Marshall Memo 328

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 22, 2010

In This Issue:

Quotes of the Week

"We have a rich, untapped pool of talent in the millions of mediocre teachers that are currently in the classroom. Rather than dismiss them, we need to help them grow. If we could move two million teachers from 'mediocre talent' to even 'mediocre-strong', it would have an incredible effect on student outcomes… Rather than focusing on punishing bad schools and teachers, we need to develop a culture of development and growth."

Jason Scott in a letter to the *New York Times Magazine*, March 21, 2010, in response to Elizabeth Green's article, "Can Good Teaching Be Learned?" (see Memo 326) http://www.nytimes.com/2010/03/21/magazine/21Letters-t.html

"Science instruction that focuses on memorizing vocabulary and using formulas to solve many identically structured problems is associated with a lack of conceptual understanding of science, an inability to use science process skills, and a decreased interest in pursuing science-related activities and careers."

Joanne Olson and Kouider Mokhtari (see item #6)

"All too often, professional development runs parallel to the work of teacher teams, with the result that teachers aren't supported in actually implementing what they're exposed to and are pulled in different directions by different initiatives."

David Jacobson (see item #2)

"The challenge for schools is to create an effective balance between bottom-up and top-down teacher teaming, between open-ended and structured processes, between instruction-driven and assessment-driven improvements, and between discipline and creativity."

David Jacobson (*ibid*.)

"I guess I always imagined that if there was something worth knowing, then an adult would put it on the syllabus."

Ugly Betty TV star America Ferrera on her assumption about curriculum when she was in school, in *Edutopia*, April/May 2010 (Vol. 6, #2, p. 52) http://www.edutopia.org

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1. Grant Wiggins on State Tests

(Originally titled "Why We Should Stop Bashing State Tests")

In this hard-hitting *Educational Leadership* article, author/consultant Grant Wiggins argues that state tests, contrary to the often-heard complaint that they make teachers dumb down instruction, actually measure higher-order learning. He says they give us "surprisingly valuable and counterintuitive insights into what our students are *not* learning." About 40 percent of students do poorly on test questions that ask them to draw inferences, reach conclusions, and identify the main idea and the author's purpose. "Many students incorrectly select an answer containing an important *fact* in the passage," says Wiggins, "instead of realizing the need to make an inference and then picking the correct inference." There is a similar pattern in the results of state math tests, especially at the high-school level, where close to half of students can't apply key concepts like the Pythagorean theorem or linear relationships.

To illustrate the problem, Wiggins cites a Massachusetts test item that asked students to say whether a passage was a biography, a scientific article, an essay (the correct answer), or an investigative report. Only 35 percent picked the right answer, and in follow-up interviews, students who answered incorrectly said it couldn't have been an essay because it was "funny" and "was not five paragraphs."

"Here is the problem in a nutshell," says Wiggins. "Students are taught formulas that they learn and spit back unthinkingly – regardless of subject matter – all in the name of 'meeting standards.' Yet, as so many assessment results reveal, a large portion of U.S. students are so literal minded that they are incapable of solving fairly simple questions requiring interpretation and transfer – which is surely the point of the state standards. Is that the fault of the testing system? Or have our teachers and school administrators badly misunderstood what kind of curriculum and instruction a standards-based education demands?"

The truth of the matter, says Wiggins, is that state ELA and math tests are quite robust. They measure key concepts like main idea, author's purpose, equivalency of fractions and decimals, linear relationships – and students' ability to apply those concepts to real-life situations. It's locally generated tests that are weak, especially teacher-made tests. They skimp on higher-order thinking and over-emphasize lower-level Bloom's items, all in the mistaken belief that this will prepare students for state tests. In other words, many American educators are doing the *wrong* test prep, dumbing down their curriculum rather than ratcheting it up.

"Better teaching and (especially) better local testing would raise state test scores," says Wiggins. "Teaching for greater understanding would improve results, not threaten them…"

For this to happen, though, all states need to have the degree of transparency that Ohio, Massachusetts, Florida, and some others have now – releasing all or most tests with item-by-item and school-by-school analysis, including the percentage of students who chose each answer. Here are three model state websites:

Massachusetts - http://www.doe.mass.edu/mcas

Florida - http://fcat.fldoe.org

Ohio - http://ohio3-8.success-ode-state-oh-us.info

"Why We Should Stop Bashing State Tests" by Grant Wiggins in *Educational Leadership*, March 2010 (Vol. 67, #6, p. 48-52); this article can be purchased at http://www.ascd.org/publications/educational_leadership/current_issue.aspx
Wiggins can be reached at grant@authenticeducation.org.

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2. Professional Learning Communities and Schoolwide Coherence

In this thoughtful *Kappan* article, Massachusetts-based consultant David Jacobson points out the advantages and disadvantages of two approaches to teacher teamwork:

• *Grassroots, teacher-led inquiry* – In this model, groups of teachers examine their practice through observing each others' classes, analyzing student work, and researching new ideas, striving to improve instruction. The danger is that these teams may not have strong enough leadership and don't focus enough on monitoring student learning. "Some teams may not make good use of common planning time and may become discouraged," says Jacobson.

• *Teacher teams analyzing interim assessment results* – In this model, grade-level and same-course teacher teams decide on what students should learn, develop common interim assessments, analyze results several times a year, and use their insights to improve teaching. "While also emphasizing creating collaborative school cultures," says Jacobson, "this results-oriented concept has a tighter, more structured, and somewhat more top-down feel." The intense focus on test scores and close involvement of the principal can produce short-term results, but the process can be overly reactive to interim test results and pay insufficient attention to building deeper teaching capacity.

Jacobson is concerned that neither of these approaches does enough to counteract the tendency toward fragmentation and overload that many schools experience as they implement too many programs and initiatives. "How does each team ensure that the work it carries out adds up to a coherent whole?" he asks.

Jacobson and his colleagues have developed the Common Priorities model that they believe will produce an effective schoolwide effort. Their model is the third bullet below, and here's how it builds on simpler models:

• *Teach, assess, adjust* – A teacher engages students in a set of learning activities, assesses students' learning, and adjusts accordingly.

• *Plan backwards, teach forward* – A teacher designs a curriculum unit by identifying learning goals, writing assessments, and planning learning activities and then, lesson by lesson, implements the teach/assess/adjust loop.

• *Team planning, teaching, and analysis* – Same-grade and same-course teacher teams analyze state standards, identify priority team learning goals, develop common interim assessments, collaborate on designing lessons, teach the lessons, use on-the-spot assessments to check for understanding, give and analyze common assessments, follow up with reteaching and interventions with struggling students, collaboratively analyze ways that teaching can be improved, assess school and team progress, revise priority standards, and repeat the cycle.

Jacobson believes that the Common Priorities planning model will produce whole-school coherence in three ways:

- Coordinating the unit planning and interim assessment analysis done by different teams so teachers don't work at cross-purposes, will build on each other's work, and produce coherent learning experiences for students. In one school, teachers asked themselves, "How can second grade best prepare students for the focus of third grade?"
- Getting teams to use their common planning time well so each meeting builds on the previous one. "Teacher teams collaboratively analyze the results of common assessments in order to adjust instruction and monitor intervention and extension activities," says Jacobson, "reinforcing the everyday formative assessment teachers do as they design their individual lessons."
- Integrating professional development on teaching strategies into teacher teams' ongoing work. "All too often," says Jacobson, "professional development runs parallel to the work of teacher teams, with the result that teachers aren't supported in actually implementing what they're exposed to and are pulled in different directions by different initiatives." Common interim assessments provide the grist for ongoing teacher research and identify areas in which outside-provided PD is needed.

But what happens next? Jacobson believes that teachers need structured opportunities to learn and deepen their mastery of effective teaching strategies and best practices, and this is where he believes the inquiry approach works best. In schools that have successfully implemented the Common Practices model, teacher teams plunge into long-term work on issues that have been identified in interim assessments – for example, improving persuasive writing in P.S. 33 in the Bronx and using technology to raise students' literacy skills in North Central Charter Essential School in Massachusetts.

"The challenge for schools," Jacobson concludes, "is to create an effective balance between bottom-up and top-down teacher teaming, between open-ended and structured processes, between instruction-driven and assessment-driven improvements, and between discipline and creativity."

"Coherent Instructional Improvement and PLCs: Is it Possible to Do Both?" by David Jacobson in *Phi Delta Kappan*, March 2010 (Vol. 91, #6, p. 38-45), available to subscribers at http://www.pdkintl.org.

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3. Teachers Learning from Video Recordings of their Own Teaching

In this *Kappan* article, Michigan State University/East Lansing researchers Meilan Zhang, Mary Lundeberg, and Jan Eberhardt report that it's a "rocky road" to get teachers to be successful researchers of their own practice. Problems include underdeveloped research skills, vague research questions, and difficulties collecting and analyzing data.

But Zhang, Lundeberg, and Eberhardt believe they have a way to bring teacher research down to earth: recording lessons on video. This, they say, moves aspiring teacher researchers from the vague to the specific and is "a powerful tool to support teacher learning because of its unique capability to capture elusive classroom practice for later study. Video recordings allow teacher researchers to replay classroom events and notice aspects of classroom situations that they were too busy to notice while teaching." Watching the videos gives teachers "an unbiased, rich account of their teaching." The key steps are:

- Choosing a focus question – for example, a problem in one's practice;
- Planning for video recording – locating the equipment, deciding what to capture, and operating the camera.
- Conducting video analysis – deciding whether to focus on content, student-student interactions, teacher-student interactions, student thinking, assessment, or teaching strategies;
- Sharing video footage with other teachers in a study group;
- Reflecting on your learning.

The authors recommend these resources for using classroom videos for professional development:

• Making Teaching Public: A Digital Exhibition – Links to websites that document elementary and secondary teachers' practices: http://www.tcrecord.org/makingteachingpublic

• Inside Teaching – A large collection of multimedia records of teaching practice: http://gallery.carnegiefoundation.org/insideteaching

• Video case studies for science teaching analysis – Online video case modules for K-8 pre-service teachers from LessonLab: http://www.llri.org

• Video Analysis Support Tool – An online tool that allows teachers to analyze video clips: student thinking, teacher's roles, and discourse: http://www.professional-vision.org

• Video Interactions for Teaching and Learning – A web-based tool where teachers can create, store, and annotate video clips: http://vital.ccnmtl.columbia.edu

• Video Analysis Tool – A web-based tool to help teachers upload, store, edit, annotate, and share videos from University of Georgia: http://vat2.uga.edu/includes/About_VAT.html

"Seeing What You Normally Don't See" by Meilan Zhang, Mary Lundeberg, and Jan Eberhardt in *Phi Delta Kappan*, March 2010 (Vol. 91, #6, p. 60-65), available to subscribers at http://www.pdkintl.org.

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4. Avoiding Four Traps in Reading Instruction

(Originally titled "Reversing Readicide")

"Schools have become unwitting coconspirators in the decline of reading," says California high-school teacher Kelly Gallagher in this *Educational Leadership* article. He cites four factors, all linked to schools' inappropriate response to high-stakes tests:

• *Teaching low-level test-taking skills* – "A curriculum steeped in test preparation drives shallow teaching," says Gallagher. The problem is too many standards and a tendency to cover them superficially via rote memorization. "Our students would be much better served if we taught them fewer concepts, slowed down, and taught them to think," he says.

• *Emphasizing worksheets over authentic reading* – Gallagher finds that his students are "shockingly unaware of what is happening in the world," including basic civics facts like the name of the U.S. vice president and what is protected by the Fourth Amendment. "Schools are not doing the job they once did of engaging students in the kinds of reading that enable them to become literate, well-informed adults," he says, and recommends regular critical reading of newspapers, magazines, websites, and blogs.

• *Over-teaching books* – Classics like George Orwell's *1984* are ruined by over-the-top study guides that struggle to cover every state literacy standard, says Gallagher. Teachers should spread the standards out over several books, looking for the "sweet spot" in each one.

• *Under-teaching books* – Gallagher's daughter was told to read *The Grapes of Wrath* over the summer and take a test when school reopened, without background information or framing. The girl was frustrated by the book and ended up resorting to Spark Notes and passing the test with very little appreciation of Steinbeck's masterpiece. Teachers need to find the right balance between under- and over-teaching, says Gallagher, asking themselves, "How much do my kids need me at this juncture in their reading?"

Before studying *To Kill a Mockingbird*, for example, Gallagher fills his students in on Herbert Hoover, the Great Depression, the Scottsboro Case (which moved Harper Lee to write the book), and the kind of racism that existed at that point in U.S. history – and also the meaning of the word *veranda*. And before reading *Romeo and Juliet*, Gallagher has students think about whether long-term feuds can ever be set aside. "Although Shakespeare asked this question more than 400 years ago," he says, "it still holds value for the modern teenager."

Gallagher ends with a plea for teachers to promote "close reading" and make sure that students read for enjoyment. "If the only reading our students do is 'once-and-done' reading," he says, "they will never develop a critical reading lens… Teaching close reading is not the same as chopping up a book into so many pieces that it becomes unrecognizable. It is accomplished better by having students read large, uninterrupted chunks of text and then strategically having them return to key passages for second- and third-draft reading and thinking." Gallagher says that getting pleasure from reading is equally important: "I have never had a student receive a high SAT verbal score who was not a voracious reader."

"Reversing Readicide" by Kelly Gallagher in *Educational Leadership*, March 2010 (Vol. 67, #6, p. 36-41)
http://www.ascd.org/publications/educational_leadership/mar10/vol67/num06/Reversing_Readicide.aspx

Gallagher can be reached at kellygallagher@cox.net.

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5. Boosting Adolescent Reading Achievement

In this *Kappan* article, literacy professors Catherine Snow and Elizabeth Moje squash the "inoculation fallacy" – the idea that getting students to proficiency early in their school careers will prevent failure later on. "The need for literacy instruction does not end with the 3rd grade," they say, "or even in high school." Effective literacy instruction for adolescents needs to have three components:

• *Continued development of general language and literacy skills* – This includes grammar, vocabulary, writing, and reading comprehension, with particular attention to language-minority and low-income students. The authors warn that teaching reading comprehension strategies like previewing, predicting, monitoring, questioning, and summarizing can be overdone. Proficient readers implement these skills automatically, and making these readers aware of such skills can actually interfere with comprehension. Less proficient readers need a clear and meaningful purpose for learning strategies, and even then, skill instruction can seem like an arid exercise. Closer to the heart of reading comprehension and writing are lively classroom discussions that give students practice analyzing text, using academic language, formulating and critiquing arguments, and "trying on" different perspectives. So are videos, music, and images relevant to the abstract concepts in the text.

• *Incorporating literacy into content-area instruction* – The texts that students encounter in math, science, history, and literature classes have their own unique structures, language conventions, vocabularies, and criteria for comprehension. "While these differences may be obvious to skilled adults," say Snow and Moje, "adolescents benefit from being let in on the secret." Content-area teachers need to know the "rules" for reading and writing in their disciplines and the essential knowledge and concepts – and find ways to teach them to students.

• *Supporting below-level readers* – "Intervening to help struggling readers gets harder with each passing grade," say Snow and Moje, "but it is not impossible, even for young adults." They mention two programs that have produced impressive results if they are sustained beyond one year – Reading Apprenticeship Academic Literacy and XTreme Reading. They also urge teachers to understand and tap into the "impressive literacy skills" that many low-achieving students display outside of school – for example, when exploring websites and reading "fan fiction."

"Why Is Everyone Talking About Adolescent Literacy?" by Catherine Snow and Elizabeth Moje in *Phi Delta Kappan*, March 2010 (Vol. 91, #6, p. 66-69), available to subscribers at http://www.pdkintl.org.

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6. Using a More Effective Instructional Sequence in Science Classrooms

(Originally titled "Making Science Real")

In this *Educational Leadership* article, Iowa State University/Ames professors Joanne Olson and Kouider Mokhtari are critical of the instructional steps often followed in secondary-school science classes:

- Students read a textbook or worksheet passage;
- The teacher gives a brief lecture on the content;
- Students take part in a lab experience.

This is backwards, say the authors. It doesn't match how people learn or the sequence of real-world scientific work: "Scientists observe phenomena, work to develop explanations for those phenomena, and only assign vocabulary to new ideas late in the process to make communication easier," they say.

The best instructional sequence, suggest the authors, starts at the concrete end of the learning spectrum, moves gradually to the abstract/conceptual end, then doubles back with additional hands-on experiences. Here's what this three-step process might look like:

• *Exploration* – Students should begin a unit with a well-thought-out hands-on exploration challenge, for example, working with a battery, wire, and bulb and finding all the ways that the bulb can be made to light up.

• *Concept development* – Students discuss what they observed with one another and the teacher, thinking through their questions and explanations.

• *Application* – Students test their ideas with a new hands-on challenge, for example, using two batteries, two bulbs, and multiple wires to set up two systems, one where both bulbs light up but when one is removed, the other goes out, one where when one bulb is removed, the other stays lit. The teacher then has students draw their findings on the board and links them to series and parallel circuits in classrooms and other settings, cementing the concepts.

Olson and Mokhtari are also critical of the science textbooks used in many schools. "The texts often reinforce ineffective pedagogy," they say, by:

- Throwing technical vocabulary at students without connecting with background knowledge or experience;
- Using illustrations that grossly distort scale and other central features;
- Using charts, graphs, and diagrams in ways that mystify students;
- Including practice problems that value low-level factual recall and vocabulary recognition;
- Having students use formulas to solve long problem sets without achieving conceptual understanding;
- Rarely providing a sense of purpose, taking into account students' ideas, engaging students with relevant phenomena, developing fundamental scientific ideas, distinguishing them from factual details, or promoting student thinking.

"Science instruction that focuses on memorizing vocabulary and using formulas to solve many identically structured problems is associated with a lack of conceptual understanding of science, an inability to use science process skills, and a decreased interest in pursuing science-

related activities and careers," say Olson and Mokhtari. For these reasons, they believe that teachers should not use textbooks as a primary instructional tool.

Olson and Mokhtari advocate teaching content-area vocabulary and structures in reading classes. They say that the major achievement gains recently made by Hong Kong students seem to have resulted from integrating science and social studies content into the reading curriculum. Students benefit from being introduced to *if… then…* scientific logic. "Focusing on scenarios in reading that follow this logic structure," say the authors, "– even when *if* and *then* are not explicitly used – helps students follow this complex logic so common in science texts."

"Education leaders play an important role in selecting curriculum materials that promote effective science instruction," conclude the authors. "They should support teachers in making instruction focus on big ideas rather than on the recall of isolated details and in using experiences at the beginning of the instructional sequence rather than only at the end. Students should be thinking through important science ideas, testing their existing notions, and working with data. Reading should support, not define, the education process."

"Making Science Real" by Joanne Olson and Kouider Mokhtari in *Educational Leadership*, March 2010 (Vol. 67, #6, p. 56-62); this article can be purchased at http://www.ascd.org/publications/educational_leadership/current_issue.aspx; the authors can be reached at jkolson@iastate.edu and kouiderm@iastate.edu.

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7. Good Books to Read Aloud with Preschoolers

(Originally titled "Making Reading Meaningful")

In this *Educational Leadership* article, Lewis and Clark professor Ruth Shagoury says that pre-school children can delve deeply into higher-order comprehension and connect books with their personal experience when good books are read aloud. "Even at 4 and 5 years old," she says, "children can negotiate meaning using comprehension strategies. If teachers establish this meaning-seeking habit in students with books that we read aloud to them, they will likely transfer this habit to their own reading once they can decode text on their own." Here are some of Shagoury's favorite readaloud books:

• *As the Crow Flies: A First Book of Maps* by Gail Hartman and Harvey Stevenson (Aladdin, 1993)

• *At the Beach* by Huy Youn Lee (Henry Holt, 1998)

• *Baby Rattlesnake* by Lynn Moroney, Te Ata, and Mira Reisberg. (Children's Book Press, 2006)

• *The Day of Ahmed's Secret* by Florence Parry Heide and Judy Heide Gilliland (William Morrow, 1990)

• *Iguanas in the Snow and Other Winter Poems/ Isguana en la Nieve y Otras Poemas de Invierno* by Francisco Alarcon and Maya Christina Gonzalez (Children's Book Press, 2001)

• *In English, Of Course* by Josephine Nobisso (Gingerbread House, 2002)

• *In My Family/En Mi Familia* by Carmen Lomas Garcia (Children's Book Press, 2000)

• *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood (Masters Press, 1997)

• *Llama, Llama, Mad at Mama* by Anna Dewdney (Viking Juvenile, 2007)

• *Me on the Map* by Joan Sweeney and Annette Cable (Dragonfly Books, 1998)

• *Owl Moon* by Jane Yolen (Philomel, 1987)

• *Radio Man/Don Radio* by Arthur Dorros (Rayo, 1997)

• *Tar Beach* by Faith Ringgold (Random House, 1991)

• *The Teddy Bear* by David McPhail (Henry Holt and Company, 2005)

• *Too Many Tamales* by Gary Soto (Putnam Juvenile, 1996)

• *The Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival* by Kirby Larson and Mary Nethery (Walker and Company, 2008)

• *Visiting Day* by Jacqueline Woodson and James Ransome (Scholastic, 2007)

"Making Reading Meaningful" by Ruth Shagoury in *Educational Leadership*, March 2010 (Vol. 67, #6, p. 63-67)
http://www.ascd.org/publications/educational_leadership/current_issue.aspx

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8. The Power of Attribution

In this *Education Week* summary, Ian Quillen reports on a *British Journal of Educational Psychology* study that found that college students who saw "Test Bank ID: A" written at the top of their exam paper did significantly better on the exam than students who saw "Test Bank ID: F." Students whose paper had "Test Bank ID: J" scored somewhere in between. The researchers hypothesize that students whose exams had the letter A were unconsciously motivated to succeed, while those who saw the letter F tried too hard to avoid failure.

"Power of Suggestion" by Ian Quillen in *Education Week*, March 17, 2010 (Vol. 29, #25, p. 5) http://www.edweek.org/ew/articles/2010/03/17/25report-1.h29.html. The full article is "A Versus F: The Effects of Implicit Letter Priming on Cognitive Performance" by Keith Ciani and Ken Sheldon in the *British Journal of Educational Psychology*, March 2010.

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9. Short Items:

a. The Story of Stuff – This free 20-minute video is a grand tour of the life cycle of various gadgets and gizmos – extraction of raw materials, production, distribution, consumption, planned obsolescence, and disposal: http://www.storyofstuff.com.

"Buzz Mixed Media: What's on Our Radar" in *Edutopia*, April/May 2010 (Vol. 6, #2, p. 48)
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b. Smithsonian website – This Washington, D.C. museum has a rich website with educator features, lesson plans, and resources: http://www.smithsonianeducation.org

"Buzz Mixed Media: What's on Our Radar" in *Edutopia*, April/May 2010 (Vol. 6, #2, p. 48)
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c. Visible Body – This web-based, three-dimensional model of human anatomy lets students explore all the body's organs and systems. Free tour and demo, $36 a year with plug-ins: http://www.visiblebody.com

"Buzz Mixed Media: What's on Our Radar" in *Edutopia*, April/May 2010 (Vol. 6, #2, p. 49)
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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

Subscriptions:

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- A free sample issue

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- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Catalyst Chicago
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine (online)
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
Theory Into Practice
Tools for Schools/The Learning Principal