on students' academic and emotional deficits, putting them on the path to success and closing the achievement gap.

Beliefs manifest themselves in subtle ways, says Saphier, often in the words we choose. "Taking on that mission will bring us face to face with our own beliefs about our children's capacity and our own inevitable doubts about how malleable ability is." He provides two classroom dialogues, the first revealing the teacher's fixed mindset (notice the unspoken messages at every turn), the second deftly conveying a growth mindset and getting the student launched in the right direction:

<u>Scenario #1:</u>

- Student: I can't do number four.
- Teacher: You can't? Why not?
- Student: I just can't do it.
- Teacher: Don't say you can't do it. We never say we can't do it. Did you try hard?
- Student: Yes, but I can't do it.
- Well, you did the first three problems. Maybe if you went back and worked a little longer you could do the fourth problem, too. Why don't you work at it a little more and see what happens?

<u>Scenario #2:</u>

- Student: I can't do number four.
- Teacher: What part don't you understand?
- Student: I just can't do it.
- Teacher: Well, I know you can do part of it, because you've done the first three problems correctly. The fourth problem is similar but just a little harder. You start out the same, but then you have do one extra step. Review the first three problems, and then start number four again and see if you can figure it out. I'll come back in a few minutes to see how you're doing.

Saphier goes on to describe eight specific actions principals can take in staff meetings, study groups, professional development, and supervising and coaching teachers to put their schools in a growth-mindset trajectory:

• Research the history of how fixed intelligence and measurable IQ became so deeply rooted in U.S. schools and society.

• Present evidence that ability can be developed and the bell curve of innate ability is a fallacy.

• Look in detail at the subtle but powerful ways adults communicate their belief system to students, especially in responses to their requests for help.

• Create classroom routines and structures that help students see their progress and take responsibility for their own learning. This includes frequent quizzes and error analysis. Practices like these, says Saphier, serve as "constant reminders to students about their role in doing well academically and embed, by their very nature, the message that they *can* do well."

• Give all students a clear picture of what proficient performance looks like, including criteria for success and exemplars of good work. This is especially helpful for students with low confidence in their own abilities.

• Provide explicit instruction in effective study skills and strategies for exerting effective effort.

• Allow students to make choices in how they work and how the classroom functions.

• Align school policies with effort-based beliefs, including how success is rewarded.

In addition, Saphier says districts can foster high-expectations, effort-based thinking through hiring and induction of teachers, professional development, supervision, coaching, evaluation of teachers and principals, home visits, and promoting culturally competent instruction.

"The Principal's Role in High-Expectations Teaching" by Jon Saphier in *Principal*, January/February 2017 (Vol. 96, #3, p. 8-11), http://bit.ly/2jCYEKP; Saphier can be reached at info@rbteach.com; this article is based on his new book, *High-Expectations Teaching* (Corwin, 2017).

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4. Mary Kennedy on Good and Not-So-Good Professional Development

In this *Review of Educational Research* article, Mary Kennedy (Michigan State University) says that teachers hear multiple, sometimes conflicting messages about what they are supposed to do in their classrooms: "[A]s a society we expect teachers to treat all children equally, yet respond to each child's unique needs; to be strict yet forgiving; and to be intellectually demanding yet leave no child behind." The district may add demands, perhaps a curriculum unit on their town or enforcing a no-hats policy. Principals supervise and evaluate, often wielding a detailed rubric, and in high schools they may be focused on teachers containing the behavior of students who don't want to be there. Students may subtly bargain with teachers to reduce the intellectual challenge of the work. Teachers have personal ideals like trying to be fair, having a sense of humor, not raising their voice, giving each child an encouraging word every day, and making time for their neediest students.

Given all this, what is the role of professional development? At the very least, says Kennedy, "We need to ensure that PD promotes real learning rather than merely adding more noise to their working environment."

