Marshall Memo 598

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 10, 2015

In This Issue:

Quotes of the Week

"Some say U.S. kids are the most tested and the least examined in the world. We have a lot of tests, but we don't have high-quality examinations of thinking and performance."
Linda Darling-Hammond (see item #5)

"Somewhere between the self-esteem building of going for the gold and the self-esteem crushing of the Ivy-or-die ethos there has to be a place where kids can breathe, where they can have the freedom to do what they love…"
Jeffrey Kluger (see item #1)

"Kids can persist with something difficult or boring only if they can connect with how it's making them what they want to be."
Nancy Hill (*ibid.*)

"They worked their tushes off. Not one of them gave up."
Cathy Kwan on her students' extra effort to pass portfolio assessments (see item #5)

"Every development strategy, no matter how intensive, seems to be the equivalent of a coin flip: Some teachers will get better and about the same number won't… The absence of common threads challenges us to confront the true nature of the problem – that as much as we wish we knew how to help all teachers improve, we do not."
Dina Hasiotis *et al.* (see item #2)

"Teachers need clear information about their strengths and weaknesses to improve their instruction, but many don't seem to be getting that information… Currently, most teachers are told in innumerable ways that their level of performance is good enough. The resulting culture is an enormous drag on growth."
Dina Hasiotis *et al.* (*ibid.*)

1. Are We Putting Too Much Pressure on Children to Be Exceptional?

In this *Time Magazine* article, Jeffrey Kluger bemoans the way some American parents are pushing their children to apply to elite colleges, compete at high levels in sports, and develop esoteric talents in search of wealth and fame. These kids "are being fed a promise," says Kluger, "– that they can be tutored and coached, pushed and tested, hothoused and advanced-placed until success is assured… Somewhere between the self-esteem building of going for the gold and the self-esteem crushing of the Ivy-or-die ethos there has to be a place where kids can breathe, where they can have the freedom to do what they love – and where parents accustomed to pushing their children to excel can shake off the newly defined shame of having raised an ordinary child."

Among achievement-obsessed parents, there's a virtual contagion, says Harvard lecturer/activist Richard Weissbourd. "You see it in this arms race to get kids into selective colleges. A neighbor's kid has an SAT tutor in eighth grade, so you think you're denying your own kid if you don't do the same… There are racial, class, and cultural differences involved. In many working-class and immigrant families, for example, you tend not to see children being told they're special all the time. There's more of a collective responsibility."

Step one, says Kluger, is accepting that there is a downside to force-marching young people to very high achievement. "You can sign your kids up for ballet camp or violin immersion all you want," he says, "but if they're simply doing what they're told instead of doing what they love, they'll take it only so far." Sometimes coaches or teachers see a spark of talent in gymnastics or dance or chess and push young people too hard, forcing them to focus prematurely and snuffing out the intrinsic motivation. When genuine interest flags, that's a signal for parents, coaches, and teachers to back off. "Kids can persist with something difficult or boring only if they can connect with how it's making them what they want to be," says Harvard professor Nancy Hill.

RULER is a program developed at the Yale Center for Emotional Intelligence whose aim is fostering young people's "E.Q." and helping them balance motivation, talent, and goals. RULER summarizes these ways of dealing with emotions and their consequences:

- Recognizing
- Understanding
- Labeling
- Expressing
- Regulating

"You want children to dream and have a vision," says RULER co-creator Marc Brackett. "But you also want them to have the emotional education to strategize accordingly." (For more information on the program, see http://ei.yale.edu/ruler/.) Search Institute in Minneapolis has a similar approach. "Children have to feel they have a voice," says CEO Kent Pekel, "that they have age-appropriate autonomy and agency. This allows them to find their own spark. You want to put them on a path to thrive." (See http://www.search-institute.org/about for more information.)

Children who are raised to believe they're exceptional can experience a devastating crash when they get to college or graduate school and find themselves surrounded by lots of other "one percenters." This can be traced back to parents who get overly invested in their children's success and smother them with praise, which can raise the pressure to keep performing at unrealistic levels and make kids fearful of failure when they are faced with new challenges. "Parents begin to see their children as part of their own identity," says Eddie Brummelman of Utrecht University in the Netherlands, "and their kids' ambitions become their own." Young people who are brought up this way are often at a loss when they encounter stiffer challenges and competition and don't know how to ask for help. "Having been so painstakingly raised and tended from birth," says Kluger, "a student may arrive at college as a kind of temperamental orchid, one that can't possibly survive in the wild."

The key is broadening the definition of *exceptional*. "It's possible to raise a miserable billionaire," says Kluger, "just as it's possible to raise a happy shop owner or social worker." But the current push for exceptionalism has made jobs like these seem less worthy. Parents and educators can get angry at the suggestion that a student might think about an associate's degree aimed at skilled trades, nursing, computer technology, or airline mechanics. "These are really good jobs," says James Rosenbaum of Northwestern University, "jobs that let you use your head, and they're jobs that society needs."

We cheat ourselves and our kids, concludes Kluger, "if we view life as a single straight-line race in which one one-hundredth of the competitors finish in the money and everyone else loses. We will all be better off if we recognize that there are a great many races of varying lengths and outcomes. The challenge for parents [and educators] is to help their children find the one that's right for them."

"In Praise of the Ordinary Child" by Jeffrey Kluger in *Time Magazine*, August 3, 2015, available for purchase at http://time.com/3969237/in-praise-of-the-ordinary-child/

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2. The New TNTP Report on Professional Development

In this report from TNTP, Dina Hasiotis *et al*. issue a troubling critique of professional development in U.S. schools. Hasiotis and her team spent two years investigating how three large school districts and one charter network try to develop their teachers, including efforts by the districts, schools, and teachers themselves. Here are the conclusions:

• *Districts are making a massive investment in teacher improvement*. These nationally representative districts spent an average of almost $18,000 per teacher per year on professional

development, broadly defined. Extrapolated for the 50 largest districts in the U.S., this comes to at least $8 billion. Teachers reported that they spent 19 full school days a year on PD activities. "This represents an extraordinary and generally unrecognized commitment to supporting teachers' professional growth as the primary strategy for accelerating student learning," says the TNTP report.

• *Despite these efforts, most teachers don't improve from year to year*. The evaluation scores of 7 out of 10 teachers in the study remained constant or declined over the last 2-3 years. The improvement curve was especially disappointing after teachers' first few years on the job, with many teachers plateauing while still having lots of room for improvement. "As many as half of teachers in their tenth year or beyond were rated below 'effective' in core instructional practices, such as developing students' critical thinking skills," says the report.

• *Even when teachers do improve, it's not clear why*. Some teachers do get dramatically better, say the researchers, especially in their first few years in the classroom, but "No type, amount, or combination of development activities appears more likely than any other to help teachers improve substantially, including the 'job-embedded,' 'differentiated' variety that we and many others believed to be the most promising… Every development strategy, no matter how intensive, seems to be the equivalent of a coin flip: Some teachers will get better and about the same number won't… Teacher development appears to be a highly individualized process, one that has been dramatically oversimplified. The absence of common threads challenges us to confront the true nature of the problem – that as much as we wish we knew how to help all teachers improve, we do not." This was true in the charter school management organization scrutinized by TNTP as well as the three regular public-school districts; even though the charter schools had more-impressive teacher growth and impact, there were no clear findings about the kinds of PD that helped and didn't help.

• *School systems are not helping teachers understand how to improve*. "Teachers need clear information about their strengths and weaknesses to improve their instruction," says the report, "but many don't seem to be getting that information… Currently, most teachers are told in innumerable ways that their level of performance is good enough. The resulting culture is an enormous drag on growth." The TNTP team found a mixture of grade inflation on teacher-evaluation scores, inflated self-assessments by teachers, teachers rejecting critical assessments, low expectations for teacher development and performance, and a widespread feeling that PD activities were not a good use of teachers' time. One interesting finding: there was more teacher improvement in schools where teachers' self-assessment was close to their formal evaluations. Frequency of administrators' classroom visits also showed some correlation with improvement. Charter school teachers were strikingly more humble in their self-assessments (only 4 percent rated themselves 5 on a 5-point scale, compared to 30 percent of teachers in the districts) and much more likely to say they had instructional weaknesses (81 percent of charter teachers said this versus 47 percent of district teachers).

"In short," concludes the report, "we bombard teachers with help, but most of it is not helpful – to teachers as professionals or to schools seeking better instruction. In spite of this, the notion persists that we know how to help teachers improve and could achieve our goal of

great teaching in far more classrooms if we just applied that knowledge more widely. It's a hopeful and alluring vision, but our findings force us to conclude that it is a mirage. Like a mirage, it is not a hallucination but a refraction of reality: Growth is possible, but our goal of widespread teaching excellence is further out of reach than it seems… Our research suggests that, while understandable and well-intentioned, layering on more support is not the solution. Instead, we believe school systems need to make a more fundamental shift in mindset and define 'helping teachers improve' not just in terms of providing them with a package of discrete experiences and treatments, but with information, conditions, and a culture that facilitate growth and normalize continuous improvement."

Here's a summary of the report's recommendations:

Redefine what it means to help teachers improve:

- Clearly define "development" as observable, measurable progress toward an ambitious standard for teacher and student learning.
- Give teachers a clear, deep understanding of their own performance and progress.
- Encourage improvement with meaningful rewards and consequences.

Reevaluate existing professional learning supports and programs:

- Inventory current efforts.
- Start evaluating the effectiveness of all PD activities against the new definition of "development."
- Explore and test alternative approaches to development.
- Reallocate funding for particular activities based on their impact.

Reinvent how we support effective teaching at scale:

- Balance investments in development with investments in recruitment, compensation, and smart retention.
- Reconstruct the teacher's job.
- Redesign schools to extend the reach of great teachers.
- Reimagine how we train and certify teachers for the job.

"The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development" by Dina Hasiotis, Andy Jacobs, Kate McGovern, and a number of other TNTP researchers, leaders, designers, and editors, published by TNTP, August 4, 2015, http://bit.ly/1htHmxD

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3. Why Are So Many Classroom Discussions Disappointing?

In this *Chronicle of Higher Education* article, James Lang (Assumption College) summarizes the main ideas of a new book by Jay Howard, *Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online* (Wiley, 2015). According to Howard, many classroom discussions are unsatisfying and unsuccessful because students enter with three norms that are in conflict with their instructors' expectations. Similar dynamics are present in many K-12 classrooms.

• *Civil attention* – This consists of facing the front of the room, having one's eyes open, taking notes, and occasionally making eye contact with the instructor. Many students think

civil attention is all that's expected of them, but of course this is not the same as actually tuning in to what's going on and getting the most out of a discussion. Why is the norm of civil attention so persistent? Howard suggests three reasons:

- Many instructors rely on lectures and never challenge students' passivity.
- Few instructors are willing to cold-call students, relying on those who raise their hands to carry discussions.
- Students view themselves as customers who can choose whether or not to actively participate.

"If we want good discussions in the classroom," says Lang, "we have to establish a new norm, one that goes beyond civil attention." And this has to be done explicitly, from the get-go.

• *Consolidation of responsibility* – A perennial problem with discussions is that the same two or three students dominate classroom interactions. Research shows that in most discussions, regardless of class size, a small number of students account for 75-95 percent of student verbal contributions. This happens because of the norm of consolidation of responsibility – social groups unconsciously delegate responsibility to a few people to do most of the work. Discussions will default to this dynamic unless the instructor takes intentional steps to create a different norm.

• *Differing definitions of participation* – Most instructors define participation as students actually *speaking* in class, but many students have a different definition: if we show up, pay attention, actively listen, take notes, and do homework and other assignments, we're participating. *What more do you want of us?* Instructors may be frustrated by anemic discussions, but if students continue to have a different mindset, nothing will change.

The good news, says Howard, is that "Social norms are always in a state of negotiation. Because they are social they are not etched in stone. We can take steps that will change the classroom norms both in our face-to-face classrooms and in online courses… which will increase the percentage of students who participate." With careful planning, explicit norm-shifting, and thoughtful scaffolding, the quality of discussions can be dramatically improved.

"Building a Better Discussion" by James Lang in *The Chronicle of Higher Education*, August 7, 2015 (Vol. LXI, #42, p. A26-27),
http://chronicle.com/article/Building-a-Better-Discussion/231685/

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4. A New York City High School Experiments with Alternative Assessments

In this *Education Week* article, Catherine Gewertz reports on a Manhattan secondary school that is part of the New York Performance Standards Consortium, which allows 48 schools around the state to measure students' academic proficiency using non-standard assessments. Gewertz visited East Side Community High School and describes the scrutiny given to a high-school senior's carefully researched paper on the Vietnam War, along with her ELA analytical essay, applied mathematics project, and science experiment. Each was evaluated by at least two teachers, and the student defended her Vietnam paper to a panel of educators, including the principal of a Bronx high school. After presenting PowerPoint slides

on her laptop, the student fielded questions from the panel: What were the differences in the conditions and support of U.S. soldiers in Vietnam and World War II? Can you be more specific about who American soldiers thought was lying to them about the war? What does it mean that Vietnam was under a dictatorship? Was it wrong for Americans who protested the war to blame the soldiers who fought it? How was the Vietnam War different from the recent conflict in Iraq? Why do governments lie?

The student was then asked to step outside and the educators scored her paper on the Consortium's rubric. They decided it met the standards and brought her back in for the good news, along with a number of suggestions for revisions. The paper counted as 30 percent of her social studies grade.

These high-stakes final assessments are the culmination of the Consortium's year-long assessment process. Twice a year at East Side, students do 30-minute "roundtable" presentations in their core subjects – smaller versions of the final papers. Two examples: a home energy audit, and a demonstration of how to expand an image by 50 percent. In their seven years at this grade 6-12 school, students produce about 50 of these papers.

Advocates of alternative assessments say they build content knowledge and the skills to apply them to real-life situations and help students hone the ability to make arguments and interpretations, present the material, and defend their work – all of which gives students a much better chance of succeeding in college. "Especially for kids who are used to feeling marginalized," says East Side principal Mark Federman, "to be able to walk into a college and speak up, to tell an adult what you think and why, creates a sense of entitlement, an empowerment, they didn't have before. And that carries over to things like getting what you need at the housing office. Getting your work noticed. They can advocate for themselves."

Performance-based assessments also have an impact on the quality of teaching, say Consortium members. "If you want kids to write well," says Ann Cook, founder of New York City's Urban Academy, "to handle multiple points of view, do science and not just read it, … read books and discuss various aspects of literature, then you have to teach them in a way that helps kids get those kinds of skills. That means a different kind of teaching. Inquiry-based, emphasizing thinking in depth rather than coverage."

New York City's Consortium schools have an impressive record. Although they serve a higher proportion of low-achieving students, they have a better graduation rate, college enrollment, and college persistence than other city high schools. Consortium students don't excel in standardized tests – East Side students scored an average of 878 out of 1600 on the SAT and 73 out of 100 on the Regents test they are required to take (the passing score is 65).

One concern raised by critics of the Consortium is that some teachers give students inappropriate support during final-paper presentations, treating them as part of the teaching process. "It's not cheating, but it's a confused interaction," said an anonymous staffer in the State Education Department. "It's not totally about proficiency and mastery. It's about what you can produce with the right support. Many of the kids who can do it are ready for college. But many can't do it without the support, and that support won't be there when they go to college."

"N.Y.C. School Aims for 'Authentic,' Not Standardized, Tests" by Catherine Gewertz in *Education Week*, August 5, 2015, www.edweek.org

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5. A Los Angeles High School Pilots Portfolio Defenses

In this paper from the Hechinger Institute, Brenda Iasevoli reports on a LAUSD school's second year using portfolio assessment. She describes an 18-year-old senior presenting his PowerPoint deck to a panel of three judges – the school's assistant principal, the portfolio coordinator, and a former student. The student is making his senior defense, which means his diploma is on the line. Over 45 minutes, he presents three artifacts – one academic, one artistic, and one of his own choosing. His choices: an AP English paper on his father's alcoholism; a model of a set for a play that he built for an Advanced Scenic Design class; and an AP Government policy memo on the high cost of rehab for alcoholics.

