Marshall Memo 789

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 3, 2019

In This Issue:

Quotes of the Week

"Who would care about me and my little life?"

> An early Facebook enthusiast in a 2012 interview in which M.I.T. professor Sherry Turkle asked whether the young woman was concerned about her data being misused, quoted in a May 27, 2019 talk by Turkle at her 50th Harvard reunion

"While students are making strides with their decoding skills, they must also be building the background knowledge on a wide array of topics needed to understand what they read. Instead of learning to read and then reading to learn, students can and should do both at the same time."

> Jared Myracle in *Education Week*, May 28, 2019, https://bit.ly/2XlDJzd

"Vocabulary is like a tiny snowball at the top of a hill. If you can guide it down the right path, it will gradually grow bigger on its own. It just takes a plan and patience."

> Jared Myracle (*ibid*.)

"The outdated model of a silent classroom as a sign of learning is long gone. Instead, teachers and school leaders listen for the hum and buzz of students as they explain ideas, justify their thinking, pose questions to one another, and make decisions with classmates."

> Nancy Frey and Douglas Fisher in "Response: 'To Maximize Group Work, Make It Metacognitive'" in *Education Week Teacher*, May 28, 2019, https://bit.ly/2JQxC2N

"Speed is often mistaken for intelligence and capacity; the fastest finishers are usually considered the smartest by their peers."

> Anjali Deshpande and Shannon Guglielmo (see item #2)

1. Daniel Pink On Schools Getting More Bang for the Buck

In this *Education Week* article, Alyson Klein reports on a recent keynote address by author Daniel Pink in which he shared four ideas on how schools can make better use of time:

• *Schedule analytical tasks early in the day (except for teenagers)*. A study in Denmark found that students who took a test first thing in the morning had a significant advantage over those who took it later. A Los Angeles study echoed that finding: students who took math earlier in the day got better grades and performed at higher levels on state tests. "We think of scheduling as a logistical exercise but it's not just a logistical issue," says Pink. "It's a pedagogical issue." He advises scheduling activities like math and report writing – anything that requires heads-down concentration – early in the school day, and more-creative activities later. Pink says the biggest beneficiaries from these changes are vulnerable students.

Teenagers are a big exception; the studies cited above were conducted on younger students. Most teens aren't at their best first thing in the morning. There's also about 15 percent of the general population who are "owls" – their effectiveness peaks later in the day.

• *Get students outside for recess*. Pink flatly disagrees with the idea that curtailing recess will improve academic achievement by adding instructional time to the school day. "Everything we know about breaks suggests the opposite," he says. "If you want kids to perform better, give 'em frickin' recess. This is not about being nicey-nice. Recess makes them better at classroom learning." Recess is best when it's outdoors, with other children, away from the instructional environment. Even a one-minute stretch break is helpful, but recess is better.

• *Start high schools later*. Most teens are biologically sluggish first thing in the morning, and studies have shown that early high-school start times correlate with weight gain, depression, lower academic performance, tobacco and drug use, and other undesirable activities. The American Academy of Pediatrics recommends that high schools open no earlier than 8:30 a.m. Pink acknowledges the pushback from sports teams, after-school jobs, and parents' schedules, but says that although rescheduling high schools is "a giant pain," it's the right thing to do. Again, disadvantaged students benefit the most.

• *Get students involved in synchronized activities*. Pink says that choral singing, line dancing, rowing, even clapping games have a remarkably positive effect. "There's this incredible thing that goes on," he says, "that after synchronized activity, kids engage in more pro-social behavior. Kinder. More open." And choral singing is especially beneficial – on a par with exercise and meditation.

2. Four Ways to Build Student Motivation and Self-Sufficiency

In this article in *Mathematics Teacher*, math educators Anjali Deshpande and Shannon Guglielmo report on four teaching moves that they have found maximize student motivation and foster productive mindsets (i.e., the way students perceive their abilities):

• *Deconstructing productive struggle* – In her New York City high-school classroom, Guglielmo gave students a challenging problem and walked around taking notes on the strategies they used. After five minutes she paused the lesson and told students the strategies she'd noticed and wrote them on an easel sheet: reading the question again, doing a Google search, talking to a classmate, looking at notes and a previous assignment, looking at the word wall, using a calculator, and asking the teacher. Students could see the wide variety of resources that were available if they were stuck on the problem.

The class got back to work, and this time Guglielmo took notes on students' facial expressions and body language as they continued to wrestle with the problem. After five minutes, she paused the class again and asked, "So, what does it look like, feel like, and sound like to persist in solving a problem?" and charted what she'd seen around the classroom: deep sighs, putting head in hands, thumping arms, shuffling papers, surprised looks at a breakthrough moment. "To name what productive struggle means in the context of a mathematics classroom is to give students concrete examples of what is acceptable, meaningful, and generative in the school space," say Deshpande and Guglielmo. They suggest posting easel sheets like the ones generated in this lesson and referring to them often so students will more readily embrace occasional frustration and keep trying.

• *Silent think time before collaboration* – When a group of students is given a problem and starts discussing it, eager beavers may jump in with a solution, creating a power dynamic about who is smart at math and who isn't. In addition, some students become freeloaders, relieved of having to do any concerted mathematical thinking. "Speed is often mistaken for intelligence and capacity," say Deshpande and Guglielmo; "the fastest finishers are usually considered the smartest by their peers." To counteract this tendency, they tried a partnership protocol for tackling a new math problem:

- Each student reads the problem silently, generates ideas about how to solve it, and jots them down.
- Students ask if their partner or groupmates need a few more minutes or are ready to work together.
- When everyone is ready, students share strategies, ask questions, and support each other.
- When they're finished with the assignment, students ask themselves if they were persistent, if their solutions make sense, and if they have any questions.

This protocol prevents a few students from hijacking the problem-solving process and gets everyone working at full capacity, with enough time to think through the problem.

• *Revise-and-resubmit grading* – When students receive a low grade for a test or project, they may take it as an evaluation of their mathematical ability and even of their intelligence, becoming less motivated for future work. Deshpande and Guglielmo experimented with several variations of a revise-and-resubmit policy for students who receive a low grade:

- Students can take an alternative test on the same content and get a new grade.
- Students can revise their answers on the original test and the initial grade is replaced with a new one.
- Students revise their answers on the exam, or take a similar exam, and the new grade is averaged with the initial one.

Students responded very favorably to revise-and-resubmit. One commented that the teacher "doesn't want to see us fail; she is that type of teacher. She cares, and a lot of people know that."

• *Helping, but not giving too much help* – Some students rely heavily on teachers' hints and rescuing; they need to be weaned from this dependence if they're going to be self-sufficient down the road. "The keys to using this move successfully," say Deshpande and Guglielmo, "are to remain neutral in tone, refrain from sharing direct answers to student questions, and paraphrase students' questions back to them so as to give them a second chance at answering their own questions. End the move by saying, 'I know you can do this; I'm going to walk away now, OK?'" This approach was helpful in getting students to persist and see themselves as mathematically competent. One student said it was like a parent guiding a child learning how to ride a bicycle and letting go at just the right moment: "She's basically doing the same strategy but with math, and that feels comfortable."

All four strategies, conclude Deshpande and Guglielmo, "are about building a risk-tolerant space in which students build confidence and sustain engagement."

"Four Moves to Motivate Students in Problem Solving" by Anjali Deshpande and Shannon Guglielmo in *Mathematics Teacher,* May 2019 (Vol. 112, #7, p. 510-515), available for purchase at https://bit.ly/2HSfjIs; the authors can be reached at EducatorAnjali@gmail.com and sguglielmo@landmarkhs.org.

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3. Jennifer Gonzalez Takes a Critical Look at "Creative" Classroom Work

In this *Cult of Pedagogy* article, Jennifer Gonzalez describes the figurative language mobiles hanging in a language arts classroom. There's one is for Alliteration, with several examples hanging under it, and others for Simile, Metaphor, Personification, and Onomatopoeia. Students spent two full class periods working on the mobiles and they look great, creating a colorful canopy over the classroom.

These lessons were entered in the teacher's plan book as a creative activity about figurative language, meeting curriculum goals for higher-order thinking. Gonzalez is skeptical.

Yes, students showed creativity using wire hangers, construction paper, markers, and glue to make the mobiles, but in fact, she says, the mobiles "represent no higher-order thinking at all."

So what is higher-order thinking? Gonzalez believes it's the top three levels of Bloom's revised taxonomy: Analyzing, Evaluating, and Creating. With the unit on figurative language, she says a better approach would be to have students use figurative language in their own personal narratives, poems, or essays. "The writing wouldn't necessarily make the classroom any prettier," says Gonzalez, "but for the rest of their lives, those kids may be more likely to use better metaphors, personification, and alliteration to make their writing more powerful: college essays, professional presentations, even love letters."

Are the lower Bloom levels unworthy of teachers' attention? Of course not, says Gonzalez: learning new information, understanding it, and applying it are all important to a good education. And the lowest levels can include a lot of rigorous mental activity: interpreting, classifying, summarizing, inferring, comparing, and explaining.

"But if our students work *only* at those levels day in and day out," she says, "they aren't becoming good thinkers. Without regular opportunities to pull ideas apart, evaluate texts and situations, and use what they learn to develop new ideas, they aren't going to be able to do much with the information they learn at the lower levels, especially once they're out of school." What's more, if all students are doing in school is memorizing and regurgitating information, they'll be bored.

Gonzalez has noticed two common mistakes teachers make as they try to engage students in higher-order cognition:

• *Mistake #1: Thinking a task is about Analysis when it's really about Understanding* – Asked to analyze a painting, some people give a detailed description and say what they believe to be its meaning. This isn't real analysis, says Gonzalez. That would involve:

- Looking at the painting's component parts (colors, materials, technique) and how they contribute to the whole;
- Differentiating relevant from irrelevant information;
- Organizing ideas within a particular structure;
- Recognizing underlying bias, values, and point of view.

She adds that for an activity to really be at the Analysis level, students need to be doing it with a fresh object – in this case, a painting they hadn't seen before.

• *Mistake #2: Thinking a task is at the Creating level because the product is aesthetic* – Posters, dioramas, booklets, videos, digital games, Prezis, and other nifty classroom projects often pass as being at the higher Bloom levels. But Gonzalez says that in many cases, students "are still working at a very low cognitive level, merely reassembling facts and delivering them in a pretty package." For example, when students build a clay model of a habitat for an animal studied in class, they're just making a three-dimensional representation of facts they've learned.

In a truly creative activity, students organize elements into an original product, structure, or pattern – something that hasn't existed before. For the unit on animal habitats, this might be creating a habitat for another animal with different characteristics. An activity

"doesn't really need glue, markers, scissors, or technology to qualify as a 'Create' task," says Gonzalez. "If you remove all the 'creative' trappings and just look at the mental work students are doing, it should still involve creating something new with the content they're learning."

She gives two examples of eighth-grade units, one problematic and one exemplary, on identifying and explaining what's granted by the Bill of Rights and identifying contemporary issues that involve those rights. The first unit:

- The teacher gives a lecture with PowerPoint slides listing and explaining all ten amendments that constitute the Bill of Rights.
- Students fill in names, definitions, numbers, and examples from the lecture on a worksheet. (These two activities take one class period and are at the Remember level.)
- Each student chooses one right and creates a website about it, providing the original text, giving a definition, adding two pictures showing how the right is exercised, and including at least four links to articles showing the right being exercised or violated. (This activity takes 3½ class periods; the teacher believes it's at the Create level because students are making original websites.)
- Students take a test in which they: (a) identify the number of each amendment, (b) match them with descriptions of people exercising their rights, and (c) give three examples from their daily lives where they exercise First Amendment rights, and why each is important to them.

Gonzalez believes this unit never rises above the Understand level. Worse still, it's consumed a lot of instructional time without truly exercising students' analytic or creative muscles. Here's a better unit covering the same curriculum objectives:

- Students are given a copy of the Bill of Rights and asked to translate each amendment into contemporary language. (This takes half of a class period and is at the Understanding level.)
- Students choose five rights they think are most important and rank in order of importance, then answer a few questions about why they made those choices.
- The class discusses whether being younger or older or in a different family situation would change their answers. (These two activities take half of a class period and are at the Evaluate level.)
- Students work in groups reading cards with descriptions of various scenarios; they debate which rights are being violated and which amendment offers protection. (This takes one class period and is at the Understand level, classifying the amendments.)
- Students are asked to locate five current news stories related to the Bill of Rights, summarize each story, identify which amendment is involved, and discuss how the issue might touch their lives. (This activity takes one class period and is at the Analysis level.)
- After reading the short story, "Life Without Rights for the Accused," students write their own stories about what life would be like if citizens didn't have a particular right. (This takes 1-2 class periods and is at the Create level, using knowledge of current rights and how they would apply in a different society with no rights.)

Gonzalez suggests a simple question to focus unit and lesson planning: *What do I want students to be able to do with this knowledge once the lesson is over?* "In other words," she says, "why are they learning this stuff, how do I want them to transfer that learning to real life, and how can I replicate those uses in a classroom activity?" The two activities at the end of the second lesson – applying knowledge of the Bill of Rights to everyday situations and imagining a world without those rights – are good examples of lessons that meet that big-picture goal.

"Is That Higher-Order Task Really Higher Order?" by Jennifer Gonzalez in *The Cult of Pedagogy*, May 12, 2019, https://www.cultofpedagogy.com/higher-order/

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4. How to Deal with a Few Students Dominating Classroom Discussions

"While it is possible to learn by listening," says California's 2019 Teacher of the Year Rosie Reid in this *Edutopia* article, "I've found that oral participation leads to greater gains in student literacy and engagement." Talking in class is especially helpful for English language learners. But there's a strong tendency for a few students to dominate discussions and take up most of the classroom air time. In her high-school English classes, Reid has developed a repertoire of strategies to counteract that dynamic:

• *Talking sequence* – When students turn and talk, there's a protocol for who goes first – perhaps the student with the longest hair.

• *Write, pair, share* – It makes a big difference to give students a few minutes to write about a discussion question before talking with an elbow partner. As students write, Reid circulates looking over students' shoulders and encouraging quieter kids to share their ideas when it's time to talk.

• *Pairs and squares* – Reid assigns all students to a partner, and each pair gets acquainted by learning one another's names, finding out something that people wouldn't know from outward appearances, and developing a secret handshake they use every day. For three weeks, pairs work together during turn-and-talk time, sharing ideas and solving problems. Reid sometimes has pairs join with another pair to form a square, adding the brainpower of a larger group. At the end of each three-week segment, students thank their pair-mates, recall a particularly vivid interaction, and rotate to new partners. By the end of the school year, all students have worked closely with every classmate, either in a pair or a square. This, says Reid, "promotes a strong classroom community and helps students feel more comfortable participating."

• *Nonverbal agreement or disagreement* – During all-class discussions, all students signal their agreement or disagreement with a point using American Sign Language. This involves everyone and gives those who speak immediate feedback on how their ideas are being received.

• *Metacognitive goal-setting* – Every few weeks, Reid gives each student an index card and has them set an individual participation goal (how much or how little to talk) and a qualitative goal (for example, more frequently building on others' ideas). Students jot notes as the discussion proceeds, and the filled-in cards serve as exit tickets at the end of the lesson.

• *Talking piece* – During discussions, a ball or some other object is passed around, and only the person who has it can speak. "This is particularly effective when discussing very emotionally charged topics," says Reid, "like issues of race or gender, when we want to be certain that everyone has the opportunity to share their experiences."

• *Musical give one, get one* – When the goal is to have students hear lots of ideas, Reid puts on a song and students circulate, talking to as many classmates as possible before the music ends and jotting down one idea from each person they encounter.

• *Musical shares* – A variation on the previous idea: Reid plays a song, students walk or dance around the room, and when the music stops, they talk at greater length to the person they're closest to. To ensure equal talk-time, Reid signals after one minute and the speakers reverse roles.

• *Keeping track* – While the class is working in pairs, Reid walks around keeping a tally of who's talking. "I'm sure I don't catch everything," she says, "but the act of keeping track forces me to notice the participation patterns in the room and to seek out those who have learned to fly under the radar."

"9 Strategies for Getting More Students to Talk" by Rosie Reid in *Edutopia*, April 25, 2019, https://www.edutopia.org/article/9-strategies-getting-more-students-talk; Reid can be reached at reidr@mdusd.org.

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5. Important Teacher Roles Supporting Online Courses

In this article in *Teachers College Record*, Mica Pollock, Susan Yonezawa, and Hilary Gay (University of California/San Diego) and Lilia Rodriguez (University of California/Los Angeles) report on their study of 19 online summer college preparatory classes for inner-city high-school students. Through interviews and focus groups, the researchers found that seven kinds of in-person teacher support were essential to students' success in computer-based instruction:

• *Teacher as fixer and explainer of the technology* – "On any given class day," say the authors, "tech glitches occurred that on-site teachers had to fix in order to provide course access." In other words, teachers were key to equitable access to the curriculum.

• *Teacher as monitor of student pacing* – Teachers played a vital role looking over students' shoulders (and checking remotely) to follow their individual progress. Teachers scheduled and proctored assessments, and also kept an eye on during-class chatter (although behavior was not a problem in these elective summer courses).

• *Teacher as highlighter of necessary content* – Teachers often drew students' attention to content that was particularly important to upcoming assessments – and college success. Teachers also explained confusing and unfamiliar material and helped students digest difficult concepts. Some teachers provided study guides that made preparing for exams easier.

• *Teacher as explainer of the content* – When students were confused with online material, teachers were there to help, and could answer follow-up questions in a way that the online program couldn't. Teachers did become concerned that they were helping students *too*

much, creating unhealthy dependence, and made a point of holding back and getting students to use online and other resources.

• *Teacher as extender and applier of ideas* – With an eye to what students would be asked to do in college, many teachers supplemented the computer-based material with additional assignments, lectures, activities, and small-group discussions in which students made connections to prior knowledge and personal experiences.

• *Teacher as provider of feedback and assessment* – Teachers created additional assessments to monitor learning, picked up on student misconceptions and errors, and filled in knowledge gaps.

• *Teacher as caretaker of student wellbeing* – Throughout the courses, say Pollock, Yonezawa, Gay, and Rodriguez, teachers provided "humor, smiles, or tough-love tactics to cajole students forward through long summer days… Tellingly, adults often said their supports were geared toward gradually growing students' confidence to tackle more of the work themselves with less adult help."

Pollock, Yonezawa, Gay, and Rodriguez believe these roles are essential to equitable outcomes in blended courses like the ones they studied.

"Pursuing Deep Equity in 'Blended' Classrooms: Exploring the In-Person Teacher Role in Supporting Low-Income Youth Through Computer-Based Learning" by Mica Pollock, Susan Yonezawa, Hilary Gay, and Lilia Rodriguez in *Teachers College Record*, May 2019 (Vol. 122, #5, p. 1-40), https://bit.ly/2wz4btg; Pollock can be reached at micapollock@ucsd.edu, Yonezawa at syonezawa@ucsd.edu.

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6. Teachers Keeping Their Questions Focused on the Learning Target

In this article in *Education Week Teacher*, curriculum director/author/consultant Connie Hamilton says it's easy for teachers to get sidetracked during lessons by enticing "teachable moments" and not bring closure on the intended learning outcome. Researchers have found that clarity on teaching objectives is very important to student learning, with an effect size of 0.75.

A teacher's questions are one way to keep a lesson on track, says Hamilton, especially if they focus relentlessly on the learning outcome. She recommends using the full repertoire of queries to students, including engagement questions, scaffolding questions, inquiry questions, and questions that check for understanding. Here are some examples in a lesson on determining the push/pull factors involved in pioneers' westward movement across North America:

- Lesson purpose question: *What were some push/pull factors that caused settlers to move westward?*
- Setting up a learning task: *Is this a push or pull factor?*
- Redirecting thinking: *How will you determine what push/pull factors caused settlers to move westward?*
- Sparking thinking: *What are you noticing about push/pull factors?*

- Closure: *Have you successfully determined what push/pull factors caused settlers to move westward?*

"There is no need to keep your questions a secret or a surprise," says Hamilton. "In the case of broken-record questioning, being predictable is desirable. If students can identify questions that align with the learning target, it means they have a focus on it, too." Teachers could even ask students to predict a question they might ask.

"Play the Broken Record When Questioning Students" by Connie Hamilton in *Education Week Teacher,* May 28, 2019, https://bit.ly/2W4bJyA

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7. Teens' Bedroom Romance with Digital Devices

In this *Education Week* article, Alyson Klein reports on a 2019 Common Sense Media study showing that teens' attachment to their phones and tablets doesn't stop at bedtime:

- 29 percent have devices in bed with them all night.
- 39 percent keep them within reach.
- 11 percent have their devices in the room but out of reach.
- 19 percent park them in another room.
- At least 36 percent say they wake up at least once a night to check their devices.
- 32 percent check their devices within five minutes of waking up.

Parents have a similar pattern, with 62 percent keeping technology within easy reach overnight, but only 12 percent have smartphones or tablets with them in bed.

This flies in the face of the American Academy of Pediatrics recommendation that bedrooms should be a "tech-free zone," and the National Sleep Foundation's suggestion that we should have a "digital curfew" at least 30 minutes before bedtime. For teens, ignoring these guidelines means that many are grumpy and unfocused during the day in school. "Prioritizing checking their phone over sleep, that is like the worst thing they could actually do," says Alaska middle-school principal Jethro Jones. He's working on getting students to agree to turn off their phones a half hour before bedtime and not checking them in the morning until they've been up for 30 minutes. In his own house, the adults and four children all put their phones in a charging station in the kitchen overnight.

"Many Teens Sleep With Digital Devices, Report Finds. Is That Why They Are So Cranky?" by Alyson Klein in *Education Week*, May 29, 2019, https://bit.ly/2XmBWK4

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8. Looking for the Reasons Underlying Student Behavior

In this article in *Teaching Exceptional Children*, Rachel Robertson and Justin Coy (University of Pittsburgh) list some possible reasons a student might be misbehaving or withdrawn during the school day:

- Lack of sleep
- Hunger

- Missed medication
- A headache or other pain
- Illness
- A conflict at home
- A conflict with a peer
- Didn't do homework
- Starved for attention

Robertson and Coy urge educators to watch for signs of disaffection, probe for causes, keep track of behavior in school, and intervene appropriately.

"Your Student Is Hungry, Tired, Angry – Now What?" by Rachel Robertson and Justin Coy in *Teaching Exceptional Children*, May/June 2019 (Vol 51, #5, p. 361-371), available for purchase at https://bit.ly/2wBoiHf; Robertson can be reached at rachelr@pitt.edu.

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9. Short Items:

a. Books about and by Native Americans – This URL has capsules of thirteen books recommended by Meteor Blades by and about Native Americans: https://bit.ly/2EIHuaH

"Thirteen Recommended Books about and by American Indians" by Meteor Blades in *Daily Kos*, May 27, 2019

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b. An online tool to determine mindsets – Carol Dweck's Mindset Assessment Profile is available free at http://blog.mindsetworks.com/what-is-my-mindset.

(Spotted in article #2)

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

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

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

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Core list of publications covered

Those read this week are underlined.

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