Marshall Memo 545

A Weekly Round-up of Important Ideas and Research in K-12 Education
July 14, 2014

In This Issue:

Quotes of the Week

"You're being mean. It's not funny."

A Philadelphia middle school student responding to a homophobic remark as part of a restorative justice meeting, quoted in "The Power of Circle" by Laura Mirsky, *Educational Leadership*, Summer 2014 (Vol. 71, #9, p. 51-55)

"Standardized tests are unnecessary because they rarely show what we don't already know."

Greg Jouriles (see item #2)

"[S]tudents need to become metacognitively sophisticated as learners, which includes knowing not only how to manage their own learning activities, but also knowing how to monitor the degree to which learning has or has not been achieved."

Courtney Clark and Robert Bjork (see item #1)

"Children under age five need to handle real objects, learning for themselves how the natural world works. They must move their bodies, coordinating their movements and gaining physical confidence. They should engage in unstructured playtime, exercising their imaginations, managing their emotions, and solving problems in scenarios of their own creation. And, most of all, young children need to interact with other people, navigating relationships with their peers and receiving guidance and support from adults."

Annie Murphy Paul (see item #6)

"[T]o provide purpose, direction, and motivation in order to accomplish a mission – and improve the organization."

The U.S. Army's definition of leadership, quoted in "Duty Calls: An Alumna Chooses 'The Harder Right'" by Nell Porter Brown in *Harvard Magazine*, May-June 2014 (p. 70-75), http://harvardmagazine.com/2014/05/duty-calls

"You can't lead unless you have someone to follow you, and their propensity to follow is commensurate with the extent to which they believe you understand how they feel."

Colonel Bernard Banks of West Point (quoted in *ibid*.)

1. Counterintuitive Findings on What Improves Long-Term Learning

"Should errors be avoided during the learning process, or are they an important component of effective learning?" ask Courtney Clark and Robert Bjork (University of California/Los Angeles) in this chapter in an online book from the American Psychological Association. This question has been debated for decades, and there are logical arguments on both sides. Behaviorist B.F. Skinner said teachers should carefully scaffold learning, leading students through one small step at a time so they don't make mistakes. Students naturally try to avoid errors, and many teachers see it as their responsibility to make learning manageable and protect students from making mistakes.

But Clark and Bjork say that "errorful" learning – deliberately introducing "desirable difficulties" into the learning process – produces deeper and longer-lasting results.

Learning can be seen along two dimensions, they say: a student's current performance and a student's underlying, long-term learning. Current performance can be misleading. On Monday, for example, a student might be able to correctly name all the countries of Europe on a blank map with national borders – but the student may have looked at a filled-in map a few minutes before the test, and on a Tuesday re-test (without an opportunity for review), Luxembourg and Malta might slip the student's mind. We would be satisfied that underlying learning was solid only if the student could fill in the map on Tuesday and again a week later. In other words, "current accessibility" of learning tells us very little.

It's also true that if a student cannot access a piece of information, that doesn't necessarily mean learning hasn't occurred, say Clark and Bjork. What if the student was given a much more difficult test – on a blank sheet of paper, draw the borders of all the European countries, and fill in their names. A student could totally fail this test and yet have a good knowledge of European geography on a test with more clues. In addition, some bits of information are more readily accessible than others. Students who live in California can probably tell us immediately that Sacramento is the state capital, but if asked for the capital of Michigan, they might have to struggle to retrieve the answer – is it Detroit, Ann Arbor, or Lansing? Probably Lansing. So the level of difficulty is a key variable in the errorful learning approach.

Clark and Bjork say there are three proven ways to introduce "desirable difficulty" into the learning process: spacing, interleaving, and testing. Each makes things a little harder for students and surprisingly results in better long-term retention and students' ability to apply learning to new situations:

• *Spacing* – Cramming the night before an exam (massed practice) may work short-term, but it's not an effective strategy for long-term learning. Students retain information far better by spacing study sessions with breaks between each one. The spacing is important – students should return to the material just as it's beginning to slip away, so there's a struggle to retrieve it. This cements the learning a little more each time.

• *Interleaving* – There is a tendency for teachers and coaches to *block* practice for a particular skill, for example, a tennis coach getting student to do backhands again and again before moving on to serving, or a math teacher having students repeatedly practicing subtraction with remainders. Teachers and students can be fooled because blocked practice seems to be producing good performance on the focus skill – but numerous studies in sports and academic subjects have shown that mixing several skills together during practice – interleaving – is far more effective, especially when the ultimate goal is performing the task in combination with other skills, as is almost always the case in tests and real-world settings.

• *Testing* – Most people see tests as simple measures of what we know and are able to do. But psychologists have discovered that in addition to that, tests are "memory modifiers" – retrieving information strengthens the memory and makes it easier to recall in the future. In one experiment, a group of students studied a passage four times while another group studied it once and immediately took three recall tests. When the students were tested right away, the first group did better, but when they were tested a week later, the study-test-test-test group far outperformed the study-study-study-study group.

In all three of these conditions, students make errors as they try to retrieve information that's not at their fingertips. Isn't that detrimental? Doesn't guessing wrong reinforce errors in students' minds? Or could it be, ask Clark and Bjork, that spaced, interleaved, and testing conditions are effective *because* they lead to errors?

That is precisely the finding of another set of studies on pre-testing. Students who took a difficult pre-test and got almost every problem wrong – and then received helpful feedback – did better on a final test than students who memorized the pretest and better than those who carefully studied the material. The conclusion: "pretests can guide effective encoding," say Clark and Bjork.

Another study compared students whose teacher helped them successfully solve complex math problems (the direct instruction group) with students who worked in groups trying to solve the same problems and failed to do so (the productive failure group). "During a final lesson, a teacher helped the productive failure group analyze their failed attempts and provide correct methods," say Clark and Bjork. "On a final test, the productive-failure group outscored the direct-instruction group on both complex problems as well as more straightforward problems."

Are difficulties ever undesirable? Definitely, say the authors. Distractions during tests aren't helpful, and the benefits disappear if the difficulty level is too great for students. The basic point, they say, "is that for a difficulty to be desirable, a given learner must, by virtue of prior learning or current cues, be able to overcome that difficulty."

"With so much to learn," Clark and Bjork conclude, "students crave methods that make learning fast and easy. One basic message of this chapter is that methods that improve learning typically make learning seem harder, not easier. However nice it might be to have a magic wand to offer teachers and students, one that can get students to learn a foreign language in two weeks or become competent pianists after only a few lessons, what we offer, instead, are difficulties, but difficulties that promote durable and flexible long-term learning and transfer."

These findings have direct implications for how teachers present material, organize practice, orchestrate review – and how they teach students how to study. "Students can improve their efficiency by knowing both what and how to study," the authors continue, "and when to stop studying when it is futile or no longer needed… [S]tudents need to become metacognitively sophisticated as learners, which includes knowing not only how to manage their own learning activities, but also knowing how to monitor the degree to which learning has or has not been achieved."

"When and Why Introducing Difficulties and Errors Can Enhance Instruction" by Courtney Clark and Robert Bjork in *Applying Science of Learning in Education: Infusing Psychological Science Into the Curriculum*, American Psychological Association, edited by Victor Benassi, Catherine Overson, and Christopher Hakala, 2014 (p. 20-30), http://teachpsych.org/ebooks/asle2014/index.php; Clark can be reached at courtneyclark@ucla.edu.

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2. Can Local Assessments Eliminate the Need for Standardized Tests?

"Standardized tests are unnecessary because they rarely show what we don't already know," says veteran California teacher Greg Jouriles in this *Education Week* article. "So trust the teacher. Publish grade distributions."

But won't that lead to different standards being applied in different classrooms, and won't people game the system, especially if there are high stakes? It's true that there are wide variations in teachers' grades, Jouriles concedes, for four reasons:

- Teachers' different conceptions of achievement;
- Each teacher's sense of equity and rigor;
- Each teacher's ability;
- The skills, knowledge, and motivation of students.

