Marshall Memo 712

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 20, 2017

In This Issue:

Quotes of the Week

"Teachers are more likely to be open to the idea of students evaluating teachers if they are first asked whether teachers should evaluate principals."

Leah Shafer in "Making Student Feedback Work" in *Usable Knowledge*, November 2, 2017, https://www.gse.harvard.edu/news/uk/17/11/making-student-feedback-work

"After watching our videos, we all noticed that we talk too much! We all thought we were giving students the opportunity to talk, but after watching the video, we realize that we talk a lot more than we thought we did."

Kendra Hamblin, a grade 7 teacher, in "Replay, Reflect, Refine: Video-Based Coaching Accelerates Teacher Growth" by David Baker, Catherine Carter, Patricia Hagan, Temple Hayles, Rychie Rhodes, and Karen Smith in *The Learning Professional*, October 2017 (Vol. 38, #5, p. 40-44); Baker is at baker_david@svvsd.org.

"Historically, teaching is an isolated and autonomous profession where the magic happens behind closed doors."

Baker, Carter, Hagan, Hayles, Rhodes, and Smith (*ibid.*)

"There are always seven students in the room who know what you are about to tell them. There are always a dozen students who have misconceptions about the information you are preparing to share with them."

Ellen McNair (see item #2)

"Formative assessment is important in every classroom. End-of-unit assessment should never be a surprise to students or their teacher."

Bethany Petty (see item #7)

"Students care when their learning experiences are part of an interconnected narrative and when these experiences spark their innate interest in big, authentic questions about people and the world we live in."

Karen Engels (see item #1)

1. Teachers As Curriculum Designers vs. Curriculum Implementers

(Originally titled "The Story of Us")

In this *Educational Leadership* article, Massachusetts teacher Karen Engels worries that the proliferation of curriculum standards in different content areas don't produce students who are active and engaged participants in our democratic society. "With so many bits and pieces of content," she says, "it can be hard to organize instruction into lessons that *matter*, that connect students to larger questions about themselves and the world." Implementing new standards can feel like "a frantic forced march from one topic to the next or a collection of isolated facts."

Driven by these concerns, Engels and colleagues in two local schools met with central-office officials and won permission to teach an interdisciplinary, project-based curriculum integrating the fourth-grade science and social studies standards. In a series of retreats, teachers, instructional coaches, and central-office directors crafted "Our Changing Nation" narrating how people in five U.S. regions fought for a better life from the 1830s to the 1930s. The essential questions:

- How has the land affected the people in our nation?
- How have the people in our nation affected the land?
- When should we consider change to be progress?
- How can we evaluate the benefits and costs of change?
- How can we be supporters of positive change in our nation?

The goal was for students to absorb important content knowledge and gain a sense of empowerment by learning how people fought against oppression, adversity, and injustice.

During the first quarter of the year, students studied the science of changes in the earth's surface and the topography and geography of each U.S. region, along with the experiences of Native Americans prior to the Europeans' arrival. Over the remainder of the year they worked with seven case studies:

- The Lowell Mill Girls campaigning for a 10-hour workday during the 1840s;
- Enslaved African Americans and abolitionists during the 1850s;
- European and African-American pioneers moving west after the 1862 Homestead Act;
- The Navajo during the Long Walk of 1864;
- Chinese immigrants building the Transcontinental Railroad and going on strike in 1867;
- The Lakota fighting the U.S. government during the 1870s;
- The Dust Bowl and the Great Depression in the 1930s.

For each one, students worked with primary sources, read-aloud texts, historical fiction,

documentary footage, paintings, field trips, hands-on projects, and other resources. They looked at the scientific principles behind new technology (including water wheels in early factories), and wrote about connections to contemporary issues, culminating in April by creating nonfiction picture books with text, illustrations, diagrams, glossaries, and the works cited. In the final weeks of the year, students chose either to perform in a play bringing together their historical writings, serve as a curator for an interactive science museum, or present their nonfiction books. All this was shared with other classes, families, and community members over two days in June.

"Our teaching team ended the year feeling exhausted but exuberant," says Engels. Students had been immersed all year in meaty content and higher-level thinking, and the excitement and engagement markedly improved their writing skills. "For meaningful teaching and learning to flourish," she concludes, "students must *care* about what they're learning; they need to know why it matters. Students care when their learning experiences are part of an interconnected narrative and when these experiences spark their innate interest in big, authentic questions about people and the world we live in."

"The Story of Us" by Karen Engels in *Educational Leadership*, November 2017 (Vol. 75, #3, p. 38-42), http://bit.ly/2yk3nvX; Engels can be reached at karen.engels@gmail.com.