The panelists ask him pointed questions: Can you describe your research process? Which obstacles did you face and how did you overcome them? How will the skills you learned help with your future plans? What policies already exist to help those who can't afford rehab? The last question stumps the student; he says he researched it but can't remember the answer. When he steps outside, the panel decides that although his presentation skills were solid, he failed to demonstrate content knowledge and sound research skills (he'd dismissed research that didn't fit his opinion) and would be required to rewrite the policy memo and defend his work again.

Portfolios have the potential to be much more informative than multiple-choice standardized tests, says Linda Darling-Hammond of Stanford University: "Some say U.S. kids are the most tested and the least examined in the world. We have a lot of tests, but we don't have high-quality examinations of thinking and performance." Starting in the 2015-16 school year, California will base 40 percent of schools' ratings on graduation data and "proof of readiness for college and career" – which can be measured by portfolios.

But implementing portfolios is challenging. Cathy Kwan, the portfolio coordinator in the Los Angeles school described above, says that at first, students didn't take their defenses very seriously. "They thought we were just going to let them pass," she says. "They'd say to me, 'I got this.' And I'd tell them, 'No, you don't. You have to practice.'" Kwan's school, like others implementing portfolio assessments, is struggling with the challenge of defining a standard approach for alternative assessments. What makes a good portfolio? How can portfolio assessment be similar from teacher to teacher and school to school? How can the process be rigorous and fair? How can schools prevent it from becoming a routine, with students robotically going through the motions?

Stanford's Center for Assessment, Learning, and Equity (SCALE), working with ConnectEd in Berkeley, has developed ConnectEd Studios, an online tool designed to take the subjectivity out of evaluating portfolios. Students can earn digital "badges" for completing performance tasks that meet specific rubric criteria. The tool can also act as a secure site for students to share portfolios, videos, audio files, photos, writing samples, resumes, and letters of

recommendation, showcasing their qualifications for universities and potential employers.

In Kwan's school, teachers were initially skeptical about portfolio defense, seeing it as "unnecessary torture" for students. But when they observed students defending their work, teachers changed their minds. "When you see your students reflect on what they've learned, and see how that learning has affected them, it's hard to say this isn't a good idea," said Isabel Morales, a 12th-grade social studies teacher. "Watching the defenses taught me how much my lessons count, how crucial it is for me to provide a transformative learning experience for my students." Portfolios, she says, force students to explain what they've learned and be able to apply it in different ways. The process has spurred her to get students doing much more sharing with each other. Indeed, says Tom Skjervhein of ConnectEd, "The portfolio defenses shed light for teachers on what they should be doing in professional development. They allow teachers to think about how they might tighten up their practices and get the results they want from students." Kwan points to her biggest take-away: teachers need to be more explicit with students about what they are going to learn and why they're learning it.

Los Angeles students who have been through the portfolio process speak highly of it. One recent survey found that 90 percent of students who passed and 68 percent of those who failed said their defense was a "worthwhile experience." At Kwan's school, 33 of 92 seniors who defended their portfolios failed on their first attempt. But when they tried again, all passed. "They worked their tushes off," says Kwan. "Not one of them gave up." The young man who was tripped up by the panelist's question about the cost of rehab says he learned from his mistakes and won't repeat them at the University of California/Riverside, where he'll major in computer science this fall. "I'm worried that in college I won't have anyone there to push me," he said. "But I have this experience to refer back to. I will remember this. I won't allow myself to fail again."

"Should High-School Students have to 'Defend' Their Diploma Like a Ph.D.?" by Brenda Iasevoli in a Hechinger Report, August 7, 2015, http://bit.ly/1gYMidZ

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6. What Video Games Taught a Middle-School Teacher About Grading

In this *AMLE Magazine* article, veteran New York social studies teacher Theresa Heilsberg describes her epiphany when a supremely unfocused, barely passing eighth grader aced a test on World War II without cheating. "Something had obviously changed, had clicked," says Heilsberg. "He knew names, dates, places, causes, and effects. He was able to write fluently about the war." When she asked the boy what had happened, he said, "*Call of Duty*." The WWII video game had taught him everything he needed to know.

