Marshall Memo 1033

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 22, 2024

In This Issue:

Quotes of the Week

"It's hard to focus on geometry when our elbow partner is shooting aliens on their screen or watching a movie."

Daniel Buck in "Next, Curtail the Chromebooks" in *Education Gadfly*, April 18, 2024

"The compliment is one of these really powerful, small actions that brighten your day and brighten someone else's day. And it costs nothing."

Xuan Zhao (quoted in item #2)

"Regardless of your definition of masculinity, is there any world or any relevant ideology in which a prudent, just, temperate, and courageous man isn't a good man?"

David French (see item #3)

"Literature enables us to imagine what it feels like to be someone else, and if you can do that, kindness, respect, and decency will most likely follow."

Hernan Diaz in a "Life's Work" interview with Alison Beard in *Harvard Business Review*, May-June 2024 (Vol. 102, #3, p. 160)

"The questions that get leaders and teams into trouble are often the ones they fail to ask."

Arnaud Chevallier, Frédéric Dalsace, and Jean-Louis Barsoux (see item #1)

"When we fail, it's often because we haven't considered the emotional part."

CEO Dirk Hoke (quoted in *ibid*.)

"Scheduled, consistent, meaningful one-on-ones with staff allow school leaders to learn what is going on with the humans in their classrooms – teachers and students alike.

Matthew Ebert (see item #6)

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1. Leaders Asking the Right Questions

"The questions that get leaders and teams into trouble are often the ones they fail to ask," say Arnaud Chevallier, Frédéric Dalsace, and Jean-Louis Barsoux (IMD Business School) in this *Harvard Business Review* article. "A leader's job is to flush out information, insights, and alternatives, unearthing critical questions the team has overlooked." Here are their suggestions for five types of questions that greatly improve the quality of decision making:

• *Investigative: What's known? What happened? What is and isn't working? What caused the problem? How feasible and desirable are the options? What's the evidence?* Effective leaders start by finding out what they need to learn in order to accomplish their goal. Initial questions are often followed by a succession of *Why?* and *How?* questions, which helps get beyond generic solutions and reveal the problem. The French rail company SNCF, planning for the purchase of 1,860 trains, failed to ask whether platform measurements were uniform across the country. The trains being purchased were too wide for 1,300 older stations, an error that cost 50 million euros to fix.

• *Speculative: What if? What other scenarios might exist? Could we do this differently? What can we simplify, combine, modify, reverse, or eliminate? What potential solutions have we not considered?* These help consider the issue more broadly, reframe it, overcome limiting assumptions, and explore more-creative solutions. For example, the designers of the Emirates sailboat that won the 2017 America's Cup pursued an idea that had been previously rejected – having crew members pedal stationary bikes to generate power for hydraulic systems. This allowed the crew to accomplish other tasks with their hands, distributed tasks more evenly, and provided the winning edge.

• *Productive: Now what? What is the next step? What do we need to do before that? Do we have the resources to move ahead? Do we know enough to proceed? Are we ready to decide?* This kind of question helps assess the availability of talent, capabilities, time, and other resources. The Lego toymaker company ran into trouble in the early 2000s when it tried to beat the competition by diversifying into software, learning concepts, and clothing, far outstripping its organizational bandwidth.

• *Interpretive: So what? Why are we doing this? What are our overarching goals? How does this fit with our goals? What did we learn from this?* Sensemaking questions like these push leaders to continually redefine the core issue and ask what the problem is really about. "A decision-making process should always circle back to interpretive questions," say Chevallier, Dalsace, and Barsoux. Ten years ago, the leaders of a high-end European car company looked at Tesla's recently released all-electric sedan. Some of the engineers noticed a technical flaw

and mocked the car, failing to see its revolutionary appeal and the urgent competitive questions this new product should have raised.