It's also true that high stakes accountability systems can be gamed, sometimes criminally. But Jouriles argues that publishing students' grades on classroom assessments is no less reliable (and a lot cheaper) than looking at standardized test scores – provided that standards are transparent, teachers work to align assessments and expectations, and individual teachers' grades aren't released.

Jouriles says that his high school used to have wide variations in grade: "In the same course or department, a B in one classroom might be an A, or even a C, in another." So he and his colleagues rolled up their sleeves and created a "graduate profile" – what students should know and be able to do by the end of senior year – then hammered out department learning

outcomes and rubrics aligned with the Common Core, then created common performance tasks to measure student achievement and interim assessments to track progress. Teacher teams looked at students' work on these assessments and worked through differences in philosophy, expectations, and rigor.

The result, says Jouriles, "is that teachers who use the same standards and rubrics, assign the same performance tasks, and grade each other's work are finding their letter grades starting to align. And this approach has led to a lot of frank discussions… The more we do, the more aligned we will become, and the more honest picture of achievement we can create. It's been fantastic professional development – done without external mandates."

Most important, this process has produced detailed information on students' strengths and weaknesses that drives continuous improvement in teaching and learning. Some examples:

- Students can effectively use reading strategies to comprehend a text.
- But they often have difficulty with challenging vocabulary and complex syntax.
- Students can develop a coherent claim with appropriate back-up evidence.
- But only when choosing from a restricted universe of data.
- Students are mediocre at analysis, counter-arguments, and rebuttals.
- They are improving their ability to evaluate sources.
- A small number of students are not even minimally competent in reading and writing.

"We could publish the results of these performance tasks… by subject, grade level, and demographic categories," says Jouriles, "… and the public would have a good idea of what we're good at and what we're not… That's better information than we've ever received from standardized testing… Internally, those breakdowns should stimulate hard conversations and necessary professional development." The key, of course, would be to keep the process medium-stakes, to minimize pressure to conform or cheat. The goal is to spur conversation, collaboration, and improvement.

"We Don't Need Standardized Tests. Here's Why" by Greg Jouriles in *Education Week*, July 9, 2014 (Vol. 33, #36, p. 40, 36), www.edweek.org

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3. The Next Time You're Tense about a Challenging Situation, Try This

In this article in *Harvard Magazine*, Erin O'Donnell says the advice people usually get just before a high-stakes situation – meeting with an angry boss, speaking to a room full of skeptical colleagues, singing in front of a large audience – is to *keep calm*. This seems like a sensible approach, believes Harvard Business School professor Alison Wood Brooks, because feeling anxious is unpleasant and degrades performance. It's associated with a threat mindset, draining cognitive resources, using up brain power and information-processing ability, and reducing confidence. But tamping down anxiety in such situations is difficult, says Brooks: "You must fight against your physiology – your automatic physical responses to the situation – which is very difficult to do." That's why nervous people often stay nervous, making bad decisions and performing poorly.

Is trying to remain calm when we're under pressure the best strategy? Not so, says Brooks. According to the Yerkes-Dodson Law [see http://bit.ly/W5qUZz], "a moderate amount of anxiety can actually be motivating and energizing." The trick, Brooks suggests, is nudging anxiety over to become a closely related emotion, excitement. The two "are very similar emotional states," she says. "Both emotions are high-arousal, signaled by a racing heart, sweaty palms, and high levels of the stress hormone cortisol."

And how do we convert anxiety into excitement? By saying out loud, "I am excited!" In an experiment in which some subjects said, "I am excited!" and others said, "I am calm" or "I am anxious", the first group performed better than the other two groups singing karaoke, giving a speech, or completing a difficult math problem, as judged by independent observers.

Why does this work? Brooks believes that when people feel excited (even when they're faking it till they make it), they are "focusing on the opportunities, how things can go well and work out in their favor… by focusing deliberately on the positive potential outcomes, you actually are more likely to achieve them."

