

# Marshall Memo 102

A Weekly Round-up of Important Ideas and Research in K-12 Education

September 12, 2005

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## Quotes of the Week

“How can air and water destroy a city?”

An “essential question” for a curriculum unit on weather, written last week by the 8<sup>th</sup> grade science teachers at Ronald Edmonds Learning Center, Brooklyn, New York

“Learning will occasionally happen in workshops, but most of it will occur as teachers plan lessons together, examine their students’ work to find ways to improve it, observe one another teach, and plan improvement.”

Dennis Sparks in *The Learning System*, NSDC, Sept. 2005 (Vol. 1, #1, p. 5)

“They’ll have on new clothes, they’ll be excited, but they’ll act like they aren’t.”

Irene Ray, high-school teacher, on her students on the first day of school (see item #1)

“I get notes in my mailbox from kids I don’t know. I’ve had kids walk up to me in the hall and say thank you for being here. That’s all they’ll say.”

Irene Ray after she came out in her West Virginia school (*ibid.*)

“Nobody ever asked.”

A typical response from suicidal teens when asked why they didn’t tell anyone how depressed they were (see item #7)

“A sense of understanding cannot be produced through casual effort, good intentions, occasional thinking experiences, or passive involvement in thinking activities.”

Stanley Pogrow (see item #2)

“Teaching the Constitution does not have to be boring and abstract.”

Jamin Raskin and Mary Beth Tinker (see item #8)

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## 1. A West Virginia Teacher Who Stayed

This *New York Times* article is about Irene Ray, who has taught high-school English in Huntington, West Virginia for 23 years. Ray grew up, married, and raised two children in this small, conservative city near the Kentucky border and never expected to stay beyond her own kids' departure for college. "The U-Haul would be here and I'd be gone," she said of her plan to move to Washington, San Francisco, or New York. "I wanted to leave so bad. I had the exact date in mind." But she stayed, and last week Ray welcomed her latest crop of Huntington students.

"Good morning, glories!" Ray chirped to her students as they trooped in after the opening bell. She was wearing a brightly flowered skirt, a pink jean jacket, flip-flops, silver rings on each finger, and an eyebrow ring. Her new students wanted to know how many tattoos she had ("just three") and whether the eyebrow-piercing hurt ("It did not."), and commented on her cool car (a Mini-Cooper with a PEACE license plate). New quotes adorned the classroom wall: "Education is not the filling of a pail, but the lighting of a fire" (William Butler Yeats) and "What is written without effort is in general read without pleasure" (Samuel Johnson). Stephanie Cody, a junior in Ray's Advanced Placement English class, was psyched: "Just walking in, I could see her love for individuality."

Ray is a demanding teacher. Her students had to read three novels over the summer and produce three essays on the first day of school. "What if I don't have it?" asked a boy. "Zero," said Ray. "You were warned." Students got a homework assignment on Day One: contrast two sets of song lyrics using a list of 67 rhetorical writing devices. She is a voracious reader and has strong opinions. "I liked *Poisonwood Bible* a lot more than *The Scarlet Letter*," she told her class. "What about you?" She tries different stuff every year: last summer she added *The Kite Runner* to the reading list, and this year she's introducing revision folders for term papers to deal with the perennial problem of students who don't rewrite.

"I've always been different," said Ray. "The older I get, the harder it is to hold it all back." In 2000, several students asked her to form a Gay-Straight Alliance club. Since her divorce, Ray had been open with friends about being gay but was in a "don't ask, don't tell" mode at school. The students' request posed a dilemma. "Am I really going to come out?" she asked herself. "Of course I could still just be the sponsor and it didn't mean I'm gay. But how could I avoid it publicly if I'm supposed to be a model for these kids?"

Ray sponsored the club. "It's hard for kids who are different here," she said. "I saw I was needed." After two gay beating incidents in the community, the club participated in an anti-hate rally and Ray spoke out for the first time. "I saw I was making a difference in this

small place,” she said. “I get notes in my mailbox from kids I don’t know. I’ve had kids walk up to me in the hall and say thank you for being here. That’s all they’ll say.”