• *Subjective: What's unsaid? How do you really feel about this decision? What aspect of it most concerns you? Are there differences between what was said, what was heard, and what was meant? Have we consulted the right people? Are all stakeholders genuinely aligned?* These questions deal with personal reservations, frustrations, tensions, and hidden agendas that can lead to bad decisions. "When we fail," said CEO Dirk Hoke, "it's often because we haven't considered the emotional part." But without a culture of psychological safety, people may keep their heads down. "They may fail to share misgivings simply because no one else is doing so," say the authors, "– a social dynamic known as *pluralistic ignorance*. Leaders must invite dissenting views and encourage doubters to share their concerns."

Chevallier, Dalsace, and Barsoux suggest that leaders reflect on the types of questions they ask – and which ones they avoid. In most organizations, there is one or more type of question not being asked. The solution: leaders should either adjust their repertoire, change their emphasis, or make sure their leadership team has people who fill in the gaps.

"The Art of Asking Smarter Questions" by Arnaud Chevallier, Frédéric Dalsace, and Jean-Louis Barsoux in *Harvard Business Review*, May-June 2024 (Vol. 102, #3, p. 66-74)

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2. Well-Placed Compliments

In this article in *Time*, Angela Haupt quotes Xuan Zhao (Stanford University): "The compliment is one of these really powerful, small actions that brighten your day and brighten someone else's day. And it costs nothing." Haupt interviewed Zhao and other behavioral scientists on the power of compliments to make others feel valued, appreciated, and respected, even in small ways. Here are some of the experts' favorites:

- *You handled that situation so well.*
- *I'm really impressed with your ability to work under pressure.*
- *I love the way you bring out the best in people.*
- *You make even ordinary moments feel extraordinary.*

"In situations that call for a compliment, don't second-guess yourself," says Haupt. "As long as you genuinely mean what you're saying – versus making something up in hopes of personal gain – consider compliment permission granted." Saying something nice to another person can feel awkward, and performance anxiety kicks in – *Will this come across the right way?* Do a practice run with your cat or in front of a mirror, advises Erica Boothby (Wharton School) so you'll feel more confident. And focus on what the person did, not their appearance.

General compliments (*Good job!*) aren't that helpful, says Haupt. "Details can elevate a so-so compliment to a great one, so make it a point to highlight specific qualities or actions… You can also tailor a compliment by, for example, acknowledging someone's progress in an area they're been working hard on – like slowing their pace or cutting filler language out of their sentences – which shows you value their progress and effort."

There's even a place for quick compliments to same-gender strangers – *Great earrings. Nice shirt* – says Vanessa Bohns (Cornell University). "Across all contexts, it makes people feel better than we expect." Strangers are more likely to be flattered than befuddled – and you might make a new friend in addition to brightening someone's day.

Haupt closes with two other points: Encourage others to give compliments (*You really enjoyed that person's talk – go tell them how great it was*). And when you receive one, don't deflect it. "Many of us feel awkward accepting compliments," she says. "We might blush, avert eye contact, start mumbling in embarrassment, or even disparage ourselves. If that's you, remember how good the person complimenting you stands to feel – and smile while responding: *Thank you, that means a lot*."

"6 Compliments That Land Every Time" by Angela Haupt in *Time*, April 12, 2024

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3. What's Up with Boys and Men, and How Can Schools and Parents Help?

In this *New York Times* column, David French says that in recent decades, men are falling behind women academically and suffering from a lack of meaning and purpose. In response, some men are turning to gurus to guide their lives – Andrew Tate, Joe Rogan, Jordan Peterson, Tucker Carlson, Elon Musk, and others. A lot of the online advice involves doubling down on traditional concepts of masculinity. "Replace passivity and hopelessness with frenetic activity, tinged with anger and resentment," says French. "Get in the weight room, dress sharper, develop confidence… Lash out. Fight. Defy the cultural elite that supposedly destroyed your life… Success – with money, with women – becomes your best revenge."

But what is masculinity? "Does it jam too many boys into stereotypical boxes," asks French, "magnifying their misery?" Better to focus on universal values, which "can have a disproportionately positive impact on our lost young men." French admires Jeffrey Rosen's new book, *The Pursuit of Happiness,* which argues that when early American leaders and Enlightenment thinkers used this phrase, they weren't talking about the pursuit of pleasure but the pursuit of virtue – *being* good versus *feeling* good. French says it all boils down to Aristotle's four virtues: prudence, justice, temperance, and courage.

"None of these virtues is distinctively male," says French. "However, I've never met a struggling young man whose life wouldn't be enriched by greater commitment to any one of those cardinal virtues, much less all four. Regardless of your definition of masculinity, is there any world or any relevant ideology in which a prudent, just, temperate, and courageous man isn't a good man?"

What does this look like in schools? In too many, says French, and from too many parents, the focus is on "résumé virtues" rather than "eulogy virtues" [see Memo 583 #1 for an article on this], pushing students toward material and career success. "Yet success ethics are ultimately empty," he believes, "and our children feel that emptiness. If they fall behind, they feel panic and dread. But even when they succeed, their success doesn't fill that hole in their hearts, at least not for long."

Virtue is different, and pursuing it is a lifelong venture, "a purpose all its own," says French. "I fall back to these universal values not because I reject the idea that young men have a distinct masculine experience, but rather because the argument about ideal masculinity is diverting our attention from the more urgent quest, to fill the hole in the hearts of our children, to provide them with a purpose that is infinitely more satisfying than the ambition and rebellion that define the ethos of the gurus who are leading so many young men astray."

"The Atmosphere of the 'Manosphere' Is Toxic" by David French in *The New York Times*, April 16, 2024

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4. Timothy Shanahan on Small-Group Versus Whole-Class Instruction

In this online article, Timothy Shanahan (University of Illinois/Chicago) responds to a veteran teacher's question on small-group versus all-class configurations. "Everybody knows small-group instruction is the best way to teach reading," says the teacher. It's true, says Shanahan, that research shows students are more likely to learn what's taught in small groups. That's because students are getting more focused and intensive instruction from the teacher, each student can get more air time in a small group, and the teacher can more easily check for understanding, notice a puzzled look, and immediately fix learning problems.

But the advantages of small-group instruction must be weighed against how much the whole class learns. When the teacher is working with one small group, most students aren't getting the benefit of the teacher's direct attention. "In most circumstances," says Shanahan, "students don't learn much away from the teacher. It is difficult to come up with seatwork activities that lead to much gain, except possibly for the highest achieving kids." The net effect is that when several small groups are taught one after another, the total amount of learning for the whole class is less than with an effectively taught lesson for the whole class.

In a 90-minute literacy block, if a teacher has three groups, that means each child gets 30 minutes of direct instruction and 60 minutes working away from the teacher in ways that are often not very productive. Some teachers work with four or more reading groups, and "as the number of groups goes up," says Shanahan, "opportunity for learning goes down, since students receive fewer and fewer minutes with the teacher" – and that doesn't count the minutes the teacher is distracted from a small group to deal with behavior around the classroom.

Teachers who create leveled groups most often use students' instructional reading levels – for example, some kids read second-grade books and others read fourth-grade books. Teachers have been admonished to get students reading at the "just right" level – not too easy and not at the frustration level. "More and more," says Shanahan, "I have concluded that we overdo those separations, and can teach more kids with their grade-level book – meaning that we could reduce the amount of small-group reliance quite a bit. That would mean more time for teacher-directed reading and other direct instruction lessons and fluency practice, which would be a real plus for most kids."

There are situations where small-group instruction is the best configuration, he says: teaching several students who have a specific skill deficiency, "supercharging" a particular lesson with a few students, and catching up students who didn't understand an important chunk of the curriculum or were absent the day before. Interestingly, research indicates that small groups work better for math than whole-class instruction. Because of math's sequential nature, differences in students' skill levels (some haven't mastered double-digit addition while others are ready for multiplication) can make teaching the whole class difficult. But learning to read isn't that sequential, says Shanahan, so that rationale doesn't apply most of the time.

Of course whole-class instruction can be deadly, he acknowledges, and some students with reading difficulties get lost in a teacher-centered class. But those students can also disengage in small groups. The solution to both problems isn't small-group instruction. Rather, says Shanahan, we need to focus on specific ways of improving all-class instruction so it maximizes learning for all students. Here are some considerations, from macro to micro:

- Teaching students what they need to learn – the right curriculum at the right level;
- Configuring desks and tables in ways that maximize student participation;
- Using a variety of techniques to get all students paying attention and engaged;
- The teacher moving around the class and actively monitoring attention;
- Checking for understanding and nimbly fixing learning problems in real time;
- Giving extra attention, explanations, and accommodations to struggling students;
- Using cold-calling, response cards, electronic response devises, and turn-and-talk.

Let's be strategic, concludes Shanahan, "using pedagogical tools purposefully and wisely. That's how you raise reading achievement."

"What Is the Best Way to Organize a Classroom for Reading Instruction?" by Timothy Shanahan in *Shanahan on Literacy*, April 13, 2024; Shanahan can be reached at shanahan@uic.edu.

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5. Exploring the Potential of ChatGPT in a Nevada High School

In this *English Journal* article, Nevada English teacher James Oldham says we need to get past trying to block and prohibit AI apps like ChatGPT. Yes, some students are cheating and cutting corners, he says, but generative AI is are here to stay and we need to explore "safe, productive" strategies for using it. "This intelligent tool," he says, "can revise, edit, research, and redesign our use of language in new, complicated ways." That's especially helpful because contemporary ELA instruction must go beyond novels, plays, and poetry and give students the intellectual tools to explore graphic novels, films, and interactive digital content. Here's how he's begun using ChatGPT with his students:

• *Introduction* – During the spring of 2023, an informal survey revealed that only two or three of the 30 students in each of Oldham's classes had tried ChatGPT. With his Google Chrome browser and projector, he walked students through the basics of how to use the app and told them they would be co-constructors of an experimental unit using the app – and have a chance to give their reflections on the pros and cons afterward.

• *Part 1: Revision with AI* – Oldham asked students to find a previous piece of their own writing on which they'd received a grade of C or lower, accompanied by suggestions teachers made on how it might be improved (and, if possible, the rubric). Students fed their essays and feedback into ChatGPT and asked for revisions along the lines of the comments. The bot rapidly made improvements in spelling and grammar and suggested new content to fill gaps in their argumentation. Working with Oldham, students found they had to prompt ChatGPT several more times to improve essays but they were still not up to standards.

• *Part 2: Research with AI* – Students then used ChatGPT to develop topics for their essay, find research materials (including academic papers), and make further revisions. They presented a claim and then asked the bot for a counterargument, which they then had to address in their essay. This greatly improved the quality of their thinking and writing. "Searching for and using research papers can seem like a daunting task," said one student, "but GPT made it much more of an attainable goal." In one-on-one conferences with students and all-class discussions, Oldham prompted students to question the quality and possible bias of some of the material that popped up.

• *Part 3: Literary analysis with AI* – Oldham then had students choose a work of literature they'd studied earlier that school year and ask ChatGPT to act as an academic search engine and find sources to support the claims they'd written about. Students found they often needed to resubmit their questions to find what they were looking for. When students asked "leading" questions, Oldham noticed *user interaction bias*, with the bot producing what students were looking for rather than broadening their thinking. "It allows the student to maintain an echo chamber of what they already hold to be true," he says, "without having to research various resources that present more-complicated views of the literature."

• *Part 4: Narrative writing with AI* – Finally, Oldham asked students to use ChatGPT to develop their writing technique, descriptions, sensory language, and precise use of words and details. Students came up with their own prompts, asked ChatGPT to create a two-page narrative, and revised it to incorporate details, figurative language, dialog, and other literary devices. Working with an initial essay generated by the bot allowed students to focus on style and voice without having to go through the initial process of generating the content. "We discussed what AI wrote," says Oldham, "what the student added, and how their additions changed others' perceptions of the story."

During this stage, students could easily see ChatGPT's limitations. Some of the stories it generated were confusing and all seemed mechanical, formulaic, vague, and lacked "realness." Oldham says students realized "the tropes common among narratives get recycled, and AI lacks the unique human ability to take unlike ideas and create something new out of them." But students were getting instant feedback on their writing – great for students and also for Oldham, who wasn't taking home stacks of essays and not giving students feedback for days or weeks.

"The assignments and lessons that I assigned my students," Oldham concludes, "evolved into collaborations, as many students were fascinated by how the technology worked… Using ChatGPT in my classroom has allowed me to personalize curriculum and

instruction for students. Now, a student who reads *Diary of a Wimpy Kid* and one who reads *Moby Dick* can both receive personalized writing prompts. A student who struggles to write entire essays can now receive round-the-clock support from ChatGPT every step of the way, from research assistance to revision. Students can now explore realms of literature, media, and technology in an interactive way with ChatGPT."

"ChatGPT: The Co-Teacher We Need?" by James Oldham in *English Journal*, March 2024 (Vol. 113, #4, pp. 53-60); Oldham can be reached at oldham85@gmail.com.

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6. The Value of Regular Check-In Meetings

In this *Edutopia* article, Matthew Ebert says that when he was a principal, regular one-on-one conversations with teachers were "vital to a positive school culture… an oasis, a place where a principal becomes a mentor, not an evaluator." He shares these suggestions:

• *Content* – At the outset, Ebert reassured teachers they weren't in trouble, opened the agenda to anything they wanted to discuss – professional or personal, small or large, no preparation necessary – clarified that the meetings weren't evaluative, and promised confidentiality. "You'll soon find folks showing up with sticky notes containing bullet points of things they've been looking forward to discussing," he says. "Staff begin to share the things they can't share in large meetings, e-mails, or formal conversations."

• *Differentiated scheduling* – Ebert met new teachers once a week, more-experienced teachers every other week or monthly. He shared a digital sign-up format showing when he was available and everyone got on a regular rotation.

• *Tone* – Ebert says he and teachers had to "unlearn" the formal register of previous meetings – this was not the time to discuss their performance evaluation or SMART goals. He began with a general question like "How are you?", gave time for a full answer, and followed up with questions like, *How was your trip to Paris?* and *How is your mom? I know she was ill*. "Don't pry," Ebert advises, "but demonstrate that this is a space where teachers can talk. You can allow there to be problems without solutions, conversations without action plans."

• *Challenges* – "Together," he says, "teachers and I have processed love, divorce, grief, and parenting. Teachers have shared that they want more chances to lead, that systems we have in place are ineffective, and that they want to go back to school to become doctors. Whatever they share, a leader's job is supporting them – even when they doubt the journey or it means teachers will leave school."

• *Shifting gears* – Informal one-on-ones can also be a time to ease into exploring a problem, for example:

- *Is your father-in-law requiring care in the morning? I've noticed that you've been late to first period, and I thought that might be why. How can we help?*
- *I know we've talked about how Autumn is struggling in your class. When I was in your room yesterday, I noticed that her assignments weren't scaffolded. That could be a*

factor in her behavior. Would you like me to help you work through how to chunk her classwork?

- *Are you happy here? I've noticed you raising your voice. Your demeanor seems to have shifted. We can only be effective in this work if we're fulfilled. It's OK if you're not, but we need to talk about it.*

• *Celebrating* – Informal check-in meetings are a great opportunity to give specific appreciation of things teachers have done in their classrooms, around the school, and in their lives.

"Scheduled, consistent, meaningful one-on-ones with staff," Ebert concludes, "allow school leaders to learn what is going on with the humans in their classrooms – teachers and students alike. As a result, you can build relationships and understand your team's needs in a way that is not possible through observations alone."

"The Benefits of One-on-One Meetings Between Administrators and Teachers" by Matthew Ebert in *Edutopia*, April 15, 2024

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7. The Connection Between School Climate and Student Achievement

In this *Journal of Research on Educational Effectiveness* article, Adam Voight (Cleveland State University) and six colleagues report on their study of whether a positive school climate leads to higher student achievement – or vice-versa. The researchers measured school climate in a large urban district over two consecutive years (2014-15 and 2015-16), using the Conditions for Learning Survey, which looks at students' perceptions of school safety, teacher expectations, teacher support, and peer social and emotional competence. Among the questions: *My teacher gives me work that is interesting, My teachers really care about me,* and *Students in my school are bullied*. Academic achievement was measured by standardized test scores.

The study concluded that in elementary and middle schools, students' perception of a positive climate led to higher achievement, but at the high-school level, causation seemed to go the other way: higher academic achievement contributed to improvements in school climate. "Performing well on tests," say Voight et al., "may drive the degree to which students feel encouraged and supported by their teachers and perceive their peers to be socially competent and motivated to do well in school. The main theoretical mechanism through which achievement affects climate, per our review, is teachers favoring students who perform well academically (and vice-versa)."

The authors say this is in line with previous research showing that "the way teachers perceive and interact with students is a function of students' prior achievement. This phenomenon may be particularly pronounced in high schools, where classes are often tracked based on performance and whole classes of students may be treated differently based on their performance and teachers' subsequent expectations for and judgments of them. Further, high school teachers typically see a greater number of students per day and thus may have less

opportunity to get to know them on a personal level, basing their impressions instead on students' achievement and engagement."

What are the implications of this study? "For urban students," say the researchers, "the social climate of their schools and their academic performance are intertwined and important foci for intervention." In elementary and middle schools, the study affirms many schools' efforts to improve teacher-student relationships, safety, and prosocial behavior through schoolwide positive behavioral supports, SEL learning, restorative practices, and other effective programs.

At the high school level, say the researchers, all that applies – plus, "teachers should self-monitor their attitudes toward students based on their academic performance and endeavor to treat equally students at all performance levels and actively encourage and support students who perform worse academically. This would promote equity in school-climate perceptions for all students regardless of levels of achievement."

"Directional Links Between Students' Perceptions of School Climate and Academic Performance in Urban Schools" by Adam Voight, Regina Giraldo-García, Laura Fogarty, Steven Sanders, Alexandrea Golden, Matthew Linick, and Elisabeth David in *Journal of Research on Educational Effectiveness*, April-June 2024 (Vol. 17, #2, pp. 211-225); Voight can be reached at a.voight@csuohio.edu.

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8. Graphic Novels on Sports

In this *School Library Journal* article, Brigid Alverson recommends graphic novels on team sports, competition, and the emotions of players and the people around them (click the article link below for cover images and short summaries):

- *Shark Princess: Surfin' Sharks* by Nidhi Chanani, grade K-2
- *We're Big Time* by Hena Khan, illustrated by Safiya Zerrougui, grade 3-7
- *Tryouts* by Sarah Sax, grade 3-7
- *Cupcake Diaries: The Graphic Novel: Katie, Batter Up!* by Coco Simon, illustrated by Glass House Graphics, grade 3-7
- *My Little Pony: Kenbucky Roller Derby* by Casey Gilly, illustrated by Abby Bulmer and Natalie Haines, grade 4-7
- *Strikers* by Kiel Phegley, illustrated by Jacques Khouri, grade 4-8
- *I Felt Myself Slipping* by Ray Nadine, grade 7-9
- *Out of Left Field* by Jonah Newman, grade 7-9

"Comics Take the Field" by Brigid Alverson in *School Library Journal*, April 2024 (Vol 70, #4, pp. 42-44)

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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 54 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 HTMI 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
ASCD SmartBrief
Cult of Pedagogy
District Management Journal
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Exceptional Children
Harvard Business Review
Harvard Ed (formerly Ed. Magazine)
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Kappan (Phi Delta Kappan)
Knowledge Quest
Language Arts
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
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
Urban Education