"The Knife-Edge of Anxiety and Excitement: A Better Path to High Performance" by Erin O'Donnell in *Harvard Magazine*, May-June 2014 (p. 11-12), http://harvardmagazine.com/2014/05/a-better-path-to-high-performance

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4. A Philadelphia Principal Shares His Wisdom

(Originally titled "Making a Difference Every Day: A Conversation with Salome Thomas-El")

In this *Educational Leadership* interview with Naomi Thiers, Philadelphia middle-school principal and chess coach Salome Thomas-El speaks about his childhood and his work:

• "I don't remember many teachers allowing me to believe that I was gifted or that I had reached my potential… 40 years ago, teachers I had in elementary, middle, and high school knew that if young people didn't understand that failure was part of becoming successful, they would become complacent."

• "My mother taught me that arrogance is the Achilles heel of the school leader."

• "I see students in the schools where I work who hang on every word a teacher says. That influence is so powerful because for many students, that teacher becomes their mother, their father, their counselor, their nutritionist, their life coach."

• "It's very powerful for a teacher to be open with a young person and say, 'I made mistakes. I lived a tough life, but look where I am now. You can grow up and become even more than I am… You can be me because I was once you.'"

• "Students who play chess are critical thinkers, problem solvers. It teaches you to think two, three, four moves ahead. Chess gives students the ability to make great decisions at crucial moments."

• "Students want structure, they want guidance, and they want you to be firm with them. They just don't know how to reach out for it. And they don't want the other young people to know they enjoy structure."

• "There are ways to discipline children with dignity that enable them to still feel good about themselves, to continue to be proud of their accomplishments, but also to understand that they've made a mistake and need to take responsibility."

• "Two things you want students to experience every day are rigor and joy."

• "Many young people are very guarded about their emotions. They don't let you in right away… I tell teachers that persistence overcomes resistance… I'll say, keep trying the key; one day you'll have the right key. Don't give up."

• "As we keep persisting, there's a reverse influence in which students influence *us* in a very powerful way. They teach us to have humility; they teach us to really teach with care and passion and love because they choose to be with us. They make the choice to be under our influence."

• "Students need to feel they matter in the classroom. You can't allow a kid to hide. Even if you think he's going to answer the question wrong, still ask the question because struggling is learning."

• "Teachers need to share with students about their own lives. Many young people have this belief that teachers are born on some other planet, that we came down on a spaceship and never had to deal with any struggles. Children need to know that we're human beings and we have feelings."

• To a white teacher struggling to connect with an African-American student, he said, "The only thing you need to do is tell that student, 'I will be here tomorrow – and although I may look different, my heart is the same and my heart is here to teach you.'"

"Making a Difference Every Day: A Conversation with Salome Thomas-El" by Naomi Thiers in *Educational Leadership*, Summer 2014 (Vol. 71, #9, p. 10-15), http://www.educationalleadership-digital.com/educationalleadership/2014summer#pg13

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5. Improving the Writing of Students with Learning Disabilities

In this article in *Exceptional Children*, Amy Gillespie (Vanderbilt University) and Steve Graham (Arizona State University) say that students with learning disabilities often have difficulty with writing. Specifically:

- They tend to spend less time planning, generating coherent ideas, and revising for meaning and content than their non-LD peers.
- They typically approach writing as a matter of generating content: they search their long-term memory for relevant information, generate text based on what they know, and compose each phrase or sentence in response to the one before it until they exhaust their knowledge or reach the word limit.
- The resulting text often lacks coherence, clarity, and purpose.
- Students with learning disabilities often approach revising as if it were proofreading, focusing on spelling, grammar, and mechanics.
- They have difficulty evaluating text, deciding what to change, and executing a plan for revision.

- They may struggle with handwriting, typing, and spelling, leaving little room in working memory to attend to content, meaning, and coherence.
- They may stop writing prematurely due to fatigue.

"Because writing can be cognitively overwhelming, physically exhausting, and time-consuming for students with LD," say Gillespie and Graham, "they often develop negative attitudes about writing. As a result, many students with LD put forth minimal effort when writing and avoid writing when possible."