But Ray’s appeal is broad. Hayley Flesher, a student who says she doesn’t believe in the “homosexual lifestyle” and supports a strict dress code, is taking her third class with Ray. “I love her,” she said. “She likes you to learn, which makes you excited as a student.” Another student who built his schedule around Ray’s media class based on what he’d heard from older students said, “I hear pretty much the sky’s the limit in Ms. Ray’s class. She’s not as suppressed as most people here.”

Ray met with her two clubs in the first week of school – the Liberals and the Gay-Straights. She’s also coordinating the school’s relief drive for Hurricane Katrina victims. Ray told her club students that whatever they did to help, no matter how modest, could make a difference in people’s lives.

“A Standout Teacher Who Also Stands Out” by Michael Winerip in *New York Times*, September 7, 2005 <http://www.nytimes.com/2005/09/07/education/07education.html>

## **2. Ideas on Boosting Struggling Students After Third Grade**

Twenty-five years ago, California professor Stanley Pogrow created HOTS (Higher Order Thinking Skills), a program designed to accelerate the learning of disadvantaged students in grades 4-8. The program has been adopted by about 2,600 schools and has served half a million students. Pogrow cites independent studies documenting significant learning gains and impressive transfer to curriculum areas not specifically taught in the program. In this *Kappan* article, Pogrow enumerates what he believes are the key reasons for the success of HOTS. He thinks that many other remedial programs are ineffective because they don’t incorporate these beliefs and strategies.

- *Most disadvantaged students have the intellectual ability to perform academically at high levels.* “After 25 years of designing curriculum,” says Pogrow, “I am still not sure how high the ceiling is for what our students can accomplish. I only know that, with the right approach, they always succeeded however difficult the task was.”

- *The key learning problems of disadvantaged students are very different in grades K-3 than they are in grades 4-8.* The problem in the lower grades, says Pogrow, is a lack of basic content (e.g., knowing letters and numbers) and difficulty interacting socially in school. After grade 3 the curriculum becomes significantly more demanding and many disadvantaged students hit the wall because they do not understand “understanding” – in other words, they haven’t learned how to deal with ideas, generalizations, or abstractions. “The absence of a sense of understanding manifests itself in the classroom in students’ blank stares when they are asked open-ended ‘thought’ questions,” says Pogrow. “The students seem incapable of handling more than one concept at a time, of having a conversation about ideas, or of thinking ideas through. They view each piece of information as a discrete entity that applies only in the context in which they learned it. They do not seem to understand how to generalize or even that they are supposed to do so. Often these behaviors are understandably seen as evidence of

immaturity, a bad attitude, or plain thick-headedness.” Pogrow contends that these students have the potential to handle such concepts, but because of poor preparation they hit a “cognitive wall” that’s similar to the can’t-go-any-further barrier that an inadequately-conditioned marathoner encounters at the 20-mile mark.

- *Until a sense of understanding is developed, the cognitive wall prevents the majority of disadvantaged students in grades 4-8 from taking advantage of high-quality instruction or thinking-in-context approaches.* In a classic gap-widening process, students who have developed higher-level thinking skills benefit from good teaching, but it doesn’t stick to the ribs of students who lack those skills.

- *Training teachers to provide advanced content is a waste of time until students develop a sense of understanding.* “It is of little value to prepare teachers to ask questions of students who are not prepared to answer them,” says Pogrow.

- *Developing a sense of understanding takes almost two years, 35-40 minutes a day, at least four days a week and must include specially designed interactive conversation activities in a small-group setting with a well-trained teacher.* “A sense of understanding cannot be produced through casual effort, good intentions, occasional thinking experiences, or passive involvement in thinking activities,” says Pogrow. It requires getting students to verbalize thoughtful responses to complex questions and getting feedback on how adults process ideas. Only then will disadvantaged students bridge the huge “conversation gap” with which they enter school.

- *The biggest problem is students’ initial reluctance to speak in class.* When students are unresponsive to higher-level questioning, most teachers compensate by *telling* rather than *asking*. “It is very hard for teachers to hold back, wait patiently and quietly for student responses, and refrain from directing the process of making meaning,” says Pogrow. HOTS researchers have found that it takes about four months for students to give a reason without first being asked, and it takes about six months before they will go back and correct a prior answer. Of course it’s crucial that the problems posed by teachers are interesting enough for students to be motivated to exert mental energy.

- *While a sense of understanding does not guarantee academic success later on, its absence makes it very difficult for disadvantaged students to succeed.* Learning higher-order thinking skills enables and catalyzes high achievement, but some students are thrown off the tracks by non-academic issues or family crises in middle school.

- *The labels “Title I” and “learning disabled” each encompass a variety of overlapping learning needs that require different interventions, and most students receive the wrong help after third grade.* Pogrow believes that an approach that focuses solely on basic skills after third grade benefits at best the 10 percent of students who are borderline educationally mentally handicapped (EMH) and inhibits the growth of the remaining 90 percent of students who need to understand understanding.

- *Test prep is an unproductive trap.* Pogrow is distressed that the reaction of many educators to the pressures of NCLB is to embrace low-level drill and worksheets. “Relying on

drill and kill and test prep under NCLB has not, and will not, produce substantial gains after grade 3,” he says.

• *Sequence and timing are crucial.* “Ultimately, successful reform is like cooking,” says Pogrow. “You need to start with good ingredients. But two cooks can start with the same ingredients, and one can produce a great dish and the other, something foul. It is all in how you balance and sequence the use of the ingredients.”

“HOTS Revisited: A Thinking Development Approach to Reducing the Learning Gap After Grade 3” by Stanley Pogrow in *Phi Delta Kappan*, September 2005 (Vol. 87, #1, p. 64-75), no e-link available. Pogrow can be reached at [stanpogrow@att.net](mailto:stanpogrow@att.net).

### 3. Classroom Gestures as a Window to Understanding

Most studies of classroom interactions focus on what teachers and students *say*. Now a few researchers are pioneering a new angle: looking closely at *gestures* in the classroom. Teachers usually aren’t conscious of the way they point at the board, wave their arms, cup their hands, and so on, but researchers believe that gestures can help – and hinder – learning.

For example, if a teacher is trying to get third graders to solve a mathematical equivalence problem such as

$$4 + 5 + 6 = \_ + 6$$

students are more likely to understand if the teacher’s words and gestures are congruent. If the teacher uses just words, or if the teacher’s words and gestures are out of synch, students are less likely to understand. With the problem above, if the teacher points individually to all the numbers on both sides of the equation while telling students to add just the 4 and the 5 to get the sum, students are less likely to pick up the concept.

“There’s lots of evidence that gestures do matter,” says Martha Alibali, a professor at the University of Wisconsin-Madison. Her videotape studies show that some teachers unconsciously use gestures to help clarify abstract concepts. Teachers who don’t use gestures (or whose gestures and words are out of synch) are less successful in communicating with students.

Alibali has also noticed that skillful teachers pick on subtle cues in students’ gestures as they struggle to understand difficult concepts. When students’ gestures are out of synch with their verbal responses, it’s a clue that they are poised to learn: teachers who pick up on these subtle cues can tailor their instruction accordingly.

For example, a six-year-old girl is shown a short, fat glass and a tall, thin glass and asked which holds more water. The girl says the tall glass, but she cups her hands in the shape of the shorter glass, showing that she understands that it is wider. Her gesture shows that she sort of gets the concept at an unconscious level, but there’s a mismatch between her verbal answer and her gesture. “When students are learning,” says Alibali, “they gesture extensively, and their gestures reveal things they understand or are trying to grapple with.” An observant teacher will pick up on this girl’s gesture to help her understand that the two containers hold the same amount.

This is a new area of research, and some are skeptical about how helpful it will be for teacher training. “It’s not exactly clear to me that you’d want to teach teachers to gesture in a certain way,” says Noel Enyedi of the University of California, Los Angeles. But Wolff-Michael Roth, a researcher at the University of Victoria in British Columbia, thinks this research is opening a new window on the learning process. “We’ve had this almost exclusive look in education at language,” he says. “I think that’s been to the detriment of some of these other ways we’ve learned to communicate.”

“Classroom Gestures Studied for Effects on Learning” by Debra Viadero in *Education Week*, September 7, 2005 (Vol. 25, #2, p. 8) <http://www.edweek.org/ew/articles/2005/09/07/02gesture.h25.html>

#### **4. An Expanded Vision of Professional Development**

When asked to define professional development, most educators think of workshops – and they don’t think very much of them. This article in *The Learning Principal*, a new National Staff Development Council (NSDC) publication, makes the case for a much-expanded definition of what constitutes professional development, including:

- *Forming action research teams* – Teachers learn when they systematically explore questions such as: What classroom worries keep you awake at night? What are you curious about? What questions would you like to have answered about your students?

- *Shadowing students* – When teachers follow a student’s schedule for a day, they get a glimpse of what school looks like from the student’s point of view.

- *Doing regular classroom walkthroughs* – Principals who do quick visits to classrooms get an overview of what is going on schoolwide and can zero in better on areas that need improvement or deserve celebration.

- *Keeping a journal* – A principal might buy notebooks for teachers and invite them to write about their daily work.

- *Constructing a curriculum map* – This challenges teachers to put their units and lessons in the perspective of state standards and the grades above and below theirs.

“Curriculum design helps teachers see the connections, find resources, and make multidisciplinary curriculum happen in their own classroom,” says Linda Fitzharris, a staff developer in the Carolinas.

- *Assembling professional portfolios* – Teachers learn a great deal when they compile folders of their students’ work, including artifacts, work samples, videotapes of a class, and other items that demonstrate student learning.

- *Using the “tuning protocol” to examine student work* – This involves looking at student work in response to an assignment and following a structured plan for critiquing the work as a way of understanding how to improve instruction.

- *Exploring Japanese lesson study* – In lesson study, teachers form goals for student learning, collaboratively plan a lesson, teach and observe the lesson, discuss evidence collected during the observation, and then revise the lesson to make it more effective.

“Expanding Your Vision of Professional Development” by Joan Richardson in *The Learning Principal*, September 2005 (Vol. 1, #1, p. 4-5), no e-link available

## **5. Should Teachers Compute Grades Using the Median Rather Than Mean?**

In his monthly *Kappan* research column, Gerald Bracey tackles the problem of giving students a zero for not turning in work. Some educators argue that this is unfair because of the disproportionate impact that a zero has on the final grade. They contend that teachers should use a 4-3-2-1 grading scale or not be permitted to give percent scores below 50, even if the student did nothing (see Marshall Memo 67, # 5 for a summary of Doug Reeve’s article, “The Case Against Zero”).

Here’s an example. Let’s say a student had earned these percent scores for six pieces of homework and class work:

75, 65, 75, 80, 65, 70

The average score (mean) would be 72. But what if the student got a zero for not turning in a seventh assignment? The array of scores would look like this

75, 65, 75, 80, 65, 70, 0

and the average would drop to 61. The zero strikes! Is that fair?

The problem of one “outlier” score having a disproportionate impact on the others is vividly illustrated if we are asked compute the average income of a group of six people, five of whom are homeless and have only a few dimes in their pockets and one of whom is Bill Gates, with a net worth of \$60 billion. Using the approach most teachers take to compute grades, the average income of this group is \$6 billion, which is obviously ridiculous.

Bracey suggests a different statistical approach: using the *median*. A quick refresher: to find the median, you line up the numbers in order and pick the middle number. Lining up the net worth of Bill Gates and the six homeless people, Gates is just another guy, and the median income of the group is a few dimes – a fairer representation of the group as a whole. With the student’s seven grades, we would first organize them in order:

0, 65, 65, 70, 75, 75, 80

The median score would be the middle number, 70. This is slightly lower than the average of 72, so the kid didn’t get off scot-free with that zero, but 70, says Bracey, is much more representative of the students’ overall efforts.

“Tips for Readers of Research: How Mean Is the Median?” by Gerald Bracey in *Phi Delta Kappan*, September 2005 (Vol. 87, #1, p. 92-93), no e-link available

## **6. Ideology and Teen Sex**

In his monthly “Teachers’ Lounge” column in *Education Digest*, retired Michigan teacher Dudley Barlow writes about the teen sex scene. Lubbock, Texas has one of the highest rates of teen pregnancy and sexually-transmitted disease in the nation: one in 14 teenage girls gets pregnant each year and the teenage gonorrhea rate is twice the U.S. average. A recent television documentary, *The Education of Shelby Knox* (In Cite Pictures, aired on PBS in

June), follows a group of students over three years as they lobby for a sex education program that goes beyond the school district's abstinence-only approach.

Shelby Knox, a 15-year-old high-school sophomore, says she is a virgin and intends to stay that way until marriage. But what she has seen among her peers has convinced her that the Texas approach to sex education is wrong: it's guided by ideology and ignores the reality of teens' experience in the world. "Parents aren't telling their kids [about sex]," she says. "Education is the best way. Kids really want to know about this kind of stuff. If somebody doesn't tell them, they're going to go experiment – that's going to be their education."

Barlow goes on to cite a number of recent studies and decries the "hook up" culture rampant in many high schools. At the end of the article he writes: "Abstinence-only sex education classes seem to focus on and amplify the very dangers that informed students know they can minimize – unwanted pregnancy and sexually-transmitted diseases. And for that reason, students dismiss the message. If we really want to protect students, we need to give them the information they need to protect themselves both physically and emotionally."

"'Abstinence-Only' and Hooking Up: Two Risky Choices" by Dudley Barlow in *Education Digest*, September 2005 (Vol. 71, #1, p. 63-67), no e-link available. For information on the DVD of *The Education of Shelby Knox*, e-mail [info@incite-pictures.com](mailto:info@incite-pictures.com).

## **7. Ideology and Mental Health Screening**

A high-achieving ninth-grade girl began doing poorly in school and attempted suicide. Her parents had no idea why. A mental health screening revealed that the girl was raped a year earlier and had told nobody. The screening allowed her to get immediate assistance from a mental health professional.

Robert Caruano, co-director of Teen Screen, a widely-used screening program created at Columbia University, says that many troubled teens hold their feelings in. Asked why they didn't tell anyone how they feel, a common answer is, "Nobody ever asked." Caruano says, "A lot of kids are looking for a way to open the door to their parents. They don't know how to bring it up."

There are 1,700 suicides among Americans age 15 to 19 every year. Advocates say that voluntary mental health screening in high schools might pick up many of the 17 percent of adolescents in grades 9-12 who have suicidal thoughts and prevent them from attempting to take their lives. Fond du Lac High School in Wisconsin recently screened 358 of its 632 freshmen. Of the 64 students who screened positive, all were given a clinical interview the same day, and 55 of that group were referred for additional services, half to community mental health services and half to the school psychologist or guidance counselor.

But there is strident opposition to screening from some religious and conservative groups, who often assert that there is a plot to carry out mandatory screening without parents' knowledge. This is a distortion. Proponents of screening say it should always be voluntary and never done without parental consent.

“The Fight Over Screening Students to Prevent Suicide” by Ellie Ashford in *School Board News*, June 28, 2005 (Vol. 25, p. 1, 8), no e-link available (spotted in *Education Digest*, September 2005 (Vol. 71, #1, p. 52-56), no e-link available

## 8. Teaching the Constitution Through Student-Oriented Court Cases

During the Vietnam War, Mary Beth Tinker was one of the Des Moines, Iowa students who wore black armbands to school as a protest and was promptly suspended by her principal. The students’ case went to the U.S. Supreme Court, and its landmark 1969 decision (*Tinker v. Des Moines Independent Community School District*) held that this kind of student protest is protected speech unless it threatens to “substantially” disrupt the educational process.

In an article in the current *Education Week*, Tinker and co-author Jamin Raskin write, “Teaching the Constitution does not have to be boring and abstract... The trick is to teach students the Constitution through cases that affect them directly... Because the public school is our most pervasive public institution, it is possible to teach a whole semester or yearlong class about the Constitution through school cases.” Some possibilities:

- Censorship of student newspapers and yearbooks;
- Locker searches;
- Drug testing of student athletes;
- Prayer at high school football games;
- Posting the Ten Commandments in the classroom;
- Compulsory flag salutes;
- Including of “under God” in the Pledge of Allegiance;
- Desegregation and affirmative action;
- Neighborhood inequities in school financing;
- The rights of students with disabilities;
- Sexual harassment at school;
- Girls’ participation in boys’ baseball teams

(See the next item for resources on teaching the Constitution.)

“Black Armbands for Constitution Day” by Jamin Raskin and Mary Beth Tinker in *Education Week*, September 7, 2005 (Vol. 25, #2, p. 43)

<http://www.edweek.org/ew/articles/2005/09/07/02raskin.h25.html>

## 9. Short Items:

*a. Constitution Day resources* – As you know, all U.S. schools are required to teach about the Constitution the week before or after Saturday, September 17<sup>th</sup> (most schools seem to be zeroing in on September 16<sup>th</sup>). Here are some resources:

• Supreme Court Justices Sandra Day O’Connor and Stephen Breyer recorded a talk with high-school students on the separation of powers, and it is being broadcast online on September 16<sup>th</sup>. It’s available at <http://www.justicelearning.org/constitutionday/index.asp>.

- The National Archives and Records Administration has compiled classroom activities and lesson plans, including one in which students invent a game to simulate how the members of the Constitutional Convention might have felt as they began to write the Constitution. It's at <http://www.archives.gov/education/lessons/constitution-day>.

- The Bill of Rights Institute has free materials to help teachers organize Constitution Day events, including lesson plans for middle and high schools and a biographical essay about James Madison. It's at <http://www.billofrightsinstitute.org>.

- The U.S. Department of Education has Web links to free resources, including a searchable “Interactive Constitution” with passages relevant to 300 topics, a timeline of the Constitution’s history, and notes that George Washington wrote on his copy. It's at <http://www.ed.gov/free/constitution/index.html>.

- Two books are recommended for upper-elementary students: Jean Fritz’s book, *Shh! We’re Writing the Constitution* (Paperstar Book) and *Constitution Translated for Kids* by Cathy Travis (Oakwood Publishers, 2002). This is a line-by-line translation of the document at the fifth-grade reading level.

“Constitution Day Resources” in *Education Week*, September 7, 2005 (Vol. 25, #2, p. 9)

***b. Positive and negative assessments of New York City’s school reforms*** – The fall issue of *Education Next* has two articles on Mayor Michael Bloomberg’s effort to turn around the New York City Schools:

- “A Negative Assessment” by Sol Stern <http://www.educationnext.org/20054/12.html>

- “On the Positive Side” by Joe Williams <http://www.educationnext.org/20054/17.html>

Both are mainly policy articles so they’re not Marshall Memo material, but if you’re curious about how reform is faring in the Big Apple, you may be interested in checking them out.

“An Education Mayor Takes Charge” in *Education Next*, Fall 2005 (Vol. 5, #4, p. 11-21)

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***Do you have feedback? Is anything missing?***

*If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: [kim.marshall8@verizon.net](mailto:kim.marshall8@verizon.net)*

# About the Marshall Memo

## ***Mission and focus:***

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and best practices in K-12 education. Kim Marshall, drawing on 35 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 39 carefully-chosen publications (see list to the right), sifts through scores of 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 (with occasional breaks; there were 50 issues in 2003-04).

## ***Subscriptions:***

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

## ***Website:***

If you go to <http://www.marshallmemo.com> you will find detailed information on:

- How to subscribe or renew
- Why the Marshall Memo?
- Focus topics
- Headlines for issues 1-68
- What readers say
- About Kim Marshall
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

## ***Publications covered:***

(those read this week are underlined)

American Educational Research Journal  
American Educator  
American School Board Journal  
ASCD SmartBrief  
Atlantic Monthly  
Bay State Banner  
Boston Globe  
CommonWealth Magazine  
District Administration  
Ed. Magazine (Harvard School of Education)  
Education Digest  
Education Gadfly  
Education Next  
Education Update (ASCD)  
Education Week  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
Harper's  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
Journal of Staff Development  
Middle School Journal  
NABE News  
NASSP Bulletin  
New York Times  
New Yorker  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal Magazine  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teacher Magazine  
Teachers College Record  
Theory Into Action

E-links will be provided whenever possible.