Marshall Memo 382

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 18, 2011

In This Issue:

Quotes of the Week

"The teacher resists the temptation to be the sole problem-solver; students who make mistakes must own and fix them."

From Achievement First's *Essentials of Effective Instruction* (see item #2)

"The teacher makes it impossible for students to be desk potatoes and simply copy from the board."

(*ibid*.)

"I'm still trying to work on saving. It's difficult. The girl likes to go to the shopping mall and spend money."

Gary Knepp on teaching financial literacy to his teenage daughter (see item #6)

"Too often the problem with a wrong answer is not with the answer but with the question."

Doug Lemov in *Teach Like a Champion* (Jossey-Bass, 2010, p. 240)

"One of the greatest gifts a school can give a student is to increase his or her capacity to concentrate for extended periods of time."

Doug Lemov (*ibid*., p. 228)

"In balanced combinations and proportions, warm (being positive, enthusiastic, caring, and thoughtful) and strict (being clear, consistent, firm, and unrelenting) together can even help students internalize apparent contradictions… It reminds students that many of the either-or choices in their lives are false constructs: *I can be hip and successful; I can have fun and work hard; I can be happy and say no to self-indulgence*."

Doug Lemov (*ibid*., p. 214)

1. Helping First-Generation College Students Succeed

(Originally titled "Turning Seniors Into Freshmen")

In this thoughtful *Educational Leadership* article, Massachusetts educators Donna Rodrigues and Cecilia Le describe how University Park, a 234-student grade 7-12 public school in Worcester, tackled the challenge of keeping graduates, many of whom were the first in their families to attend college, from dropping out.

Directly and indirectly, University Park staff heard that the content and writing their graduates encountered in college were manageable, but a number of other areas were not: paying attention in a lecture hall with scores of other students; taking efficient notes; approaching professors after class or during office hours; managing time; and knowing when to seek help and support (for example, using the college writing lab).

"They were unprepared for the fact that each assignment counted for a major portion of their grade and that their professor would not remind them to turn it in," say Rodrigues and Le. "At the same time, they didn't know that if they missed a due date, they could still advocate for themselves." After the intimacy of University Park, where all teachers loved and cared for them, students were shocked by the impersonality of their new venue. "College doesn't love you," they said. Students simply hadn't been prepared to be independent.

Based on this feedback, University Park redesigned its senior year so that students would experience "controlled failure" while still in a supportive environment:

- Semester-long courses meeting several times a week;
- Syllabi similar to those in college;
- More classes conducted with college-like lectures;
- Tough-love refusal to accept late papers unless an extension had been granted;
- Tough exams based on textbook reading;
- Optional use of online discussion boards by teachers;
- Taking courses at a nearby college.

Many students experienced culture shock with the new regime, and that's exactly what the school intended – for them to get a taste of the first year of college while they could process it with their teachers. Constant themes in seminars that met twice a week in the second half of senior year were handling the workload, not putting things off till the last minute, and not feeling stigmatized if they had to reach out for help. The seminar also addressed preparing for tests, reading a syllabus, creating a schedule, managing free time, setting goals, forming study groups, and navigating a college website.

University Park has carried a gradual withdrawal of safety nets back into earlier grades. Though 9th grade, teachers regularly call home about academic progress; by junior year, there are fewer reminders, and students are expected to check their grades online and know when to sign up for help. In the first part of junior year, teachers give feedback on the first draft of English papers; by the end of that year, students submit only a final paper. By senior year, the burden is on students to ask for help and negotiate deadline extensions. Seniors have a 90-minute lunch, have free periods, and can leave campus during the day, which challenges them to develop their time-management skills.

"Managing controlled failure requires a tenuous balance that gives students the freedom to flounder, but not so profoundly that they cannot recover," write Rodrigues and Le. It's especially tricky because colleges look closely at first-semester grades. "If I create wonderfully college-ready students who can't get into any colleges, I've defeated my purpose," says Ricci Hall, University Park's principal.

All this preparation has made a dramatic difference. From a comprehensive alumni survey, University Park learned that in earlier cohorts, only half of graduates were on track to graduate from college within six years, whereas in later cohorts that benefited from the redesign, 93 percent were on track.

"Turning Seniors Into Freshmen" by Donna Rodrigues and Cecilia Le in *Educational Leadership*, April 2011 (Vol. 68, #7, p. 79-83), http://www.ascd.org

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2. What Makes an Effective Lesson?

In this Aspen Institute white paper, teacher evaluation expert Rachel Curtis describes the performance management system used by Achievement First charter schools. Of particular interest are Achievement First's *Essentials of Effective Instruction*, which are used by administrators and coaches when they observe classrooms and plan professional development and support. Note that there are a number of references to techniques from Doug Lemov's book, *Teach Like a Champion* (Jossey-Bass, 2010).

• *Great aims*: Rigorous, bite-sized, measurable, standards-based aims are written on the board and reviewed with students. The aims clearly drive the activities, not vice-versa.
• *Exit ticket/assessment of student mastery of the aims*:
- There is a systematic way at the end of class to assess every student's mastery of the aim(s) and to diagnose areas of student misunderstanding. Most of the time, assessment is through an exit ticket.
- At least 85% of students master the aim.
• *The most effective and efficient strategies to reach the aim*:
- Content knowledge/right strategy – The teacher demonstrates strong knowledge of the relevant standards and concepts and uses the most effective and efficient strategy to guide students to mastery.

- Pacing and urgency – The teacher moves students briskly from one part of the agenda to the next; there is a palpable sense of urgency and purpose in the room. Time is held sacred; the teacher spends the appropriate amount of time on each activity and maximizes each minute spent. The teacher sets clear guidelines for how long activities should take and uses timers, time reminders, and countdowns effectively. The class is set up to maximize efficiency, and the teacher is fully prepared to maximize each moment.

• *Modeling/guided practice* (I/WE or WE):
- Mini-lesson – The lesson includes a clear "think aloud", explicit modeling, heavily guided practice or other form of clear mini-lesson; examples and step-by-step processes are thoughtfully planned and tightly delivered.
- The teacher may sometimes start a lesson with a YOU activity: short discovery activity, activation of prior knowledge, or some other strategy to lay a conceptual foundation.
- Guided practice/declining scaffolding and guidance – The teacher then leads students through guided practice with declining scaffolding/guidance so that students eventually provide both the answers and the thought process.
- Visual anchor – The mini-lesson is captured (on a whiteboard, butcher paper, overhead, and/or scaffolded notes) so that students can reference it during independent practice.
- Check for understanding – The teacher regularly checks for understanding during guided practice so that students transition to independent practice when they are ready. A small number of students may need more guided support during independent practice, and this should not hold up the entire class.

• *Sustained, successful independent practice* (YOU, at least 15-20 minutes):
- Many successful "at bats" – Students have ample, successful opportunities for active learning so that they get to practice the aim independently. The YOU activity should be at the same difficulty level as the WE activity so that complexity doesn't increase while support decreases. The teacher moves around the classroom constantly during independent practice to assess mastery and provide individual help.
- Read, baby, read! In reading classes, teachers make sure that "nose in text" time is very high and that independent work time has at least a 7:2 ratio of reading to activity/ writing/discussing.

• *Classroom culture*:
- High expectations, clear routines – The teacher sets (with clear What To Do statements) and reinforces clear expectations and routines for high standards of behavior. With a Strong Voice, the teacher sweats the small stuff, including no call-outs, no laughing at other students' mistakes, and insists students Do It Again if not great.
- Joy factor – The class is a fun, joyful place where kids are enthusiastic and excited about learning.
- Positive-corrective ratio – The teacher uses Positive Framing to correct behavior and narrate class activity; there is a high ratio of positive to corrective comments. The

classroom feels like a place where students want to be. Students are nice and respectful to each other, and the teacher is nice and respectful to the students.

- Students own it – Students are given the responsibility, tools, and strategies to fix problems they have or created. The teacher resists the temptation to be the sole problem-solver; students who make mistakes must own and fix them.
- Teachable character moments – The teacher uses key moments in class to explicitly talk about, celebrate, and reinforce character skills; these moments flow naturally from the lesson and are quick and high-impact; the teacher strategically picks examples, texts, and activities that, when appropriate, reinforce the key messages (e.g., going to college).

• *Student engagement*:

- 100 percent – The teacher insists on 100% of students on task with hands consistently in the air; students are either asking or answering questions.
- Engagement strategies – The teacher uses high-engagement strategies (e.g., cold-calling, rapid-fire call-and-response, mini-whiteboards, frequent choral responses, and/or "everyone writes") to ensure that all students are accountable for engagement. The teacher makes it impossible for students to be desk potatoes and simply copy from the board. The teacher limits use of round-robin reading or questioning strategies that engage only one student at a time.

• *Academic rigor*:

- Teacher-talk-to-student-work – There is a high ratio of student work to teacher talk with students doing most of the "heavy lifting" of doing the work and explaining their thinking.
- Planned, rigorous questioning – The teacher plans his/her key questions in advance with a range of questioning, both lower-level knowledge (recall and basic comprehension), and higher-level (application, analysis, synthesis, and evaluation). The teacher regularly uses the Stretch It technique: Why? What does that relate to? How would you apply it?
- Top-quality oral responses – The teacher knows that Right Is Right and refuses to accept low-quality student responses. That means insisting on correct grammar, complete sentences, use of appropriate vocabulary and sufficient detail/rationale and not settling for so-so. The teacher is a No Opt Out champion – no student is allowed to opt out because the teacher cycles back to students who didn't answer.
- Top-quality student work – The teacher sets clear expectations and has an accountability mechanism for ensuring all students complete top-quality work. Examples of this kind of work are posted for reference and to celebrate great student work.

• *Cumulative review* – As a part of the lesson and homework routine, students get fast, fun opportunities to systematically and successfully review and practice skills that they have already mastered. Standards included in cumulative review are truly review, and the teacher has a clear method of using data to inform which standards to review.

• *Differentiation* – The teacher works to ensure that the needs of every student are met. Especially during independent practice, the teacher can work with some students to provide extra support or enrichment and/or can otherwise vary the volume, rate, or complexity of work that students are asked to complete. In classes that are grouped homogeneously by skill level, pronounced differentiation may be less necessary.

"Achievement First: Developing a Teacher Performance Management System That Recognizes Excellence" by Rachel Curtis, March 2011, The Aspen Institute Education and Society Program
http://www.aspeninstitute.org/sites/default/files/content/docs/education%20and%20society%20program/AI_Achievement%20First_performance%20mangmt.pdf

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3. Preparing ELLs for College Success

(Originally titled "ELLs: What's the Endgame?")

In this *Educational Leadership* article, DeSales University professor Judith Rance-Roney says schools can take several steps to ensure college success for English language learners:

• *Plan for success*. This means involving teachers, administrators, the student, and the family in choosing the right courses, building English skills, applying to the right secondary institution, dealing with financial aid, and making the transition from home.

• *Provide differentiated guidance*. ELLs need to get expert advice on whether to take the TOEFL (Test of English as a Foreign Language) in addition to the SAT, applying to ELL-friendly colleges, taking advantage of scholarships, and knowing about language tutoring in college, language labs, freshman composition courses designed for ELLs, and credit for ESL coursework.

• *Focus on grammar and academic English*. When ELLs get to college and take placement tests, their high-school preparation is often inadequate – they make grammatical errors, misuse words, have a limited vocabulary, and are unable to go beyond the five-paragraph essay. High schools need to teach ELLs a much broader academic vocabulary and the kind of writing needed to succeed in college, including advanced grammatical structures (perfect tenses and hypothetical and conditional forms) and academic stems ("It can be noted that…" and "As a consequence of…").

• *Provide extended learning time*. "Adolescent English language learners have double the work of native English speakers," says Rance-Roney. "Native speakers are challenged by content alone, whereas ELLs must also acquire the academic language needed to understand the content." So ELLs need more time, including an extended school day, summer programs, a bridge year after 12th grade, and cross-registration with a local college so students can take credit or noncredit ESL courses geared to college demands.

• *Partner with postsecondary institutions*. School districts need to team up with nearby colleges to craft a seamless K-16 curriculum sequence, discuss outcomes and hand-offs, and share assessment data. Early college is a promising model that is especially helpful for ELLs.

"ELLs: What's the Endgame?" by Judith Rance-Roney in *Educational Leadership*, April 2011 (Vol. 68, #7, p. 74-78), http://www.ascd.org; the author can be reached at rance-roney@desales.edu.

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4. High-School Seniors Support Struggling Freshmen

(Originally titled "Rallying Behind At-Risk Freshmen")

In this *Educational Leadership* article, Pennsylvania assistant principal Nathan Frank describes his 1,200-student high school's program to help struggling freshmen. The program sprang from the school's realization that a small group of ninth graders accounted for a disproportionate percentage of disciplinary and academic problems.

In the fall of 2007, Nathan and his colleagues worked with feeder middle schools to identify 28 incoming students who looked shaky based on attendance, discipline, and grades. They paired a teacher with each student and tried to hold regular one-on-one meetings. But these sessions occurred only sporadically, and at the end of the year, only 10 of the students earned sophomore status.

During the 2008-09 year, the school paired at-risk freshmen with older students, but this plan didn't work either. Only 100 mentor-mentee meetings took place that year and the promotion rate was still unacceptably low.

Before the start of the 2009-10 year, Frank and his colleagues formed a core team that included the school psychologist, the Future Educators' Club advisor, counselors, and the school librarian (because mentoring meetings often took place in the library). They hand-picked a group of high-achieving seniors and trained them in how to run effective sessions, starting with breaking the ice in the nervous first meeting, maintaining confidentiality, and cutting to the chase with a freshman who said everything was fine ("OK, let's look at your grades online"). The mentor club decided on a fund-raising theme, united behind a strong leader, and bonded with 26 incoming at-risk students in a summer orientation.

During the year, mentors met with their mentees daily (or in some cases once or twice a week), helping with organizational and study skills, going over upcoming assignments, keeping track of work in progress, reviewing graded tests and assignments, checking up on mentees' grades, helping them be more assertive with teachers, and occasionally speaking directly to a teacher. By the end of the year, more than 1,000 of these meetings had been held, and the results were better: 17 of the at-risk freshmen had earned the credits to move on to tenth grade, and two were very close. The successful mentors and mentees went on a special trip to Hershey Park in May.

Planning for the 2010-11 school year, Frank and his colleagues realized that many of the incoming at-risk freshmen came from low-income homes, so they raised funds for a "We've Got Your Back" program to buy backpacks and agenda books. There were more mentor volunteers than at-risk students, so the school broadened support to another tier of freshmen who were falling behind or needed extra help in physics or Spanish.

In addition to the boost in learning and self-efficacy enjoyed by struggling freshman, Frank also believes the program had great benefits for mentors – learning "patience, empathy, and the ability to listen to students whose life stories are very different from their own."

"Rallying Behind At-Risk Freshmen" by Nathan Frank in *Educational Leadership*, April 2011 (Vol. 68, #7, p. 66-69), http://www.ascd.org; Frank can be reached at frankn@sgasd.org.

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5. Counteracting the Fourth-Grade Slump

(Originally titled "Don't Wait Until 4th Grade to Address the Slump")

In this *Educational Leadership* article, McREL vice president Bryan Goodwin reviews what we know about why so many disadvantaged students fall into "education's Bermuda Triangle" – the fourth-grade achievement slump:

• *Curriculum* – The transition from "learning to read" to "reading to learn", including more challenging vocabulary and content; this surfaces previously undetected problems with fluency and automaticity – if students are using too much working memory to sound out and process words, they lose the thread of the content they are reading.

• *Vocabulary* – Low-SES children know about half as many words as their more advantaged peers, which creates a vicious cycle in which reading is frustrating and they do less of it, which stunts their vocabulary growth. Students need to learn about 5,000 words a year to build the 80,000-word vocabulary needed for college success.

• *Knowledge* – Low-SES children know less about literature, science, history, geography, and art than more advantaged children.

• *Peers* – Studies show that third graders turn to adults more than peers for help and advice, whereas fourth graders turn to peers more than adults. If fourth graders' peer group is not achievement-oriented, they may be willing to underperform just to fit in.

So what can schools do to counteract the fourth-grade slump? Goodwin recommends the following:

- Strong reading instruction in the early grades;
- Direct vocabulary instruction so students know the words they will encounter;
- Reading widely one hour a day, five days a week;
- Building subject-area knowledge;
- Shaping a peer culture in which achievement is highly valued.

"Don't Wait Until 4th Grade to Address the Slump" by Bryan Goodwin in *Educational Leadership*, April 2011 (Vol. 68, #7, p. 88-89), http://www.ascd.org; Goodwin can be reached at bgoodwin@mcrel.org.

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6. A Wisconsin Teacher Team Gets Results

In this *American School Board Journal* article, author/consultant Douglas Reeves describes the successful practices of the science team at Wisconsin's Hudson High School,

which reduced its failure rate from 20.5% in 2008 to 4.7% in 2010, improved attendance, and dropped disciplinary infractions to practically zero:

• The team traveled to several high-performing schools and imported effective practices.

• Same-course teachers give common interim assessments every two weeks and immediately analyze the results to see what needs to be re-taught and which students need extra help.

• Teachers have resisted the common mentality, *Get it right the first time – that's the way the real world works*, which leads students to stop learning after a test is handed back. Instead, they embrace the thinking of Carol Dweck of Stanford University and Jeff Howard of the Efficacy Institute, giving students feedback on their mistakes so they can work at getting smarter (Howard's mantra is FADAF – Failure And Difficulty Are Feedback).

• Teachers zero in on interim assessment items where many students chose the same wrong answer. This shows that students were paying attention but consistently misunderstood the subject matter – a sign that there's a better way to teach that concept or skill.

• Hudson teachers realized that many students were studying inefficiently. "Students with poor study skills tend to practice what they already do well rather than focus on their weaknesses," says Reeves. Teachers helped students become more "deliberative" when they studied, focusing on the specific areas that need work.

"The results in Hudson are not 'grade inflation' but 'work inflation'," says Reeves, "teachers, administrators, and most importantly students, all working harder to respect teacher feedback and achieve better results. As is so often the case in school improvement, the real 'secret' was not a proprietary program, but hard work."

"Getting Better All the Time" by Douglas Reeves in *American School Board Journal*, May 2011 (Vol. 198, #5. P. 38-39), http://www.asbj.com (click on Current Issue); Reeves can be reached at dreeves@leadandlearn.com.

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7. Should Schools Teach Financial Literacy?

In this *American School Board Journal* article, editor Naomi Dillon bemoans the sorry state of money sense among American youth. It's clear that many families aren't stepping up to the plate in this area. A 2007 survey found that 70% of parents had taught their teenagers how to do laundry but only 34% had shown them how to balance a checkbook and only 29% had talked to them about credit card fees and interest. Among U.S. adults, the saving rate has been negative or just over 1 percent, and most people under 35 haven't set up a retirement fund. "It boggles my mind that we pride ourselves on having a free market system but we're unwilling to invest in teaching about financial literacy," says Ohio business teacher Brian Page.

Ohio school board member Gary Knepp is ambivalent about the schools taking on "one more thing." On the one hand, he doesn't think schools should become a social welfare system. On the other hand, he's having difficulty instilling financial sense in his teenage daughter. "I'm

still trying to work on saving," he says. "It's difficult. The girl likes to go to the shopping mall and spend money."

When schools do teach financial literacy courses, the curriculum materials (often free) are uneven and teachers can rapidly lose credibility if they don't deal with students' strong opinions. For example, teachers often start by differentiating between needs and wants, but this can surface differences in adult and student values. "Try and tell a high-school student they don't need their cell phone," says University of Cincinnati economist John Morris, who works with schools implementing Ohio's financial education requirement. "That's a critical mistake that an educator makes, because if you're trying to tell me what I need then you're putting your needs on me."

The trick is getting students to articulate their hopes and dreams and juxtaposing them with adult realities, says Page. He has students put their heads down for a moment, open their eyes, and envision themselves at age 35. *I want three kids, I want to be happy*, they say. "That's really the theme of my class," he continues. "Do your expenses align with your values? Because who are we to say here's how you can spend your money, but you need to understand if I buy this, I can't buy that or I might lose out on that. It's called 'opportunity costs.'"

Morris agrees, and advocates having students set personal goals and balance what they want now with what they want in the future. "[I]f you have no goals and aspirations then you just spend," he says, "but if you want to accomplish something of significance then you must plan and budget."

"Penny Wise" by Naomi Dillon in *American School Board Journal*, May 2011 (Vol. 198, #5. P. 22-25), http://www.asbj.com (click on Current Issue); Dillon can be reached at ndillon@nsba.org.

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8. Guidelines for Dismissing an Ineffective Teacher

In this article in *Principal*, author and former school leader Edward Lawrence provides step-by-step guidance for dealing with an unsatisfactory teacher. Of particular note are his cautions on maintaining professional boundaries (avoid social relationships with staff members, refrain from any behavior that could be perceived as inappropriate, and confide only in people outside the school) and his list of criteria for determining "just cause" for dismissal:

- Did all teachers working in the school know the district's evaluation process?
- Was the evaluation process consistently applied to all teachers?
- Was the teacher treated consistently with other teachers, not singled out?
- Did the observations include all phases of the teacher's assignment, e.g., morning and afternoon lessons?
- Is there a continuous and accurately dated folder of all conferences and observations?
- Did the teacher receive a written memo of concerns specifying exact deficiencies?
- In each memo of concerns given to the teacher, were there specific suggestions for correcting deficiencies and ways to achieve a satisfactory level of performance?

- Was an intensive assistance plan established and implemented for the teacher using school and district resources?
- Was the teacher given a reasonable period of time to improve teaching performance?
- Was the teacher informed in writing that failure to achieve an acceptable level of performance by a specified date would result in an unsatisfactory evaluation?

"Just Cause and Due Process in Teacher Dismissals" by Edward Lawrence in *Principal*, May/June 2011 (Vol. 90, #5, p. 32-35), http://www.naesp.org/principal-mayjune-2011-early-childhood/principal-mayjune-2011-early-childhood

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9. Websites:

a. Stardust lessons – In this *Principal Leadership* article, Bryan Goodwin and John Ristvey suggest a dramatic approach to teaching, presenting mysteries and provocative questions to grab students' interest. They also mention websites with good lesson plans for science instruction:

• http://stardustnext.jpl.nasa.gov/education/pdfs/Comet_Mystery_Box_TeacherGuide.pdf.
• http://dawn.jpl.nasa.gov/Meteorite/index.asp.
• http://stardustnext.jpl.nasa.gov/education/index.html.

"Putting a Little Mystery in Teaching" by Bryan Goodwin and John Ristvey in *Principal Leadership*, April 2011 (Vol. 11, #8, p. 24-27), http://www.nassp.org/tabid/3788/default.aspx?topic=Putting_a_Little_Mystery_in_Teaching

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b. Motivating girls in technical fields – In this *Principal Leadership* article, writer Bridget McCrea suggests the following websites:

• Interviews with women in a variety of tech fields: http://www.binarygirl.com
• Created by teens to encourage high-school girls to enter the computer science industry: http://www.computergirl.us
• Interactive website where female technicians can connect with each other: http://www.womentechworld.org

"Making Science Appeal to Girls" by Bridget McCrea in *Principal Leadership*, April 2011 (Vol. 11, #8, p. 28-32), no e-link available

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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

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 41 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 evening (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:

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- About Kim Marshall (including links to articles)
- A free sample issue

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- How to change access e-mail or log-in

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
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
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice
Tools for Schools