In this article, the authors report on their meta-analysis of 43 studies measuring the efficacy of six different classroom approaches to improving the quality of writing by children with learning disabilities. Four of the interventions produced statistically significant results:

• *Strategy instruction* – Effect size 1.09 – Students were taught strategies for planning, writing, revising, or editing texts. The most-effective program was SRSD (Self-Regulated Strategy Development), which emphasizes criterion-based instruction and teaches students the background strategies and self-regulation skills needed to use the strategies well.

• *Goal-setting* – Effect size 0.57 – Students chose or were given goals for their writing or aimed to improve their writing.

• *Dictation* – Effect size 0.55 – Students dictated their pieces into a tape recorder or to a scribe. Without the barriers associated with getting their thoughts onto paper, students produced higher-quality texts.

• *Process writing* – Effect size 0.43 – Students were led through the process stages of writing. This intervention worked best with elementary students.

Two interventions had less-impressive results:

• *Pre-writing* – Effect size 0.33 – Students completed graphic organizers (such as concept maps or webs) or answered questions to plan and organize text before they began to write.

• *Procedural facilitation* – Effect size 0.23 – Cue cards or other prompts were used to remind students to include specific genre elements, add information, or make other decisions as they wrote.

"A Meta-Analysis of Writing Interventions for Students with Learning Disabilities" by Amy Gillespie and Steve Graham in *Exceptional Children*, Summer 2014 (Vol. 80, #4, p. 454-473), http://ecx.sagepub.com/content/80/4/454.abstract; Gillespie can be reached at amy.gillespie@vanderbilt.edu. For a more information on the SRSD program, see http://www.updc.org/assets/files/resources_by_topic/literacy/SummerWriting13/Graham_SRSD.pdf and http://www.intensiveintervention.org/chart/instructional-intervention-tools/12885

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6. How Much Digital Text Should Young Children Be Reading?

"It's been a long time since libraries were paper-only domains," says author Annie Murphy Paul in this article in *School Library Journal*. "The number of websites, apps, and e-books for children under five has grown exponentially, leading librarians, teachers, and parents to wrestle with new questions about which digital offerings are appropriate and when." Enthusiastic advocates make the case for exposing children to digital content at a young age,

but others caution that the research is scanty and too much technology may "rewire" young brains, making it more difficult for children to pay attention and control their impulses.

"Children under age five need to handle real objects, learning for themselves how the natural world works," says Paul. "They must move their bodies, coordinating their movements and gaining physical confidence. They should engage in unstructured playtime, exercising their imaginations, managing their emotions, and solving problems in scenarios of their own creation. And, most of all, young children need to interact with other people, navigating relationships with their peers and receiving guidance and support from adults. All of these needs are met most fully in the offline world." Paul cites research on a number of ways in which digital content can shortchange development:

• Children have difficulty transferring knowledge from one context to another, even if a video portrays people speaking. A flesh-and-blood person can respond to a child's gestures and words and presents a much richer array of cues than any two-dimensional image.

• Most digital content has little educational value, even if it claims that it does. And e-books with visual and auditory gimmicks and game-like features can distract young readers from the content.

• The time spent with digital media may not be messing up children's brains, says Paul, but it means less time relating to people, playing in unstructured environments, and getting outside.

Paul is not a Luddite and believes digital content can enrich children's lives, but she believes teachers, librarians, and parents need more guidance on choosing the best material and using it wisely. Here are her selection criteria:

- Digital material should be easy to use and understand.
- It should be accessible to children of varying abilities and levels of maturity.
- It should be playful and enjoyable, encouraging creativity and imaginativeness.
- It should be open-ended and interactive, not one-sided and passive.
- It should connect to children's everyday experiences while exposing them to new information and perspectives.

Paul suggests several online clearinghouses that provide ratings of children's media: Common Sense Media, Graphite, Children's Technology Review, and Google Play for Education.