But there's a problem, she says: "Education research is at a stage in which we have strong theories of *student* learning, but we do not have well-developed ideas about *teacher* learning, nor about how to help teachers incorporate new ideas into their ongoing systems of practice." We don't have a clear picture of ideal PD providers, the kind of knowledge and expertise they need, what the most-effective PD "classrooms" look like, or how to select, supervise, and evaluate PD instructors.

The challenge of any PD program, Kennedy continues, is that it is "by definition not merely offering a *new* idea but rather a *different* idea from one that has guided teachers in the past. Teachers participating in PD have already developed their practice and they have already found ways to balance among their many competing challenges and ideals. They are likely to have formed habitual responses to students jumping out of their seats, to favor certain methods of portraying particular curriculum content, to favor certain seating arrangements, bulletin board displays, and so forth. Thus, any new idea offered by PD requires not merely adoption but also *abandonment* of a prior approach."

Kennedy looked at numerous studies of professional development with two questions in mind. First, what was the program's theory of action? And second, how did it plan to get teachers to adopt the ideas and incorporate them into the existing ecology of their classrooms? She found a mixed bag of answers, and believes much more research is needed to get a handle on these key questions. That said, she shares some preliminary ideas:

• We need to get away from assessing PD based on particular design features, says Kennedy, and move toward a "more nuanced understanding of what teachers do, what motivates them, and how they learn and grow. We also need to reconceptualize teachers as people with their own motivations and interests."

• Duration and intensity were not markers of effective PD. One of the most effective programs (in terms of student outcomes) consisted of a single 3-hour meeting with teachers. This intervention treated teachers as colleagues solving interesting challenges and making sense of classroom data, versus treating them as teachers whose practices needed improvement.

• Effective PD doesn't necessarily have to focus on imparting content knowledge to teachers. More important, Kennedy found, was that the program focuses on a significant and relevant problem of practice for teachers.

• Effective PD providers were often educators with many years in the classroom, lots of experience working with teachers, and deep familiarity with the problems teachers face. Less-effective PD tended to come from large-scale programs that relied on intermediaries who were less familiar with classroom realities.

• The impact of instructional coaches was mixed in the studies Kennedy analyzed. Coaches who focused on observation, evaluation, and compliance tended to be less effective with their coachees, while those who collaborated with teachers on unit and lesson planning and modeled strategic planning showed positive results.

• If teachers were required to attend PD, the results were significantly worse, even negative. "Mandated PD creates a problem for PD developers," says Kennedy, "which is analogous to the problem teachers face: *Attendance is mandatory but learning is not*."

• PLCs were not a magic bullet. In the studies Kennedy analyzed, some teacher teams got results while others did not. "As researchers," she says, "we need to move past the concept of learning communities per se and begin examining the content such groups discuss and the nature of intellectual work they are engaged in."

• Given the slow, incremental way teachers incorporate new ideas, researchers need to look at downstream results to determine if a PD intervention really worked. Kennedy suggests that researchers track student results for at least a year after the program has wrapped up.

• Researchers need to look closely at studies where PD results in lower student achievement. "It is certainly possible for a program to fail," says Kennedy, "but failure should yield a *null* effect, not a negative effect." Her hunch is that this happens when teachers have a negative emotional response to the program or the providers, or resent the program's demands.

"How Does Professional Development Improve Teaching?" by Mary Kennedy in *Review of Educational Research,* December 2016 (Vol. 86, #4, p. 945-980), http://bit.ly/2iza28v; Kennedy can be reached at mkennedy@msu.edu.

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5. An Illinois High School Detracks Its Ninth Grade

In this *Kappan* article, Peter Bavis, assistant superintendent for curriculum and instruction at Evanston Township High School, describes what happened when the school opened freshman English, history, and biology courses to almost all students. The school (2,300 students, 43% white, 30% black, 16% Hispanic, 41% low-income) took this step because it concluded that its previous four-tier course tracking (honors, mixed-honors, mixed-regular, and regular based on an 8th-grade test score) was denying access to rigorous courses and limiting college and career opportunities for large numbers of lower-income and minority students. There was also great variability in curriculum content and pedagogy, says Bavis, which meant that the quality of education "largely depended on the student's placement and teacher."