This got Heilsberg thinking about what it was about video games that keeps students engaged in very challenging tasks for hours on end, even though they're failing 80 percent of the time? She decided there are three key advantages the games have over schoolwork. First, with video games, kids don't perceive failing as the end of the game, whereas in school failing a test is a big deal. Second, students see school grades as "fixed and final, calculated by some complicated averaging they cannot understand," she says, whereas in games there's just a

running score. Third, "In games, students build points as they progress; in academic assessments, students lose points for each mistake."

"I needed to 'gamify' my grading policies," says Heilsberg. Here's how she restructured the credit system for curriculum units:

- Instead of starting students with 100% and taking points off for mistakes and problems, everyone started off with a 0 and earned points for completing clearly defined assignments.
- Heilsberg redesigned her units, assigning point values to each assessment, adding up to 100 points per unit – for example, five homework or classwork assignments worth 2 points each; one quiz worth 10 points; one unit project worth 30 points; five homework writing assignments worth 4 points each; and one test worth 30 points.
- She used the New York State writing rubrics to score writing on a 4-3-2-1 scale.
- For tests, grades between 85 and 100 earned 30 points, 75-84 earned 20 points, 65-74 earned 10 points, and below 65 earned 0 points.
- In addition, there were bonus activities for which students could earn badges, extra points, or prizes.
- Students could re-do assignments or evaluations until they reached mastery (85%). Heilsberg learned it was important to set firm deadlines for re-takes.
- The final accumulation of points was the student's unit grade.
- There were two or three units per marking period, and unit grades were averaged for report cards.
- She posted points earned on a public chart (with code names) so students could constantly check their score (she also used an electronic gradebook).

Students liked the new system immediately. "I have more control over my grade now," said one. "I like the new grading policy because it makes me want to do better, and improve my learning," said another. "It takes the pressure off to get everything perfect to get a 100," said another. "Now I concentrate on learning the stuff and I learn more." Another: "I like that I can build up to my final grade instead of it being averaged. I like that I can re-do projects and tests until I learn the material, not just to get a passing grade."

"How I Won the Grading Game" by Theresa Heilsberg in *AMLE Magazine*, August 2015 (Vol. 3, #1, p. 28-30), www.amle.org; Heilsberg can be reached at theilsberg@stthomas-school.org.

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7. The Revised Framework for Advanced Placement U.S. History

In this *Education Gadfly* article, Chester Finn, Jr. praises the College Board for responding appropriately to widespread criticism of its 2012 framework for Advanced Placement U.S History, which was attacked for "left-wing bias." Among the criticisms: omitting key historical figures, taking an overly jaundiced view of industrialization and Westward expansion, and focusing too much on identity politics, oppressed groups, and environmental damage, not to mention branding Ronald Reagan as "bellicose." Finn believes that "A seventeen-year-old student dutifully learning her country's history according to this

framework would likely end up viewing the United States as a place of conflict and inequality, with minimal understanding of the dreams it has fulfilled, the problems it has striven to solve, the world catastrophes it has averted, and the examples it has set."

In the just-released revised framework, the bias is gone, says Finn: "America again has a national identity. The failings and blemishes of our past are still there, as they should be, but they're no longer the main story. Teenagers competently taught by teachers versed in the revised framework will be a lot closer to readiness for responsible citizenship." Here's a link to the 2015 framework: http://bit.ly/1IzmIF5

"A Pause in the History Wars" by Chester Finn, Jr. in *The Education Gadfly*, August 5, 2015 (Vol. 15, #30), http://edexcellence.net/articles/a-pause-in-the-history-wars

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8. Short Item:

A free "get to know you" survey for teachers and students – Panorama Education has created a quick survey to identify common interests between teachers and their students. This is designed to facilitate the process described in the Hunter Gehlbach article summarized in Marshall Memo 572. Here's the link to the survey: https://backtoschool.panoramaed.com

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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 others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 44 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).

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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
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Middle School Journal
Peabody Journal of Education
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
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 Journal of the Learning Sciences
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 Magazine
Wharton Leadership Digest