

# Marshall Memo 164

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

December 11, 2006

## In This Issue:

1. Teaching blind people to use canes – and what it can teach others
2. Lesson study thrives in a California elementary school
3. A teacher-led study group in Colorado
4. Does hands-on science teaching prepare students better?
5. Do small schools produce higher achievement?
6. Getting an impartial analysis of educational programs and products
7. Short items: (a) Fractured fairy tales online; (b) National Geographic maps online

## Quotes of the Week

“As any good teacher knows, what we say has a small impact on learning, while what we do has a much stronger effect.”

Matthew Maurer, Edward Bell, Eric Woods, and Roland Allen (see item #1)

“U.S. teachers often face textbooks that include untested or ill-conceived instructional ideas and omit important ones.”

Catherine Lewis, Rebecca Perry, Jacqueline Hurd, & Mary Pat O’Connell (see item #2)

“When you realize that the fourth-grader you just observed showed no understanding of concepts supposedly ‘mastered’ in your third-grade class, you want to improve your practice for the sake of your current and future students.”

*Ibid.*

“It is important to introduce science early in children’s education, because the longer nonscientific ideas are held, the more difficult they are to change, and attitudes toward science seem to crystallize by the end of the elementary grades.”

Jerome Pine and Pamela Aschbacher (see item #4)

“Always, *caveat emptor* is the appropriate stance whenever someone is trying to sell you something.”

Russ Whitehurst (see item #6)

---

## **1. Teaching Blind People to Use Canes – And What It Can Teach Others**

In this thoughtful *Kappan* article, a professor and three educators who work with blind people note sardonically that many educators claim to be constructivists, but when confronted with high-stakes tests, they lose their nerve and resort to traditional rote learning. For educators who train blind people to use canes to navigate city streets, buses, stores, and office buildings, things are different: “The stakes involved are certainly high,” write the authors, “but teachers of cane travel maintain a steadfast dedication to constructivism.”

Imagine two blind people, they continue. The first is a man in his mid-twenties who lost his sight due to diabetes; the second is a girl who was born blind. Neither has the skills and tools with which to navigate in the outside world, and there is a strong tendency for their loved ones and teachers to overprotect them – to do too much for them.

But learning how to get out and travel safely is hugely important to the young man and the girl – and the role of educators can be transformational. “If a blind person can learn to travel independently,” say the authors, “the freedom gained is enormous. That person can experience the world firsthand and can decide when and how to do so. The development of solid cane travel skills can deliver that freedom and independence.”

Over the last few decades, the National Federation of the Blind has developed a highly effective method of teaching blind people to navigate with canes, and it can best be described as “structured discovery.” Cane instructors are usually blind themselves, and if they are not, they wear sleeping shades during lessons so they cannot see. (“As any good teacher knows,” say the authors, “what we say has a small impact on learning, while what we do has a much stronger effect.”) Cane teachers accompany their students on city streets, guiding them to develop their own understanding and style of getting around a city safely. “The cornerstone of the method is the philosophy that undergirds it,” write the authors, “an understanding that students must construct travel strategies for themselves making use of the guidance of experts.”

The authors provide a transcript of a dialogue between a cane teacher and a blind teenage girl in the middle of a guided lesson on a busy street. The student hesitates because she thinks she has arrived at an intersection, and the teacher asks her 19 questions that probe and push her understanding of what is around her, what the texture of the sidewalk is like, what sounds she can hear in each direction, what she can deduce about whether there are buildings around her, and what kinds of tricky circumstances might throw her off (e.g., a parking lot that allows street noises from a block away to travel to her more quickly). The girl, who was faltering and about to give up, regains her confidence, solidifies her skills, and moves on.

“As all educators continue to teach in a climate of high accountability,” conclude the authors, “it is important to make use of the most effective techniques at our disposal and to

resist the temptation to simply teach students to perform well on written tests. The structured discovery method can serve as a model for us to follow. We must begin by choosing powerful settings for learning. Then we need to take the time and effort to ask questions that lead students, and we must patiently guide their thinking until they construct the knowledge and skills they need.”

It’s also important to lead by example, they say. “If, as teachers, we can metaphorically don sleep shades, our students may make dramatic emotional shifts in their learning. If we, ourselves, are the active, inquiring learners we wish our students to be, it is likely that they will follow our example.”

“Structured Discovery in Cane Travel: Constructivism in Action” by Matthew Maurer, Edward Bell, Eric Woods, and Roland Allen in *Phi Delta Kappan*, December 2006 (Vol. 88, #4, p. 304-307), no e-link available

## **2. Lesson Study Thrives in a California Elementary School**

In this meaty *Kappan* article, a team of two researchers and two school-based educators describes the implementation of Japanese lesson study in a California school. They cautiously attribute significant student achievement gains in the school to lesson study, and describe how the school overcame three hurdles that many U.S. schools have encountered trying to import this idea: lack of time, many teachers’ “Lone Ranger” syndrome, and limited access to content knowledge.

Inspired by the description of lesson study in *The Teaching Gap* (1999), three teachers at Highlands Elementary School in San Mateo experimented with lesson study during 2000-01 and reported to their colleagues at the end of the year. Lesson study expanded to more classrooms the following year, and by 2002-03, the entire faculty of 22 was involved. Lesson study is now an integral part of the school’s practices, structures, and identity. It has become the school’s main vehicle for professional development, is the main venue for mentoring of new teachers, has replaced evaluative observations for tenured teachers, and has helped the staff make sense of California’s standards, new pedagogical ideas (e.g., differentiation), and new curriculum materials.

How is lesson study used at Highlands? Each year the faculty decides on a schoolwide theme (e.g., reducing the achievement gap) to provide a common focus. Teams of 3-6 teachers at the same or adjacent grades loop through two lesson study cycles a year, following these steps:

- Each team decides on a specific instructional challenge (for example, multi-step math problems);
- Teachers study relevant background materials (e.g., research, articles, books, and insights from district math specialists);
- They collect data from classrooms (e.g., student work on multi-step problems that reveals students’ difficulties);
- They collaboratively plan a “research lesson” to address the challenge;

- One team member teaches the lesson while others observe (teachers noticed that the strategies students had been taught, including underlining information in the problem and looking for question marks, did not help many students solve the problems);
- The team gathers data on students (e.g., quiz results and student work);
- Teachers discuss the lesson, sharing information and discussing implications (in this case, teachers decided to teach students a five-step problem-solving model that had students ask themselves, “What do I know?” and “What do I want to know?” as they approached problems).
- They follow up in their classrooms (in this case, all teachers used the same five-step process across subject areas, prompting one student to exclaim when his teacher pulled out the telltale sheet, “Oh no. You have it too!”).

Where do teachers find the time for lesson study? The principal provides two hours a month within the school day by reducing the number of faculty meetings and handling routine faculty business in other ways.

The authors describe four insights about lesson study that the Highlands staff have articulated over the years:

- *It’s not just about the lesson.* When they first began, teachers saw lesson study as a process of developing and polishing wonderful lessons and sharing them with others. After a few cycles, they began to see lesson study differently – more as an opportunity for teachers to conduct action research, test their own knowledge of how students think, and understand what they are teaching and why it’s important. They dropped their initial idea of sharing “canned” lessons on the district’s intranet, deciding to spread their work in open houses in which colleagues could see actual lessons and hear teachers talk face-to-face about what they had learned.

- *Lesson observations need to get below the surface.* At first, Highland teachers watched for whether students were engaged, on-task, behaving, and treating their peers with respect. With experience, they moved to another level, asking themselves, What were students’ solution strategies? How were they organizing information? What types of errors were they making? Teachers who were being observed also posed more specific “look-fors” for their colleagues to focus on when they observed a lesson.

- *Lesson study is enhanced by reaching out to the knowledge base.* After a parochial beginning in which Highlands teachers consulted mostly with each other and worked only with their adopted textbooks, they began to bring in content experts from outside their school, compare the way different textbooks treated the topic, and read articles and books for insights into their lesson.

- *Implications need to go beyond the immediate lesson.* At first, Highlands teachers saw the lesson they taught as a final performance. Over time, they made a point of applying the learning derived from each lesson to their future teaching and beginning each new cycle by reviewing what they had learned from previous data. They were also less perfectionistic about

the lessons they taught, sometimes having a team member teach an initial, imperfect lesson before moving into their planning.

Why was lesson study successful at Highlands when it had foundered in some other schools? The authors point to several factors:

- *Flexibility* – Highlands teachers adapted Japanese lesson study to their unique setting.
- *Humility* – Teachers learned not to consider themselves experts after one or two lesson study cycles, instead adopting the posture that there was always more to learn about teaching. “Premature expertise may pose a substantial threat to lesson study,” say the authors. “The appropriate attitude for those who would help others adopt lesson study is captured in the proverb, ‘The road is made by walking.’”
- *Depth* – At first, teachers “tinkered around the edges” of mathematics and language arts; over time, they have delved into the core problems of teaching and learning each subject.
- *Teachers as students* – Before diving into a lesson or assignment, teachers do the work themselves; they have found this very helpful to understanding students’ misconceptions and confusions.
- *Data-driven* – They use formative assessments to check on whether students are learning what was taught in lessons and use the data to modify their strategies.
- *Inside-outside* – Highlands teachers maintain control and ownership for the lesson study process, but constantly broaden their horizons by pulling in outside experts and readings.
- *Micro/macro* – The school’s lesson study cycles focus on specific learning challenges at each grade level, but are also part of a schoolwide effort to make sense of California standards and prepare students for high-stakes tests. The principal conveys the idea that lesson study is not “one more demand on teachers but the primary means of addressing the many demands they face.”
- *Short-term/long-term* – Teachers address immediate classroom issues and also track long-range data.

The authors close with four recommendations for helping lesson study “scale up” in U.S. schools:

First, they suggest that teachers reach out to those who are using lesson study in other schools. There are some mistakes that don’t need to be made again and again. For example, hearing from another school might speed up the evolution of a school’s math lesson observations from focusing on student behavior to looking at core mathematical issues.

Second, they suggest that instructional coaches and principals meet across schools to share larger-scale observations and strategies about lesson study.

Third, the authors urge lesson study groups to look critically at textbooks and other instructional materials, which are often far from perfect. “U.S. teachers,” they write, “often face textbooks that include untested or ill-conceived instructional ideas and omit important ones.” Lesson study is an ideal forum for teachers to combine their on-the-ground experience with a broader view of what students need to learn effectively.

Finally, they suggest that we see lesson study as a grass-roots strategy for improving American education – and a way of building demand for better teaching and learning. This can

happen when teachers invent ingenious solutions to stubborn learning problems, but also when lessons bomb. “The desire to improve is also stimulated by seeing what’s *not* working,” they write. “When you realize that the fourth-grader you just observed showed no understanding of concepts supposedly ‘mastered’ in your third-grade class, you want to improve your practice for the sake of your current and future students.”

“Lesson Study Comes of Age in North America” by Catherine Lewis, Rebecca Perry, Jacqueline Hurd, and Mary Pat O’Connell in *Phi Delta Kappan*, December 2006 (Vol. 88, #4, p. 273-281), no e-link available

### **3. A Teacher-Led Study Group in Colorado**

This *Kappan* article by two Colorado educators describes the evolution of a long-standing discussion group at Rishel Middle School in Denver. The group started because teachers were fed up with:

- Top-down mandates, such as a requirement for teacher research several years earlier;
- Faddish reforms-de-jour;
- Outside “experts” being brought in to tell teachers how to teach well;
- A disconnect between professional development workshops and classroom realities;
- A lack of respect for teachers’ experience and knowledge;
- No time during the school day to talk to colleagues about teaching and learning.

A group of teachers, encouraged by a professor and a clinical site coordinator from a nearby university, decided to start a study group. Meeting once a month over lunch, they chose their first topic: classroom talk – “the linguistic sea upon which most instruction floats.” It seemed like a topic that teachers in different subject areas would have in common. Members of the group videotaped themselves talking to their classes, established non-judgmental norms (the tapes were seen as data), read articles about classroom discourse, and began talking about what they found. Among the observations: contrary to exhortations to ask higher-order questions, lower-level thinking was encouraged by some textbook questions and the Colorado state tests.

In the second and third years, the group moved away from looking at videotapes and began to conduct “tiny experiments” in their classrooms (the term was carefully chosen to avoid negative associations with the word “research”). Among the questions they posed: What happens when we focus more on speculation and imagination in the questions we ask students? What is the ratio of authentic to inauthentic questions in my classroom? What are students’ views of intelligence (you have it or you don’t, versus hard work and better strategies can improve it)? What do students think makes a “good” or a “bad” teacher? After each experiment, teachers gathered data (including socio-grams) and discussed their findings.

In the fourth year, the group continued with mini-experiments and began reading and discussing a chapter a month from Peter Johnston’s *Choice Words*, a book about teacher talk. At the end of the year, teachers took over leadership of the group from the university people and decided to focus on four issues in the following year’s discussions:

- Issues students bring with them to school every day
- Classroom management
- Assessment
- What turns schools around academically

The following year, the group did action research on each of these topics, became more structured about the way it used its time, listened to presentations from subgroups on each topic, and invited administrators and other teachers to attend their meetings. Members felt they had taken charge of their own professional development and were contributing to the overall school effort.

Reflecting on the study group's history, the authors adduce several core principles of professional development:

- *A learning community encourages individual development.* Teachers with no experience doing action research quickly learned key skills and became deeply involved.
- *Inquiry motivates change.* Teachers examined classroom data and were moved to improve their practice, in the process moving beyond outmoded ideas and simplistic solutions.
- *Expertise lies within.* Ideas were contributed by novices as well as by seasoned teachers.
- *Reflective practice is key.* Genuine collaboration among teachers, student teachers, administrators, and university personnel is a powerful form of professional development.
- *Time is essential* – Time is needed for classroom work, peer observation, and thoughtful discussion.

“The Evolution of a School-Based Study Group” by Rick Vandeweghe and Kelli Verney in *Phi Delta Kappan*, December 2006 (Vol. 88, #4, p. 282-286), no e-link available

#### **4. Does Hands-On Science Teaching Prepare Students Better?**

In this important *Kappan* article, two California Institute of Technology researchers explore the question of whether science textbooks or “hands-on” science curriculum materials are more effective at preparing elementary students for challenging science problem-solving experiences. The authors believe the stakes are high in giving students good science skills and understanding in the elementary grades: “It is important to introduce science early in children’s education,” they say, “because the longer nonscientific ideas are held, the more difficult they are to change, and attitudes toward science seem to crystallize by the end of the elementary grades.”

The authors conducted an experiment involving 1,000 fifth graders from California, Nevada, and Arizona, evenly divided into four groups:

- Higher-SES students who had hands-on science curriculum in their classrooms
- Lower-SES students who had hands-on curriculum
- Higher-SES students who had textbook-driven science curriculum
- Lower-SES students who had textbooks-driven work

All students were asked to do four challenging science performance tasks that collectively involved planning an inquiry, making observations, collecting data, making graphical and pictorial representations, drawing inferences, and explaining what happened. The experiments were:

- Spring-scale weighing
- Paper-towel absorption
- Ice-cube melting (in salt water and tap water)
- Flatworm behavior

The results were sobering. Overall, students performed quite poorly on the performance tasks. Higher-SES students did somewhat better than lower-SES students, but there were no significant differences between students who used textbooks and those who used hands-on science curriculum materials in their regular classrooms. “Clearly,” say the authors, “there is a need for improvement in the curricula, the instruction, or both.”

Upon reflection, the researchers lean toward the explanation that teaching – and teacher training – are at the root of the problem. “When instruction is not powerful,” they write, students must rely on their background knowledge and general intelligence to solve problems. We believe our results highlight the need for more research on why reform curricula, as taught, are not effective in helping students reach one of the key goals set forth in the national standards.”

The authors close by acknowledging the “harsh” environment in which science reform must operate, and they make three recommendations to school leaders:

- Insist that literacy and math are not the only subjects that matter in school.
- Recognize that inquiry-based science teaching can boost literacy achievement if they include small-group interactions, writing in science notebooks, and oral presentations.
- Support teacher preparation and inservice training so teachers move beyond superficial teaching of science activities.

“Students’ Learning of Inquiry in ‘Inquiry’ Curricula” by Jerome Pine and Pamela Aschbacher in *Phi Delta Kappan*, December 2006 (Vol. 88, #4, p. 308-313), no e-link available

## **5. Do Small Schools Produce Higher Achievement?**

In this arresting article in *Kappan*, two Pennsylvania researchers argue that small elementary schools do not, on average, produce higher student achievement – and at the high-school level, small schools, on average, actually produce slightly lower student achievement than large schools.

How can this be? We’ve all heard the arguments that personalization and other factors in small schools foster better student performance. The authors say that small-school advocates have fallen prey to a common statistical fallacy. It’s true that small schools are overrepresented among the highest-achieving schools. But they are also overrepresented among the *lowest* achieving schools. Overall, they say, there’s no advantage to being a smaller elementary school, and at the high-school level, there’s actually, on average, a slight disadvantage.

The authors explain the concept of variance with two maps showing the incidence of kidney/ureter cancer in counties across the U.S.. The first highlights the counties with the lowest death rates from this form of cancer; the second shows the counties with the highest. The highlighted areas on the first map are almost entirely in rural areas of the U.S., which could easily lead us to conclude that environmental conditions in these areas – cleaner living, less air and water pollution, easier access to fresh food without additives, etc. – explain the more positive cancer figures.

But the second map is a shocker: the areas of the U.S. with the highest kidney/ureter cancer death rates are *also* rural, often right next door to the counties with the lowest death rates. Looking at this map by itself, one would be tempted to look for evidence of how the rural lifestyle increases people’s chances of getting cancer – rural poverty, less access to good medical care, a high-fat diet, more alcohol abuse, and more use of tobacco.

But the reason for this phenomenon has nothing to do with either set of explanations. It’s the product of a well-known statistical phenomenon called *variance*. What rural areas have in common is *smaller populations*, and when sample sizes are smaller, there is always more variability – and more data points at the extremes. Thus, small populations will always over-represent the extremes – the highest and lowest rates of cancer deaths. And the real causes of cancer are probably elsewhere – in unseen environmental and other factors that are more difficult to pinpoint.

The authors then present two scatter graphs of student scores on the Grade 5 and Grade 11 Pennsylvania System of School Assessment (PSSA) tests. The graphs of fifth-grade achievement show an amazingly even scatter of scores from schools with 100 students to schools with 750 students. The regression line is absolutely flat, which means there is no apparent relationship between school size and student performance. Small schools are over-represented among the highest-scoring – and the lowest-scoring – schools, which the authors say is an absolutely predictable product of variance because of their smaller populations.

The eleventh-grade graph shows a slightly different pattern, with small schools overrepresented among the lowest-scoring schools and underrepresented among the higher-scoring schools. The regression line tilts slightly upward, meaning that, on average, larger high schools have a slight student-achievement advantage. The authors attribute this to the fact that larger high schools have larger staffs with more highly trained and specialized teachers.

The keys to improving schools, the authors conclude, are not school size but a focus on the true factors that affect student achievement – the quality of curriculum and instruction. And they hammer home their other point: it’s more difficult for small high schools to offer a wide enough range of courses and teachers to meet the needs of all their students. It’s arguments like these that have persuaded the Gates Foundation to shift its focus from small schools to other school improvement strategies.

“Evidence That Smaller Schools Do Not Improve Student Achievement” by Howard Wainer and Harris Zwierling in *Phi Delta Kappan*, December 2006 (Vol. 88, #4, p. 300-303), no e-link available

## 6. Getting an Impartial Analysis of Educational Programs and Products

This article in *Education Week* explores the impartiality and credibility of studies that endorse instructional materials and programs. The problem is that in many cases, studies are commissioned and paid for by the publisher or developer, raising the question of whether the research is truly objective.

Most principals and other educators can sniff out the difference between advertising hype and genuine research, but appearances can sometimes be deceptive. Who paid for the study, and how objective were the researchers? It's sometimes difficult to tell. Some researchers argue that taking money from a publisher or developer doesn't taint their research if there is a clear agreement that prevents meddling in or distorting research. Jay Samuels, a professor at the University of Minnesota-Twin Cities, got funding from Renaissance Learning to explore the effect of independent reading.

His findings (that independent reading promotes fluency as long as students are reading books of an appropriate level of text difficulty for a proper period of time) tended to support the company's product, Accelerated Reader, but Samuels insists there was an "iron firewall" that prevented company meddling with his research, and insists that his findings were impartial. "You're not endorsing a product," he said. "It's not like you said you drove a Mercedes-Benz and it was a lovely experience. No, you say it went from zero to 60 in 8.2 seconds."

But will publishers bury research that doesn't reflect well on their products? Samuels says this has happened to him on at least one occasion – but won't reveal which companies were involved.

Publishers and program developers are always looking for "a sound bite on how good a program is," says Kristin DeViro of Scholastic. But studies often come up with a nuanced report with pluses and minuses. The question is whether publishers listen to the feedback and make appropriate revisions – or whether they ignore a report that delivers a less than glowing verdict and keep it from seeing the light of day.

Clearly what's needed is an impartial *Consumer Reports*-type entity that can be trusted to steer clear of self-interest and corruption and tell educators the real deal. Perhaps the closest we have to this now is the What Works Clearinghouse (see <http://www.whatworks.ed.gov/>), which reviews studies of programs and rates the evidence on their effectiveness. The Clearinghouse identifies any association between a study's authors and sponsors, asks authors to sign a disclosure form, and scrutinizes the quality of the research itself. But the Clearinghouse is just getting started and has many gaps in its reports.

Russ Whitehurst, who runs the Clearinghouse, has these words of advice for school people: "Always, *caveat emptor* is the appropriate stance whenever someone is trying to sell you something." Educators have to do their homework, he says, looking carefully at studies to see what was measured, checking for comparison groups, and, if possible, talking to people in the schools and districts that used the programs.

"Surge in Company-Sponsored Studies Sparks Concern" by Kathleen Kennedy Manzo in *Education Week*, Dec. 6, 2006 (Vol. 26, # 14, p. 12), no free e-link available

## 7. Short Items:

*a. Fractured fairy tales online* – The ReadWriteThink website now has an interactive tool that allows students to play around with fairy tales. This is for elementary-level students, and has samples of wacky variations of fairy tales, then a format for writing them. Just go to: <http://www.readwritethink.org/materials/fairytales/>.

“Shake Up Students’ Writing Routine with Fractured Fairy Tales” in *Reading Today*, December 2006/January 2007 (Vol. 24, #3, p. 48)

*b. National Geographic maps online* – National Geographic is now making color maps available on its website, color maps that you can print for free. The “Map Machine” has continents, regions, and countries, as well as photos, cultural profiles, and geography facts. Check it out at:

<http://java.nationalgeographic.com/studentatlas/>

“National Geographic Maps Available Via the Web” by Kathleen Kennedy Manzo in *Education Week*, Dec. 6, 2006 (Vol. 26, # 14, p. 16)

© Copyright 2006 Kim Marshall

***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 effective practices in K-12 education. Kim Marshall, drawing on 36 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 44 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 (with occasional breaks; there are about 50 issues a year).

## ***Subscriptions:***

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

## ***Website:***

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

- How to subscribe or renew
- Why the Marshall Memo?
- Publications read
- Article selection criteria
- Topics covered
- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- 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 Educator  
American School Board Journal  
ASCD SmartBrief  
Atlantic Monthly  
Catalyst Chicago  
CommonWealth Magazine  
Ed. Magazine  
EDge  
Education Digest  
Education Gadfly  
Education Next  
Education Update  
Education Week  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
Essential Teacher (TESOL)  
Harvard Business Review  
Harvard Education Letter  
Harvard Educational Review  
JESPAR  
Jimmy Kilpatrick  
Journal of Staff Development  
Language Learner (NABE)  
Middle Ground  
Middle School Journal  
NASSP Bulletin  
New York Times  
New Yorker  
Newsweek  
PEN Weekly NewsBlast  
Phi Delta Kappan  
Principal  
Principal Leadership  
Principal's Research Review  
Reading Research Quarterly  
Reading Today  
Rethinking Schools  
Review of Educational Research  
Teacher Magazine  
Teachers College Record  
Theory Into Practice  
Times Educational Supplement