When the school detracked in 2010, it was determined to raise expectations and course rigor for all students while maintaining very high standards for the top-level courses. The ultimate goal was for more students of color to enroll in 11th and 12th-grade AP and honors courses and for all students to achieve at high levels.

When this plan was rolled out, the reaction in the community was not positive. There was strong concern that detracking would water down the curriculum and hurt the college prospects of higher-achieving students. But the school forged ahead, taking a series of steps it hoped would allay these fears:

• *Backwards planning* – Teams of 9th-grade English, history, and biology teachers identified the skills students would need in junior and senior AP courses and built in stepping

stones to get them to that level, including reasoning, analysis, collaboration, writing, and synthesizing skills and deep understanding of content.

• *A standards-based honors credit model* – Ninth graders could earn honors credit by passing a series of assessments scored by common rubrics aligned to AP skills and expectations. In English, for example, students wrote a literary analysis essay scored on a rubric measuring focus, content, organization, style, and mechanics.

• *Known standards* – Students had access to rubrics early each semester. Teachers believed that by making the standards transparent and telling students that they were capable of meeting them, there would be less of a problem with stereotype threat (students of color believing that their group didn't have the intellectual ability to succeed).

• *A growth belief system* – Students had to earn honors credits throughout each semester rather than being pegged as honors or non-honors students. This put the emphasis on what students did in their classes rather than any presupposed, fixed-mindset status, and was designed to shift their locus of control from external to internal and give them a sense that they had control over their academic destiny.

• *Support* – The school's study center was open before, during, and after school every day of the week, and teachers were available before school every morning to help students. The homework center was open Monday through Thursday after school, and academic support was available on certain Saturdays throughout the year. An academic intervention team zeroed in on struggling students. Finally, AP students formed a support team to coach fellow students in AP courses, helping them get through the difficult opening weeks and use strategies like study groups to deal with the intense demands of these courses.

How did the detracking work out? The community's (and some teachers') fears turned out to be unfounded. Six years later, student access to honors and AP courses was at an all-time high, and the school received national attention for successful detracking. Some specifics:

- The first cohort of students in detracked 9th-grade classes posted the highest average ACT score (23.9) in the school's history.
- That cohort took the most AP courses ever and earned the highest number of college-ready scores of 3 or higher on AP exams.
- Each racial/ethnic subgroup posted the school's best results ever on each measure.
- For the cohort that graduated in 2016, there was an increase in the percent of students enrolling in at least one AP course in 11th grade.
- A university study of students' belief system showed that students in the detracked cohorts had more of an internal locus of control and were more likely to believe that effort and strategy were the keys to academic success.
- The achievement of the highest-achieving students remained impressive: Those scoring 24+ on the ACT went from 81% before detracking to 82% after; those scoring 27+ on the ACT went from 62% to 69%; and AP enrollment went from 91% to 94%. The only downturn was that students scoring 3+ on the AP fell from 83% to 79%.

One factor in these results is that there was a critical mass of students of color in higher-level courses. In the past, minority students felt isolated in honors classes because there were so few

of them. Under detracking, there were more students of color in all courses and this ameliorated any stereotype threat by building trust, comfort, and achievement.

Asked how things changed after detracking, teachers noted that not sorting 9th graders into four tracks shifted the way they and their students approached learning. One English teacher said all classes (even tracked classes) have diverse achievement levels and learning styles, but detracking has changed the dynamic. "Removing the stigma of a label," she says, "has enabled students to focus on the learning that needs to happen, instead of assuming a role the institution has awarded them based on a standardized test they took in middle school." She said she has become more intentional about sending a message to all students that they can master the skills, that learning requires effort, and that she doesn't necessarily expect them to succeed the first time around.

"Detracked – and Going Strong" by Peter Bavis in *Phi Delta Kappan*, December 2016/January 2017 (Vol. 98, #4, p. 37-42), www.kappanmagazine.org; Bavis is at bavisp@eths.k12.il.us.

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6. Key Characteristics of Effective Literacy Instruction

In this article in *The Reading Teacher*, Danielle Dennis (University of South Florida) says the two most positive shifts supported by the Every Student Succeeds Act (ESSA) are (a) moving away from scripted curriculum packages (these were encouraged by Reading First) to balanced literacy, and (b) moving from punitive accountability models to more-effective use of assessments. She quotes Cunningham and Allington's 2015 synthesis of research on the most effective literacy teaching:

- Large amounts of balanced comprehensive instruction;
- Lots of reading and writing;
- Science and social studies integrated with reading and writing;
- Meaning is central and teaching emphasizes higher-order thinking;
- Skills are explicitly taught; children are coached to use them while reading and writing;
- Teachers use a variety of formats and a wide variety of materials to provide instruction;
- Classrooms are well managed and have high expectations.

"Learning from the Past: What ESSA Has the Chance to Get Right" by Danielle Dennis in *The Reading Teacher*, January/February 2017 (Vol. 70, #4, p. a395-400), http://bit.ly/2jpuGfP; Dennis can be reached at dennis@usf.edu.

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7. Media Literacy Resources

In this article in *School Library Journal*, Linda Jacobson says that school librarians are in the front lines helping students and colleagues spot fake news and other bogus information on the Internet. She quotes a recent Stanford University History Education Group report: "Our 'digital natives' may be able to flit between Facebook and Twitter while simultaneously uploading a selfie to Instagram and texting a friend. But when it comes to evaluating

information that flows through social media channels, they are easily duped." In a sidebar in the article, Jacobson shares the following resources:

- Aboutthedata – www.aboutthedata.com
- Civics Education Initiative – www.civicseducationinitiative.org
- Common Sense Kids Action – https://www.commonsensemedia.org/kids-action
- The Media Literacy Clearinghouse – www.frankwbaker.com/mlc
- News Literacy Project virtual classroom – www.thenewsliteracyproject.org/checkology
- Stony Brook University Digital Resource Center – http://drc.centerfornewsliteracy.org
- Fact-checking sites: FactCheck: www.factcheck.org Politifact: www.politifact.com, and Snopes: www.snopes.com

"The Smell Test" by Linda Jacobson in *School Library Journal*, January 2017 (Vol. 63, #1, p. 24-28), http://bit.ly/2jpp993

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8. A Tool for Spotting Fake News

This *Seattle Times* article has a link to a checklist designed to help identify what separates real from bogus news stories. Here's a summary of the key questions:

- Does the story provoke a strong emotional reaction? Do you want it to be true?
- Was this article promoted on a website? Sent to you on social media or by a friend?
- Does the article use excessive punctuation (!!!) and/or ALL CAPS?
- Does the article claim to have secret information you can't find elsewhere?
- Is the article designed for easy sharing, like a meme?
- Is the article's source well-known? Is there an author byline? A current date?
- Does the article's website raise any suspicions? Do a quick search for the website name. Check the "About" section. Does the "Contact Us" link have an e-mail address that matches the website (versus Gmail)?
- Does the article cite a variety of sources, including officials and experts?
- Does the information appear in other news outlets?
- Does the article hyperlink to other high-quality sources?
- Can you confirm, using a reverse image search, that article images are authentic?
- Has the article been flagged by fact-checking sites like Snopes.com?

"News You Can Use: Infographic Walks You Through 10 Questions to Detect Fake News" by Dahlia Bazzaz in *The Seattle Times*, December 28, 2016, http://www.seattletimes.com/education-lab/infographic-walks-students-through-10-questions-to-help-them-spot-fake-news/

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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 others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 45 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 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).

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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
Communiqué
Ed. Magazine
Education Digest
Education Gadfly
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)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics in the Middle School
Middle School Journal
Peabody Journal of Education
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
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine