# Marshall Memo 918

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 10, 2022

## In This Issue:



## Quotes of the Week

"Your brain has a mind of its own."

Dan Rockwell (see item #9)

"Every time they hear the phrase *evidence-based*, school decision makers ought to clarify what is meant. Was the program's impact studied with scientific research? If so, you should be able to access a research report for your school district to consider."

Elaine Radmer in "What's 'Evidence-Based' When It Comes to Practice?" in *School Administrator*, January 2022 (Vol. 79, #2, pp. 35-38); see also Memo 914 #7.

"Sadly, the noble goal of humanizing enslaved people through children's books may send an unintended message: slavery wasn't all that bad… These early perceptions aren't always corrected later in a child's education, leading, I suspect, to disinformation about our nation's past."

Ebony Elizabeth Thomas (see item #7)

"For many teenagers, the overwhelming intensity of their own experience prevents them from seeing the world through others' eyes without some form of guidance. However, adolescence is also a time when the world and its structures sharpen into focus – a sense of social justice and an awareness of life's inequalities go hand in hand with growing up… We all know that empathy is the true superpower of literature, and I believe that this is at the heart of successful antiracist pedagogy."

Rosemary Henzell in "Antiracist Reading Practices in the Classroom" in *Journal of Adolescent and Adult Literacy*, November/December 2021 (Vol. 65, #3, pp. 267-272)

"Should we defeat every enemy, and should we double our wealth and conquer the stars, and still be unequal to this issue, then we will have failed as a people and as a nation."

President Lyndon Johnson in a 1965 speech to Congress on civil rights legislation

## 1. Twelve Keys to Restorative Discipline

In this article in *Principal Leadership*, Marieke Van Woerkom (Morningside Center for Teaching Social Responsibility) says the main worry about restorative approaches to discipline is that they're "soft" and will soft-pedal consequences when students engage in harmful behavior. Consequences – a.k.a. punishments – have been the mainstay of school discipline for many years, based on the belief that they deter students from breaking the rules. Consequences also communicate high expectations for how students should treat others.

But a punitive approach doesn't "educate or repair," says Van Woerkom, and can have negative consequences, especially for students of color, who "are often disciplined more harshly and more frequently for the same behaviors as their white peers." Restorative practices strive to identify the underlying reasons for student misbehavior and use carefully planned meetings and tailored consequences to bring about deeper and longer-lasting improvements in behavior. Van Woerkom lists the characteristics of effective restorative discipline:

• Consistent – Educators need a shared set of values and beliefs – for example, seeing relationships as central to the school community, taking responsibility for everyone's well-being, honoring all voices, and striving to maintain people's dignity.

• Layered – The starting point is listening and making an upfront commitment to building relationships so educators can understand students' needs and support changes in behavior.

• Ongoing – Students forget from one day to the next, especially if they've been exposed to stress and trauma. "We need to be patient," says Van Woerkom, "and approach discipline as a process that supports behavior over time."

• Integrated – In many schools, the "baton" of discipline is passed from teacher to dean to counselor. With a restorative approach, educators work as a team and provide supportive consequences that "gradually, repeatedly reinforce behaviors that work in school."

• Collaborative – Adults work with students to explore what's behind problematic behaviors and find ways to address those needs aligning with community values.

• Supportive – "When young people veer off track," says Van Woerkom, "we need to connect, deescalate, and provide reminders and redirection so they can refocus on school expectations, rules, and values."

• Instructional – Through direct teaching, the power of example, and effective use of teachable moments, adults convey the SEL practices and skills that allow students to meet their needs without negative consequences for others.

• Relevant – Students see cause and effect when consequences are linked to the actions that triggered misbehavior – for example, a time-out that helps a student de-escalate and then focus on the impact of their deeds.

• Realistic – "A consequence should be something the teacher, student, and community can realistically implement," says Van Woerkom. "Empty promises or threats risk damaging trust."

• Differentiated – Consequences must be tailored to the varying levels of social-emotional aptitude and skill of each student. The ultimate goal is that they're self-disciplined and, when adults aren't around, choose appropriate behaviors.

• Reflective – Rather than constantly telling students what to do (or not to do), says Van Woerkom, "we are better off creating opportunities for students to think for themselves and come to their own conclusions about what choices to make and why."

• Restorative – "A well-prepared and facilitated restorative intervention," Van Woerkom concludes, "allows the person who caused the harm to rebuild relationships and meet some of the needs of those they harmed."

"The Holistic Nature of Restorative Discipline" by Marieke Van Woerkom in *Principal Leadership*, January 2022 (Vol. 22, #5, pp. 13-15)

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## 2. Keeping Elementary Students Back – Does It Work?

In this *Education Gadfly* article, Todd Collins (California Reading Coalition) says that retaining students has fallen into disfavor – in 2017, only 1.7 percent of U.S. students were kept back in grades K-3. Most educators have come to believe that retention is ineffective, even counterproductive; some call it educational malpractice.

And yet, says Collins, in Mississippi and Florida, the only two states that rank in the top five for NAEP reading achievement in grade 4 for both African-American and Hispanic students, retention appears to be a key factor (the retention rate is 7 percent in Mississippi and 4 percent in Florida). Those states also placed first and second overall in the demographically adjusted NAEP rankings from the Urban Institute.

What's going on? Collins cites more-recent, higher-quality studies that tell a somewhat different story from earlier research. "While retention *per se* does not seem to be a highly effective student intervention," he says, "– it's mixed – it does not have the negative consequences, like higher dropout rates, found in earlier studies. This raises the question: if retention is a mixed intervention for students, why would it have a big impact on the result?"

The reason, Collins believes, may be that a public promotion standard – for example, a retention gate at grade 3 – "is one of the most effective tools we've found to change the actions of *adults*. Retention policy may or may not be effective for the kids who repeat a grade, but it is very effective in getting adults – teachers, administrators, even parents – to focus their attention and change their behavior. The prospect of student retention forces all these adults to

come to grips with the fact that a child they care deeply about is significantly behind in one of the most crucial areas of their education."

However, he says, the possibility of retention is not sufficient. Oklahoma and Louisiana retain a lot of students, but their achievement results don't match those of Florida and Mississippi. The difference: Florida and Mississippi have robust reading programs for retained students: an individualized reading plan, highly qualified teachers, at least 90 minutes of reading instruction a day, and targeted interventions.

"Yes," Collins concludes, "it feels unfair to retain a child who, through no fault of their own, has been failed by adults. But it's also unfair to fail millions of children, year after year, by not doing what's needed to change how the system works."

"Student Retention and Third-Grade Reading: It's About the Adults" by Todd Collins in *Education Gadfly*, January 6, 2022

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## 3. A Study of Homework in Israel

In this *Elementary School Journal* article, Yael Grinshtain (Tel-Hai Academic College) and Gal Harpaz (Open University of Israel) report on their study of homework in Jewish and Arab elementary schools in a rural area of northern Israel. Homework assignments, say Grinshtain and Harpaz, are supposed to integrate learning in school and home, and have four potential benefits:

- Improving learning and achievement – students practicing skills and knowledge;
- Long-term academic benefits – good study habits and attitudes;
- Non-academic benefits – self-reliance and organization skills;
- Partnership with parents and family – enhancing home-school connections.

However, studies have shown mixed results in these areas, especially at the elementary level.

Through in-depth interviews, the researchers probed teachers' and parents' perceptions of homework and uncovered several themes:

• Homework as an opportunity to work together for children – This was expressed most often by teachers, who (although they didn't always agree on the amount and kind of homework) saw it as a way to involve parents in the curriculum, enlighten them on what happened during the school day, and enlist them as partners in children's education.

• Homework raising doubts about teachers' roles and duties – As one parent put it, "I am not a teacher and I don't need to do the teacher's work." One father said that when teachers were well-organized and competent, everything was okay, but when the opposite was true, he resented having to be a teacher in his spare time. Other parents were critical of the amount of homework and how parents had to help meet Ministry of Education curriculum standards. One teacher worried about how far behind his low-income students were and how neither he nor parents could make up the gap.