It's also important for adults to interact with children while they're using digital media – something that comes naturally while reading a book together (pausing to make a comment or ask a question) but happens less often with videos or apps. Paul urges adults to pose open-ended questions about electronic material and ask children to describe what's happening in their own words. And adults should limit the time children spend with digital content. "The American Association of Pediatrics (AAP) recommends that children under age two get no screen time at all," says Paul, "and that older children be limited to two hours of screen time a day."

Paul closes with a list of advantages that print books have over electronic reading matter for young children:

- Because paper books don't have hyperlinks to click on, they can create a more immersive reading experience and children aren't tempted to explore the Internet.
- With no visual and audio gimmicks and games, children are more likely to focus on the written words and remember what they're reading.
- "Without the bells and whistles of e-books, young readers must mobilize their own imaginations to fill in the gaps left by authors and illustrators," says Paul: "what a character looks like, for example, or the sound an animal makes."
- The feel of paper and rich colors of illustrations are a strong feature of books, and many are significantly bigger than the small screens of tablets and laptops.
- Books are more conducive to "a quiet focus on words and stories," says Paul, versus the fast-paced entertainment.
- Books are a little easier to share with others.
- Adults are more likely to stop and ask questions and less likely to say, "Swipe the page now" or "Don't touch that button."
- "The number of quality children's books published in paper still vastly outnumbers those available in digital format," says Paul.

"Too Soon? The Low-Down on Digital Content, What's Appropriate, At What Age – and Some Props for Print Books" by Annie Murphy Paul in *School Library Journal*, July 2014 (Vol. 60, #7, p. 16-18), www.slj.com

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7. The Best Primary-Grade Music Resources for Libraries and Classrooms

In this *School Library Journal* article on the importance of music in libraries, Sarah Bayliss includes a sidebar of music books and media recommendations from two librarians, Beverly Wrigglesworth and Veronica DeFazio:

- *All Together Now: Songs to Sing with Children* by Kim Lehman (Kim Lehman, 2006)
- *Animal Songs* by Tom Arma (Madacy Entertainment Group, 2004)
- *Anna and the Cupcakes* by Bari Koral (Loopytunes, 2012)
- *Bob's Favorite Sing Along Songs* by Bob McGrath (Bob's Kids Music, 2013)
- *Great Big Sun* by Justin Roberts (Carpet Square, 2001)
- *In a Heartbeat* by Laura Doherty (CD Baby, 2014)
- *Little Ditties for Itty Bitties* by Michele Valeri (Cathy & Marcy's Song Shop, 2010)
- *Little Seed: Songs for Children by Woody Guthrie* by Elizabeth Mitchell (Folkways, 2012)
- *One Elephant, Deux Elephants* by Lois and Bram Sharon (Elephant Records, 2002)
- *Outer Space* by Dino O'Dell (CD Baby, 2012)
- *Sing It! Say It! Stamp It! Sway It!* by Peter and Ellen Allard (80-Z Music, 1999)
- *Sticky Bubble Gum and Other Tasty Tunes* by Carole Peterson (Macaroni Soup, 2002)
- *Tickles and Tunes* by Kathy Reid Naiman (Merriweather Records, 1997)
- *What I Like! A Kid's Collections of Songs and Smiles* by the Champaign (IL) Public Library (2011)

- *Wiggle and Whirl* by Sue Schnitzer (Wee Bee Music, 2000)

"Why Music Matters: Library Music Programs Are Fun and Support Early Learning" by Sarah Bayliss in *School Library Journal*, July 2014 (Vol. 60, #7,p. 20-23), www.slj.com

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8. Short Items:

a. Yummy Math – This website has a wide range of K-12 mathematics ideas and activities, many of them free, some available to members: www.yummymath.com

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b. The status of teacher unions – This report from the Thomas B. Fordham Institute, "How Strong Are U.S. Teacher Unions? A State-by-State Comparison" by Amber Northern, Janie Scull, and Dara Zeehandelaar tells the relative power and organization of teacher unions: http://edexcellence.net/publications/how-strong-are-us-teacher-unions.html

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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.marshall48@gmail.com

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 43 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 64 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).

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest