Marshall Memo 775

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 25, 2019

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Quotes of the Week

"If students can learn how to tweet, they can learn how to write a thesis statement."

David Gooblar in "How to Cure Students' Fondness for Formulaic Essays" in *The Chronicle of Higher Education*, February 22, 2019 (Vol. LXV, #23, p. A10), no e-link; Gooblar can be reached at david-gooblar@uiowa.edu.

"Data and assessments don't need to be cold-hearted tools that reduce my students to weaknesses and numbers. Instead, they can be another way I build deeper and more loving connections with students."

Christina Torres (see item #7)

"Effective [teaching] practices are especially beneficial to students who walk into school with any kind of disadvantages, and these same students are disproportionately harmed by mediocre and ineffective practices…"

Kim Marshall (see item #4)

"We need to ask: What if school is a confidence factory for our sons, but only a competence factory for our daughters?"

Lisa Damour in "There's No Extra Credit At Work" in *The New York Times*, February 10, 2019, https://nyti.ms/2tdzBUC

"The first umpire said, 'Some's balls and some's strikes and I calls 'em as they is.'
The second umpire said, 'Some's balls and some's strikes and I calls 'em as I sees 'em.'
The third umpire said, 'Some's balls and some's strikes but they ain't nothin' till I calls 'em.'"

Hadley Cantril (1957), quoted by Ian Hill in "A Subjectivist Model of School Leadership for International Schools: Greenfield Revisited" in *Peabody Journal of Education*, February 2019 (Vol. 93, #5, p. 519-533), https://bit.ly/2SSIUIN

1. Orchestrating Balanced Student Participation in Classrooms

"Schools are not democracies, but they are one of the most important *training grounds* for democracy," say Allison Cook and Orit Kent (Pedagogy of Partnership) in this article in *HaYidion*. "The hidden curriculum of school – the unwritten and unintended lessons students learn in school – often teaches kids that they have little power except through misbehavior, or, in some schools, that they have the power but little responsibility to others or their learning."

All this plays out in how teachers handle daily classroom interactions. "How are students taught to interact with authority, one another, and the content they are studying?" ask Cook and Kent. "Who has the power – and the skill – in the classroom to shape an agenda, draw out or silence other people's voices, ask questions, and support and challenge ideas? Do students learn to use their skills to make room for each other's voices, to collaborate, compromise, and build understanding together in their day-to-day learning, or are these activities left mainly to the authority of the teacher?"

The authors describe two seventh graders and their teacher's attempt to change classroom power dynamics. Jason is pleasant and quiet, drawing little attention to himself from his teacher and his peers. Because he rarely speaks, nobody knows what he's thinking or feeling. Liora is the opposite, frequently making comments, asking questions, sharing in-jokes with her friends, and enjoying the spotlight. The teacher often has to "negotiate" with Liora to get the class back on track. What these two very different students have in common is that neither has learned how to take responsibility for their own actions in the learning process. Jason unconsciously believes that speaking up isn't necessary for him to learn, and it would never occur to his peers that his not participating is a problem.

Liora, by contrast, knows that she can command her teacher's and peers' attention and shape the content and flow of the class – but she wields that power without caring about the teacher's lesson plan or the academic and interpersonal needs of her classmates.

The teacher sets about balancing the voices in the room and empowering all students to take responsibility for their learning. Her first step is reducing the amount of time students are competing for air time on the "big stage" of all-class discourse (or avoiding being on stage). The teacher gets students talking in pairs and explicitly teaches them to listen to one another and be accountable for learning without a peer audience or the teacher's authority. "Students are now in charge of making sure that their conversations are balanced, that each person shares their thinking and helps to draw out their partner's," say Cook and Kent. "Students take turns playing the role of 'listener' and 'articulator.' The teacher introduces specific phrases that she

assigns all students to use to draw out one another's voices and to deepen their understanding of the content:

- *Tell me more about what you mean.*
- *I think X. What do you think?*
- *Can you say that in a different way, or give an example?*"

Students learn that "attentive silence" is a good way to listen and balance conversational power. They learn not only the content being taught but their partner's ideas.

Jason is now much more intellectually engaged in the classroom, trying out ideas in pair-shares and gaining confidence to raise his hand and contribute to all-class discussions. For Liora, "The pressure to perform is off," say Cook and Kent. "Instead of taking every opportunity to use her voice to overpower the class, she recognizes that her participation is being moderated not only by the teacher but her peers, who call on one another to share ideas with consideration for who has and has not had a chance to speak."

Cook and Kent describe a similar shift in a fourth-grade classroom in which a boy named Yoni is struggling both academically and socially. "His peers try to hide their eye-rolling when the teacher assigns him to their group," they say, "and he feels embarrassed about what little he has to contribute to 'cracking the code' of the text or answering the questions on the worksheet. His classmates don't listen to him anyway, he thinks."

But then the teacher shifts her approach to teaching the text. She asks students what they notice and wonder about the story they have been reading, challenging them to come up with good questions. Yoni has noticed a lot about the text, perhaps because of his plodding pace, and he contributes some good ideas to the brainstorming. Working in pairs and then as a whole group, students come up with answers, with the teacher prompting them to ask, "Where's the evidence?" Yoni sees something in the text that nobody else noticed, influencing the discussion and winning kudos from his classmates.

"The teacher's decision to empower students to design a significant piece of the learning agenda with their own wondering and to give students the voice and tools to do this has shifted the power dynamics of the classroom," say Cook and Kent, "– not only from teacher to students, but from high-status students to lower-status students. The students have learned new lessons about their own power and abilities and that of their peers."

"School is a place where all students – not just those with particular personalities or parents – can learn and practice an overt curriculum of skills and attitudes that equip them to engage with others," conclude Cook and Kent, "not only in learning but also as responsible participants in our communities and our democracy." They summarize their specific pointers for teachers:

- Give every student more time to talk with each other without teacher intervention.
- Give students protocols and tools to talk productively and accountably in small groups.
- Make sure classroom discourse is not limited to the "big stage" of all-class discussion.
- Teach students how to explore, probe, and refine ideas with each other.

- Make sure students can ask and pursue their own questions and wonderings "so that students understand that they too are responsible for the agenda and for using criteria for identifying and pursuing questions worthy of study."

"Look Who's Talking: Teaching Power and Responsibility Through Classroom Interactions" by Allison Cook and Orit Kent in *HaYidion*, Winter 2019, https://bit.ly/2BQKnVh; the authors can be reached at acook@pedagogyofpartnership.org and okent@pedagogyofpartnership.org.

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2. Increasing "Upstander" Behavior to Combat School Bullying

Studies show that in 80 percent of bullying incidents, there are witnesses, say Juliet Hart Barnett, Natasha O'Connell, and Kimberlee Franco (Arizona State University/Tempe) and Kim Fisher (University of Illinois/ Champagne) in this article in *Middle School Journal*. When witnesses intervene, bullying is stopped about half of the time. This suggests that, in addition to working with educators and parents to prevent bullying, schools should also empower students with the skills and tools they need to step up when they see bullying. The authors analyze several factors that influence upstander behavior:

• *Knowing what to look for* – A definition of bullying is helpful: there's a power imbalance between the bully and victim (size, age, popularity); the behavior is intended to harm another person; and it happens more than once. It's also important for students to know the wide variety of bullying: physical (punching, kicking, scratching); verbal (name-calling, taunting, negative and threatening comments, phone calls, electronic messages); and relational (spreading false rumors, sharing personal information, group exclusion).

• *Defining bullying as requiring urgent action* – "Students are more likely to act when they feel a situation is an emergency," say Barnett, Fisher, O'Connell, and Franco. Students need to know that bullying produces psychological as well as physical consequences, including heightened anxiety, lowered self-esteem, sadness, depression, fear, school refusal, isolation, and even suicide. They also need to be aware of the way bullying undermines feelings of community and safety in a classroom.

• *Taking personal responsibility to be a change agent* – "If students feel it is somebody else's responsibility to intervene, they will not help the bullying victim," say the authors. "To increase personal responsibility, students must begin to see themselves as responsible citizens who are not afraid to stand out from the crowd… Teachers can emphasize that upstanders do not need anyone to ask them to intervene." Teachers can also suggest that to not intervene is to be a party to the bullying.

• *Feel competent to engage* – To build this level of self-assurance, teachers can discuss actual incidents students have witnessed and view educational videos or clips from popular media, identifying what upstander behavior would look like and role-playing possible interventions. The authors recommend the Facing History and Ourselves website for materials on bullying and building empathy for victims: https://www.facinghistory.org/resource-library.

• *Deciding to engage* – Interventions might include using humor to defuse the situation, creating a distraction, asking if the bully realizes the way the victim feels, saying bluntly that

the behavior is wrong and needs to stop, helping the victim escape, and telling an adult. Students can also be encouraged to reach out to marginalized students who might be bullied. The authors recommend the Anti-Defamation League's website for ideas in this vein: https://www.adl.org/resources/tools-and-strategies/bullying-and-cyberbullying-workshops. Three other resources: The Bully Project www.thebullyproject.com, Stop Bullying (U.S. Department of Health and Human Services) www.stopbullying.gov, and Bullying Prevention in Positive Behavior Support https://www.pbis.org/resource/900

"Promoting Upstander Behavior to Address Bullying in Schools" by Juliet Hart Barnett, Kim Fisher, Natasha O'Connell, and Kimberlee Franco in *Middle School Journal*, January 2019 (Vol. 50, #1, p. 6-11), https://bit.ly/2E4IAwi; the authors can be reached at Juliet.Hart@asu.edu, kwolow1@illinois.edu, Natasha.Oconnell@asu.edu, and krfanco@asu.edu.

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3. Using Young Adult Books to Discuss Bullying

In this *Middle School Journal* article, Ginni Fair and Dan Florell (Eastern Kentucky University) suggest the use of young adult novels to get middle-school students thinking more deeply about bullying and upstander behavior. "When readers get lost in a story, when the real world fades so that the fictional narrative becomes the cognitive focus, they are transported into that text," say Fair and Florell. "In the process, readers not only become lost in the experiences and thoughts of the character but also can be changed because of the metaphorical journey."

This can happen when students are engaged in well-chosen texts and skillfully orchestrated small- and large-group discussions and activities. The authors recommend several texts (an addendum to the article linked below has many other suggestions):

Books with positive upstander behavior:

- *Don't Call Me Ishmael* by Michael Gerard Bauer (2007): a young man believes he is cursed to endure low social status and academic failure, and is victimized by a school bully – but things change.
- *The Skin I'm In* by Sharon Flake (2007): a girl's experience with bully-"friends" at school.
- *How to Rock Braces and Glasses* by Meg Haston (2012): a "mean girl" believes that being honest is more important than being nice – but the social dynamic changes when she has glasses, braces, and a lisp.

Books with negative bystander impact:

- *Stargirl* by Jerry Spinelli (2004): a high-school girl revels in being a nonconformist playing her ukulele in the cafeteria and engaging in cheerleading antics on the football field – but then she becomes an outcast.
- *Unfriended* by Rachel Vail (2015): a group of middle-school students tries to be popular in a world dominated by social media.

Fair and Florell suggest some questions as classes read these and other texts, and encourage teachers to engage students in formulating their own questions:

- What motivated the characters to act the way they did?
- In what ways did they consider, or not consider, the consequences of their choices?
- What consequences were directly related to the choices that characters made?
- How might things have changed if the characters made different choices?
- How did the characters' choices affect relationships with peers, teachers, and family, and how were protagonists affected by the choices that others made?

It's also effective, say Fair and Florell, to have students use graphic organizers to depict relationships, cause-and-effect patterns, and plot elements in the texts.

"Bullying, Bystanders, and Books" by Ginni Fair and Dan Florell in *Middle School Journal*, January 2019 (Vol. 50, #1, p. 12-23), https://bit.ly/2tyEirZ; the authors can be reached at ginni.fair@eku.edu and dan.florell@eku.edu.

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4. A Better Way to Observe, Appreciate, and Evaluate Teachers

In this *Education Gadfly* article, Kim Marshall says that when he visits classroom with the principals he coaches, he sees lots of effective teaching (Level 3 and 4 on a rating scale), very little that's really bad (Level 1), but some mediocre practices (Level 2) – for example, low-rigor worksheets, teachers calling only on students who raise their hands, and failing to answer students' unspoken question, *Why are we learning this?*

Every school has a range of teaching effectiveness, and a bell-shaped curve might seem inevitable. But Marshall argues that variation produces inequitable results: "Effective practices are especially beneficial to students who walk into school with any kind of disadvantages," he says, "and these same students are disproportionately harmed by mediocre and ineffective practices – kids who don't raise their hands when the teacher asks, 'Any questions?'; who haven't yet learned how to work around their disabilities; who are dealing with a family breakup or other trauma; who are openly defiant or sit in sullen silence. Truly bad teaching obviously needs to be addressed immediately, but so do mediocre practices, which all too often fly under the radar, and are *not okay*."

But how can busy principals improve sub-optimal classroom performance and bend the curve toward effectiveness? Certainly not by once-a-year announced observations with long evidence write-ups; not by superficial walk-throughs with checklists; not by correcting teachers in front of students; not by using student surveys as a high-stakes cudgel; and not by evaluating teachers on student test scores and value-added data (now thoroughly discredited). "We shouldn't be surprised that these and other practices driven by distrust and compliance have never shown up in the research on effective schools," says Marshall. "That dog hasn't barked."

The questions that school board members, superintendents, and union leaders should be asking about their teacher-evaluation system are: How often are teachers observed each year, and by whom? Are visits announced or unannounced (in other words, are observers seeing what students experience day by day)? How long do observers stay, and what are they looking

for? Do they chat with students and look at their work? Afterward, is there a conversation with the teacher? How time-consuming is documentation? Are supervisors supervised, not only on their observation skills, but also on how well they orchestrate teacher teamwork (another key driver of instructional improvement)? And what goes in each teacher's file at the end of each school year?

Pondering these questions, Marshall and others have come up with a more-effective way of supervising, coaching, and evaluating teachers:

- Short, frequent, unannounced classroom visits replacing traditional formal evaluations;
- A humble, curious, low-tech approach to visits, checking in with students ("What are you working on?"), looking for student outcomes, and jotting a few quick notes;
- A face-to-face conversation shortly after each visit;
- The observer sharing appropriate appreciation and one "leverage point;"
- Afterward, a brief narrative summary sent electronically to the teacher (one software program limits the observer to 1,000 characters);
- Administrators making brief visits to teacher teams as they plan curriculum units and look at student work;
- Rubric used only three times a year: in September for teacher self-assessment and goal-setting; mid-year to compare teachers' detailed self-assessment with the supervisor's and discussing any disagreements; and repeating that at year's end.

"This approach takes about the same number of educator hours as traditional evaluations," says Marshall, "but is vastly more authentic and effective at understanding and improving teaching and learning."

But will teachers feel safe with unannounced visits to their classrooms? Marshall's experience is that they will if:

- Observers visit at least once a month;
- They stay long enough – 10-15 minutes gives a meaningful snapshot;
- Visits are randomized to capture different days of the week, subjects, student groups, time of day, and beginning, middle, and end of lessons;
- There's agreement on key look-fors;
- Observers have a good eye for instruction and aren't intrusive;
- There's *always* a face-to-face chat after each visit;
- There are other points of contact – team meetings, parent interactions, other activities;
- Teachers have input on rubric scoring;
- Observers are supervised and coached;
- Everyone knows the process is about improving teaching and learning, not a "gotcha."

Who should be doing these classroom visits? That will vary from school to school, says Marshall, and should involve as many administrators, instructional coaches, and peer observers as possible to get the best teacher-observer ratio and maximize visits and conversations.

Can this system be implemented skillfully in schools? Marshall argues that in most cases the answer is yes, because mini-observations avoid bureaucratic nonsense and liberate

(and develop) the skills that administrators, instructional coaches, and peer observers already have. Here's how:

- Informal classroom visits, unshackled from copious note-taking, make people better observers and bring out their natural curiosity.
- A lot happens in 10-15 minutes, providing plenty of talking points (sometimes addressing mediocre practices).
- Teachers are less defensive in face-to-face conversations, especially if they take place in their classrooms when students aren't there.
- Focusing on one leverage point per visit makes feedback conversations less fraught.
- Conversations give teachers a chance to educate their observers.
- Observers have multiple at-bats, giving them a chance to continuously improve their feedback skills and get a meaningful sampling of teachers' work.

"For educators who are new to this approach," says Marshall, "there will be a learning curve. But the good news is that mini-observation and feedback skills are eminently coachable by superintendents or their designees through the use of co-observations and discussions of case studies and write-ups in leadership meetings… The result: more good teaching in more classrooms more of the time. And that is the key to raising the next generation of well-educated Americans and closing our social-class and racial achievement gaps."

"Rethinking the Way We Coach, Evaluate, and Appreciate Teachers" by Kim Marshall in *The Education Gadfly*, February 20, 2019 (Vol. 19, #8), https://bit.ly/2tCcymC

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5. Arts Education and Student Achievement, Attitudes, and Well-Being

In this Rice University/Houston Education Research Consortium paper, Daniel Bowen (Texas A&M University) and Brian Kisida (University of Missouri) say that starting in the 1980s, African-American and Latinx students, and students whose parents have less than a high-school education, experienced major decreases in their exposure to arts education in school. White students as a whole "have experienced virtually no change."

Bowen and Kisida conducted the first large-scale randomized control study of the academic and behavioral impact of the first two years of the Arts Access Initiative in the Houston public schools, which exposed participating students to a wide variety of arts experiences – theater, dance, music, and visual arts. The researchers found "remarkable impacts" on academic, attitudinal, and behavioral outcomes for students who participated. Compared to matched students who didn't take part, students in the program had "a 3.6 percentage point reduction in disciplinary infractions, an improvement of 13 percent of a standard deviation in standardized writing scores, and an increase of 8 percent of a standard deviation in their compassion for others." Elementary students improved on school engagement, college aspirations, and empathy for others.

Commenting on this study in *The Education Gadfly*, Robert Pondiscio writes, "Do we *really* need a randomized control trial study to justify the arts as an essential part of a well-

rounded education? If a rock-bottom basic function of K-8 schooling is to expose children to the broadest range of human knowledge, discovery, and expression (that *is* the function, right?), then a permission slip is hardly needed to include the arts."

"Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative" by Daniel Bowen and Brian Kisida, Rice University/Houston Education Research Consortium, February 2019 (Vol. 7, #3) https://bit.ly/2Nniuc0; the authors can be reached at dhbowen@tamu.edu and kisidab@missouri.edu. And "Faint of Art: New Evidence Bolsters the Argument for Arts Education" by Robert Pondiscio in *The Education Gadfly*, February 20, 2019 (Vol. 19, #8), https://bit.ly/2GG4VUL

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6. Dracula-Like Forces in Schools

"Vampires drain energy from individuals and from society," says Richard Caffyn (International School Telemark, Norway) in this article in *Peabody Journal of Education*. "This folkloric literary concept can be a useful lens or metaphor to understand how organizations work and what causes conflict, insecurity, and energy loss." Using a case study of an international school in Europe, Caffyn lists some of the forces that can suck energy out of a school and harm its mission:

• Specific individuals and groups – "Such people can have definite strong, persuasive, aggressive, or volatile character traits," he says, "utilize positional power, and are often bullying in terms of action."

• Situational change – Turnover of staff and leadership, shifts in organizational structure, architectural changes, even seasonal variations can all have an impact. "These changes can drain energy, and cause extreme emotional and even physical reaction," says Caffyn, "similar to the effects of a vampire."

• Other events and traumas – For example, parent unrest, union issues, or economic turbulence outside the school can have a similar impact.

"[V]ampires have to be controlled or destroyed," concludes Caffyn. "Schools and leadership need to actively change any negative and destructive dynamics in a school. Use systems to discipline and counter threats, and also pick when to fight, how to fight, whom to fight, and what to use." He takes four themes from vampire literature to describe different ways schools have dealt with vampire dynamics:

• Submission – If school leaders ignore or accept negative forces that are sucking energy from the organization, those forces will become embedded and gain strength.

• The stake – In schools, confrontation is sometimes the only way to effect change, but that can escalate conflict.

• The mirror – Deflecting threats can cause problems elsewhere, but it can also change negative energy flow.

• Garlic – Another way of controlling negative forces is using a well-chosen antidote gradually; this can buy time to understand the issue, build knowledge and understanding, and rally the support of positive colleagues.

"'The Shadows Are Many…' Vampirism in International School Leadership: Problems and Potential in Cultural, Political, and Psycho-Social Borderlands" by Richard Caffyn in *Peabody Journal of Education*, February 2019 (Vol. 93, #35, p. 500-517), https://bit.ly/2XjpwTL; Caffyn can be reached at rpcaffyn@gmail.com.

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7. Putting a More Positive Spin on Data

(Originally titled "Assessment As an Act of Love")

In this article in *Education Update*, Christina Torres says that when she started teaching, her colleagues made negative comments about too much standardized testing, too many mind-numbing classroom assessments, and an annoying emphasis on "data-driven instruction." They wistfully recalled a time when teachers had more freedom and classrooms were fun places to work.

But with a little more experience under her belt, Torres realized that "life is really a series of data-informed assessments and actions" – for example:

- As a child, she collected data on her parents' moods when they got home from work (should she ask for cookies?).
- As a teacher, she noticed that she often left her school ID at home; the data-driven conclusion: keep it at school!
- In her classroom, she collected insights on her students the minute they walked into the classroom in the morning – homework questions, moods, things to be dealt with.

"Data and assessments don't need to be cold-hearted tools that reduce my students to weaknesses and numbers," says Torres. "Instead, they can be another way I build deeper and more loving connections… We must get content- and skill-based data *and* socioemotional information to best support our students."

With this mindset, she's kept assessment in perspective – and also used it in unconventional ways, such as asking her high-school English students to compare characters in a novel to people in their communities, letting students "show their content knowledge and demonstrate cultural assets."

"Assessment As an Act of Love" by Christina Torres in *Education Update*, February 2019 (Vol. 61, #2, p. 1-2), https://bit.ly/2SWoEpq

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8. Compiling a "Failure Résumé"

In this *New York Times* article, Tim Herrera remembers a presentation he made that went poorly – his first significant screwup at a new job. While it was a painful experience, he's come to see his inevitable failures as opportunities to improve. He now has a "failure résumé" to help him look honestly at bad moments and disappointments and accept "that the path to success isn't a straight line."

Identifying what produces success is also important – good preparation, outreach, scheduling, delegation – but there's a tendency to be less systematic about bad moments,

dwelling on feelings rather than specific take-aways. Keeping a private inventory of missteps is a good way to counteract that, says Herrera: "When you fail, write it down. But instead of focusing on how that failure makes you feel, take the time to step back and analyze the reasons that you failed. Did you wait until the last minute? Were you too casual? Were you simply out of your depth? There are countless things that can go wrong."

"Failures Are Part of Any Success Story. So Track Them" by Tim Herrera in *The New York Times*, February 18, 2019, no e-link

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9. Short Item:

A picture history of U.S. public libraries – This visual storytelling by Ariel Aberg-Riger in *CityLab* explores how a critical piece of our social infrastructure came to be: https://www.citylab.com/design/2019/02/american-public-library-history-cities-visual-journalism/582991/

"A History of the American Public Library" by Ariel Aberg-Riger in *CityLab*, February 19, 2019

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If you have feedback or suggestions,
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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 Teaching in the Middle School
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