• Homework increasing tension and conflict in the home – "We fight with the child, we fight with the teacher, and we fight with each other," said a parent. A major issue was doubt about whether homework was the best way to boost learning. "I don't believe in homework,"

said one mother, arguing that children would achieve whether did it or not. But she complied because her child would be punished for not doing homework. Teachers felt this tension but believed it was in students' best interests to push for homework completion.

The second major area the researchers probed was how parents helped their children with homework. Interviews revealed these major categories.

- Avoidance – Disengagement from the process – among parents who believed their children needed to take responsibility for homework, with high-achieving students who could be successful doing homework alone, and in some low-income families;
- Parent as reminder – Asking about, following progress, and checking their children's homework when it was completed – but not getting involved in the details;
- Parent as partner – Working together with their children and investing more time and attention to get homework done successfully;
- Parent as student – Doing children's homework for them, based on impatience, low trust in the child's ability or willingness, and a desire for the child to get good grades;
- Autonomous help-giving – Supplying tools and methods of learning, fostering children's autonomy and efficacy.

Grinshtain and Harpaz say it's clear that autonomy-building help has positive long-term learning and developmental effects for children, whereas making children dependent on parent prodding and help to successfully complete homework does them a long-term disservice.

The researchers found that while teachers were mostly clear about the purposes of homework, many parents weren't on board, and that caused a number of problems. Agreement among educators and parents on the purpose of homework – and what constitutes high-quality assignments – would improve a less-than-ideal dynamic.

"It's crucial," conclude Grinshtain and Harpaz, "to coordinate expectations between parents, teachers, and students to decide on the types of homework, the support parents should receive, and how to provide it. This can be achieved by guiding parents on how to give their children autonomous help, highlighting the implications of autonomy versus dependent help. In addition, teachers need training on how they can help parents understand the effective (autonomous) way to help with homework."

"Whose Homework Is It?" by Yael Grinshtain and Gal Harpaz in *Elementary School Journal*, December 2021 (Vol. 122, #2, pp. 233-256); the authors are at yaelgr@openu.ac.il and galgo@openu.ac.il.

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## 4. Student Assistants in a Philadelphia High School

(Originally titled "The Power of Student Assistants")

In this *Educational Leadership* article, teacher/author Matthew Kay says a "seismic" change happened in his Philadelphia ELA classroom when his principal came back from a conference with the idea of seniors giving up a free period and helping out in ninth-grade classes. Kay immediately saw the possibilities; students might even envision a career in

education. Over the last decade, he says assistants (juniors as well as seniors) have been "primary engines behind my younger students' learning." Here's how it works:

- Rising seniors volunteer for the program and name teachers they'd like to work with.
- Kay e-mails those who pick him, sending the titles of the books he'll assign.
- As school begins, Kay introduces assistants, gives them a job description, and has a short meeting on their role.
- Assistants do some routine chores like taking attendance, updating the online notebook tracker, and taking notes on the board during class discussions.
- Kay teaches assistants how to construct five-question quizzes on a book; after he's checked the quizzes, assistants administer and grade them.

Beyond these routine tasks, assistants provide one-on-one coaching as students work on their writing projects, sometimes continuing during lunch and online, filling Kay in on questions he can't get to in his 32-student classes. The mentor/mentee relationships "make the whole school feel more connected," says Kay. In a few cases, assistants teach whole lessons and design curriculum units.

By far their biggest contribution, concludes Kay, has been to model habits of discourse. "It's one thing for me to tell my students how to productively discuss an issue that requires vulnerability, or humility, or patience," he says; "it's another thing to have a fellow student who is only a year or two older than them model it, then express how they'll be using these techniques for the rest of their high-school careers."

"The Power of Student Assistants" by Matthew Kay in *Educational Leadership*, December 2021/January 2022 (Vol. 79, #4, pp. 82-82); Kay can be reached at mrkay@notlight.com.

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## 5. *Romeo and Juliet* and *West Side Story* in a New York City Middle School

In this *Kappan* article, teacher/author Kevin McIntosh describes moving from Oakland to New York City and gradually winning the respect of most of his Puerto Rican and Dominican students in an Upper West Side middle school. At the end of the first semester, he orchestrated a literary fiesta, and students vied for stage time to share their poems, stories, memoirs, and essays amidst the smell of rice and beans and a merengue beat. "We had, finally, entered each other's world," says McIntosh.

In the spring, he decided his classes would read *Romeo and Juliet*. With an assist from the Leonardo DiCaprio and Claire Danes film that had just been released, students enjoyed the play. They painstakingly deconstructed the Elizabethan language and then acted out their favorite scenes outside the Delacorte Theater in Central Park, in the shadow of the statue of Shakespeare's young lovers.

The *piece de resistance*, McIntosh, thought, would be showing the 1962 film that was a modern version of *Romeo and Juliet*. "Teaching *West Side Story* to West Side students," he thought. "What could be better?" Before showing the film, he played highlights from the score, analyzed Leonard Bernstein's music, and dissected Stephen Sondheim's clever lyrics – how "suns and moons all over the place" mirrored Juliet's admonition to Romeo: "swear not by the

moon, the inconstant moon." They walked ten blocks to the area (now Lincoln Center) where the musical had been filmed when it was still tenements.

"At last, the moment was at hand," says McIntosh. He fired up the VCR he'd reserved for the week and students leaned forward for the opening scene – the aerial view of early 1960s Manhattan, the eerie whistles and bongos and horns, zooming in on Riff's finger snap. Students seemed as riveted as McIntosh had been when he first saw the movie decades earlier.

"Then, laughter," he says. "That immortal Jerome Robbins choreography was as tough and taut as I remembered it. But through *their* eyes: 30-year-old ballet dancers were twirling on a blacktop just like the one beneath Room 223." When the Sharks entered, things got worse. "Had I never noticed the thick brown makeup smeared on the faces of these white actors? What was I thinking? I'd thought I was showing my students a film that – however tragic – celebrated their culture. But apparently I'd popped in a cassette of what looked an awful lot like a Latinx *Birth of a Nation*."

McIntosh decided this had to be a teachable moment. "And, after a late night's research and planning," he says, "teach I did. About the history of white portrayals of people of color in popular entertainment: black face, minstrelsy. About Swedish Walter Oland playing Charlie Chan. And I apologized for not discussing this history earlier, so they could view *West Side Story* in its proper context. We all felt a little better. But there was something I couldn't let go of just yet."

Why had they burst out laughing at the opening dance number? he asked. One said it was funny. "These grown men dancing and singing down 68th Street. That was funny – silly – right?" Students nodded. McIntosh asked how many watched rap videos, MTV, BET. They all raised their hands. "Those grown men in the videos you watch, singing – rapping – in the street. That's not funny?" They all said it wasn't funny or ridiculous like those ballet guys in *West Side Story*.

"Maybe your videos are just in a style you're accustomed to," McIntosh persisted. "Maybe that movie, the costumes, the music, the dancing, just seems old-fashioned to you?" Definitely, they said. So when you're grown up and have children, will they think your rap videos are cool? Yes, students said. "Really? All of them? Your kids – in 30 years – won't find them funny?" Students nodded, but a little slower. "Even that skinny guy in Public Enemy? The dude with the clock around his neck?" Students paused, looked at one another, and one said, "Well, *maybe* him."

"We'd met halfway," says McIntosh, "almost."

"West Side (Teaching) Story" by Kevin McIntosh in *Phi Delta Kappan*, December 2021/ January 2022 (Vol. 103, #4, pp. 58-59); McIntosh is at kmcintoshauthor@gmail.com.

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## 6. The Synergy Between Spelling and Reading

In this *Literacy Today* article, Young-Suk Grace Kim (University of California/Irvine) says that a review of thousands of studies revealed that students' word reading and spelling

skills are strongly related. Students who know how to spell are likely to read words well, and students who have difficulty spelling struggle with word reading. "Quality teaching of spelling impacts word reading," says Kim, "and, importantly, integrating word reading and spelling instruction can synergistically boost the learning of both."

Of the two skills, spelling is more demanding – for example, reading the word *cat* involves recognizing the letters c, a, and t, retrieving the speech sounds of each letter, selecting the appropriate sound, and blending them into the word. Spelling the same word works in the reverse order and has more components: the child needs to recognize the speech sounds in the word, think about letters for each sound, select correct letters that map onto each sound, assemble them in the correct order (not CTA, TCA, TAC, ACT, or ATC), and then accurately and legibly write the word.

All this, says Kim, suggests that early-grade teachers should teach word reading and spelling together, specifically:

• Incorporate spelling instruction as part of reading as early as possible – not just teaching students how to read the word *cat* but also how to spell and write it. This reinforces and consolidates what students learn when reading the word as well as developing insights about written language (e.g., spacing).

• Pay careful attention to students' spelling data to inform reading instruction. "Students' spelling," says Kim, "reveals valuable information about what the student knows well, knows but confuses, and does not know, beyond what word reading assessments typically reveal."

• Make the connections between word reading and spelling visible, because students don't automatically transfer what they learn when reading to spelling and vice versa.

• Recognize that some students have an atypical profile. There's usually a close match between reading and spelling skills, but with some students, they're discrepant. Teachers need to notice who these students are and give them targeted instruction.

"What's Spelling Got to Do With It?" by Young-Suk Grace Kim in *Literacy Today*, January/February/March 2022 (Vol 39, #3, pp. 30-32); Kim can be reached at youngsk7@uci.edu.

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## 7. How Is Slavery Depicted in Children's Literature?

In this *School Library Journal* article, Ebony Elizabeth Thomas (University of Michigan) says that in the books she read as a child, "It seemed that if we weren't following the North Star to freedom or marching for civil rights, we were dodging bullets in the ghetto, or we were the black best friend in the otherwise all-white landscapes of childhood and teen life." Thomas believes that children's literature, after years of criticism, is becoming more inclusive, "but it's been a long, complicated road."

"I've found that the truth of enslavement is difficult to convey in kids' books," says Thomas. But it matters: "That's because slavery influences the way that black people are perceived, more than 150 years after Emancipation." Thomas is working on a book on the subject, exploring four questions with her graduate students:

- What kind of story are children's books telling about African-American history, culture, and life before 1865?
- Who is telling the story? Is the narrator omniscient or first-person?
- What is the role of slavery in the text – the main theme or on the sidelines? How is the period of slavery positioned?
- Are enslaved people represented as human beings with agency or as stock characters proving a point? How are other black people positioned?

"We've found that the picture book genre pulls against authentic representation of slavery in the United States," Thomas reports. "So much about the institution simply can't be depicted in books for young readers. Often, in an artistic effort to portray enslaved black Americans as fully human, which is vital, the profound impact of enslavement is diminished on the page – and in youngsters' imagination… Sadly, the noble goal of humanizing enslaved people through children's books may send an unintended message: slavery wasn't all that bad… These early perceptions aren't always corrected later in a child's education, leading, I suspect, to disinformation about our nation's past."

Children's books often portray African-Americans who managed to escape, white people who are helpful and kind, and enslavers who are "misguided." Thomas believes that *Dave the Potter* by Laban Carrick Hill, illustrated by Bryan Collier, is one of the best children's books about slavery, but she has serious concerns about it. The book describes the life and work of the American poet and artist David Drake, born around 1800 on a plantation in South Carolina and freed as an elderly man. Slavery is portrayed "in a distant, disconnected way," says Thomas. "Like many enslaved people in children's books, Drake does not express feelings of extreme pain, anger, or loss – emotions that we know that enslaved people felt – emotions that we know he felt."

This and other authors' choices protect young readers from the cruel realities of slavery, but what happens when they learn the details in history classes when they're older? Will they accept the new information as true, or cling to the more benign depictions in books they read earlier on?

That's the issue Thomas is wrestling with in her forthcoming book. She agrees with a friend in graduate school who said, "All roads in black U.S. scholarship lead to slavery," and is trying to bring to light the "shadow books" that aren't on library shelves and need to be there.

"Shadow Books: Considering Enslavement and Its Legacy in Children's Literature" by Ebony Elizabeth Thomas in *School Library Journal*, January 2022 (Vol. 68, #1, pp. 26-29); Thomas can be reached at ebonyt@umich.edu.

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## 8. Can We Generalize About Millennials and Other Age Cohorts?

In this *New York Times* review, Tom Standage sums up the big question of *The Generation Myth* by Bobby Duffy: Is it possible to make sweeping generalizations about

generational cohorts? It's complicated, says Duffy, and posits three mechanisms that can explain differences:

- Period effects – these affect everyone regardless of age, for example, 9/11, the 2008 financial crisis, and Covid-19;
- Life-cycle effects – changes that occur as people get older, for example, getting married, having children, putting on weight, retiring;
- Cohort effects – the attitudes, beliefs, and behaviors common to people of a particular generation.

Using these three lenses, Duffy busts some myths and identifies some truths about economics. Some examples:

• Are people in their twenties fickle job-hoppers who aren't loyal to employers? It's true that members of this cohort leave jobs more often than their parents did, but that's been true since the 1980s. Millennials (born between 1980 and 1995) are actually less likely to switch jobs than Generation X (born 1965-1980) were at the same age – because good jobs are scarcer now. That's a period effect.

• Are young people more purpose-driven, caring more about ethical products? Actually, international surveys show that Millennials and Generation Z (born 1997-2021) boycott corporate products less often than Boomers and Generation X.

• Are younger generations snowflakes because so many still live with their parents? It's true that people in their twenties are leaving home later, but it's because of a tougher job market and the rising cost of housing – period effects.

• Are younger generations less religious? While religiosity within generations is similar, younger generations are less religious – a clear-cut cohort effect.

"For Every Season" by Tom Standage in *The New York Times*, January 9, 2022

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## 9. Dealing with Our Wandering Minds

"Your brain has a mind of its own," says Dan Rockwell in *Leadership Freak*. It wanders when you want to focus, forgets things you need to remember, has thoughts you'd rather not recall, can't stop thinking of something you'd rather forget, and worries what others are thinking. "I tell my brain to stay open," says Rockwell, "but I ignore myself." His advice:

• *Accept reality*. "Forget the idea that there are two voices in your head. There's a rowdy crowd in your head." Kids, neighbors, spouse, teachers, parents, your boss, co-workers, the dog.

• *Stop berating yourself*. A flitting mind is simply reality. "The more you beat yourself down," says Rockwell, "the more you think about beating yourself down."

• *Aspire without self-accusation*. If time management is your issue, name it and work on improving without wallowing.

• *Talk to yourself*. If your inner critic says, *You're an idiot,* say, *There's my inner critic. Do you have anything useful to add?*

• *Understand others*. "We're all in the same boat, even people we admire," says Rockwell. "You don't have to beat people down. They do it to themselves. Challenge *and* affirm. Correct with optimism."

"Your Brain Has a Mind of Its Own: Brain Management Strategies" by Dan Rockwell in *Leadership Freak*, January 7, 2022; Rockwell can be reached at dan@leadershipfreak.com.

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## 10. Short Item:

***Newbery Award Books*** – This graphic highlights some of the books that won the Newbery Award over the last 100 years, including *Daniel Boone* in 1928, *A Wrinkle in Time* in 1963, and *Bud, Not Buddy* in 2000.

"A Newbery Time Line" by Betsy Bird in *School Library Journal*, January 2022 (Vol. 68, #1, pp. 18-19)

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

# About the Marshall Memo

## *Mission and focus:*

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 50 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

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## *Core list of publications covered*

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
Cult of Pedagogy
District Management Journal
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Exceptional Children
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Urban Education