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2. Getting Teens Wondering Before Trying to Teach Them Something

In this article in *Knowledge Quest*, Ellen McNair (Fairfax County Schools, Virginia) says the best secondary-school librarians learn with their students, orchestrate inquiry projects, foster a growth mindset, get students discovering worthwhile content, take full advantage of available technology, and spur students to become critical, information-literate thinkers. These librarians have transitioned from being the "sage on the stage" to the "guide on the side," says McNair, "creating a crosswalk between content standards and what it *feels* like to be a teenager inside a classroom in this, the end of the second decade of the twenty-first century – a time when information is ubiquitous and students need high-level problem-solving and collaboration skills to prepare for the future."

To create library lessons that don't look and feel "old-school" to students, librarians need to consider two things:

- There are always seven students in the room who know what you are about to tell them.
- There are always a dozen students who have misconceptions about the information you are preparing to share with them.

Keeping these two hard truths in mind is the key to designing units and lessons that stand a chance of connecting with young adolescents.

McNair recommends kicking off with open-ended questions that connect the content being studied with students' lives and families; then immersing them in compelling visual images and asking them to jot impressions; then getting students answering the question, "What are you wondering about this issue?" and exploring by looking for resources and asking

questions. The most compelling sequence of questions is: *What do you see? What are you wondering?* and *Why do you say that?* Students then need to be provided with "multiple opportunities to think about how to most effectively convey their new ideas and then design, write, create, or perform an impactful communication," says McNair. "The learning ecosystem in a middle- or high-school library is a perfect place to foster students' communication skills."

"By inviting teens to discuss and make personal connections to the content," she says, "the students in the room who already know about the content and those who have misconceptions about the content are provided with opportunities to share and grow… Letting teens express opinions, imagine possibilities, and exchange ideas and experiences before educators deliver content yields a classroom of engaged learners and creative thinkers… Learning doesn't occur when students listen. Learning happens when they talk, think, share, and reflect."

McNair believes that think-like-a-teenager questions (quite different from standards-based questions) are an essential element in effective units and lessons. Here are some examples from civics, astronomy, chemistry, and history:

- Standards-based question: *What are the basic tenets of democracy?*
- Think-like-a-teenager questions: *Who has authority over me? Who really has any authority?*
- Standards-based question: *What are the core values of democracy?*
- Think-like-a-teenager questions: *Do the people serve the government or does the government serve the people? In what ways do restrictive laws allow us to have freedom?*
- Standards-based question: *What were the causes of the Civil War?*
- Think-like-a-teenager question: *Is anything worth fighting for?*
- Standards-based question: *What is microgravity?*
- Think-like-a-teenager questions: *What would you like about being weightless? What opportunities would it afford? Is being weightless in space an "altered" state? Where would you rather live: in a world that is unpredictable or predictable? What might be challenging?*
- Standards-based question: *What are the factors that influence solubility?*
- Think-like-a-teenager question: *What is the difference between magic or mystery and science?*
- Standards-based question: *What is the significance of cell specialization?*
- Think-like-a-teenager questions: *When is being different an advantage? What differences between you and your siblings or cousins are significant?*
- Standards-based question: *Who were the most important leaders in the ancient world?*
- Think-like-a-teenager question: *What makes someone worth remembering?*

When McNair made the mindshift from doing content delivery to first getting students thinking, she launched a unit on ancient civilizations by putting print and digital resources related to seven civilizations on different tables and asking students to stop at four of the tables and respond to the book covers, pictures, captions, and text and jot down what they were

wondering. A biology teacher happened to be in the library and, seeing the productive chaos, asked McNair what was going on. She was so taken with the idea that she launched the next year's biology curriculum by putting materials for each of the year's units on tables in the library and having students peruse the resources and jot their "wonderings" about each topic on sticky notes. The teacher posted the notes around the perimeter of the classroom and at the beginning of each new unit put the pertinent questions on a whiteboard and Google doc and let students know that they would be answering their own questions over the next six weeks. "Brilliant!" says McNair.

The standard teacher prompt, *Do you have any questions?* "is loaded with social constraints and challenges," says McNair. "Hearing this prompt, their inner narrative defaults to, 'I should know this. What will others think when I ask a question? Maybe I should have heard or read this already.'" Instead, she suggests that teachers ask, *What do you wonder?* and listen carefully to what students say or write. Wondering opens students' minds to new learning.

"Personalized Learning: Think Like a Teenager" by Ellen McNair in *Knowledge Quest*, November/December 2017 (Vol. 46, #2, p. 28-35), http://knowledgequest.aasl.org; McNair can be reached at ejones5@me.com.

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3. Crafting Effective "Compelling Questions" for High-School Civics Classes

"Crafting a high-quality compelling question takes time, thought, and revision," says Rebecca Mueller (University of South Carolina Upstate) in this article in *Social Education*. Working with six high-school civics teachers in Kentucky for much of 2015, Mueller came to understand that an effective compelling question:

- Grabs your attention; you can't help yourself, you want to know more about it;
- Is not amenable to a one-word answer;
- Motivates students to figure it out, answer it;
- Is relevant, something people care about;
- Is truly interesting and complex;
- Is rigorous, big enough that it requires you to really think about it and dig into it;
- Requires serious additional research;
- Demands the use of multiple sources and multiple lenses.

The teachers Mueller worked with noticed that questions that resonated for some people didn't for others, which suggested the value of working with their colleagues to fine-tune questions. "The opportunity to play with compelling questions in a safe, collaborative environment left these teachers more confident in their grasp of the concept and more excited to use compelling questions in their classrooms," says Mueller. Here are the prompts that she and the teachers came up with to generate each compelling question:

• *Does it promote digging deeper?* The question should push students beyond surface-level thinking (for example, *What are the requirements for presidential candidates?*) to

inquiries around big ideas and enduring issues (*Are great men or women chosen to be president?*).

• *Is it debatable?* A good question shouldn't lead students, intentionally or unintentionally, to a "right" answer. Students should be able to arrive at multiple valid answers using a variety of approaches. A low-level question on how the U.S. Constitution exemplifies a social contract can be beefed up by asking, *What are the competing responsibilities inherent in a social contract?*

• *Do I want to answer it?* "Although teachers believed that relevance to students was important," says Mueller, "for many it was easier to begin with their own interests." One veteran teacher asked students what would have happened if particular voices had been excluded from the Constitutional Convention – a bit of "alternative history" she'd always wanted to explore.

• *Will my students care about it?* The trick is blending students' interests with the demands of the curriculum. An example: *Does the Constitution protect people from the government?* combines adolescents' perennial interest in freedom and material they're not necessarily interested in but need to learn.

• *Is it too academic?* To hit home, compelling questions need to sound different from standard teacher questions. The premium is on straightforward, student-friendly language that "speaks" to kids. One teacher prefaced a question about the Founders' intentions with the familiar phrase, "We the people."

• *Do I have the resources and time to get students there?* A compelling question "is only as good as the inquiry that follows," says Mueller, and it all has to fit within the realistic bounds of classroom time, not to mention students' knowledge and skills. This means that developing compelling questions should be the first and the last thing teachers do in planning units and lessons, since the accompanying materials and tasks may make revisions necessary.

• *Does it lead to more questions?* Answering one compelling question may spark another question and serve as the beginning of a new inquiry. One teacher's question about how the Bill of Rights shapes society and students' lives got the class asking about how other countries address issues of individual liberty. These students were transitioning from question-answerers to question-askers.

"Calibrating Your 'Compelling Compass' – Teacher-Constructed Prompts to Assist Question Development" by Rebecca Mueller in *Social Education*, November/December 2017 (Vol. 81, #6, p. 343-345), available for purchase at http://bit.ly/2hFShGJ; Mueller can be reached at rmuelle2@uscupstate.edu.

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4. Three Challenges with Instructional Rounds

In this *American Journal of Education* article, Rachel Roegman (University of Illinois/Urbana-Champaign), David Allen (College of Staten Island), and Thomas Hatch (Teachers College, Columbia University) report on their study of a network of superintendents conducting instructional rounds over a six-year period. "The theory of action of rounds as an

improvement strategy," say the authors, "is that focusing administrators on instructional practice through observing, analyzing, and discussing teaching and learning in real school contexts will lead to the creation of a common understanding of – and common language for – effective instruction. Deeper and shared understanding of the instructional core, the theory posits, provides the foundation for instructional improvement and school change."

The main focus of this group of superintendents was systemic inequities affecting student outcomes, including access, race, class, success rates, and other factors. Roegman, Allen, and Hatch found that this equity focus, strong at first, was gradually weakened by three phenomena:

• *Shying away from the issue of race* – While the superintendents were very clear that race was an integral part of the equity challenge in their districts, the researchers noticed a tendency to approach but then veer away from explicit discussions of race. For example, during a post-visit discussion of one particular classroom, an observer noted that an African-American girl "had her hand up, hand up, hand up, and the teacher didn't call on her at all. I was ready to jump out of my skin and go over and say, 'Can you please call on this kid?'" The host superintendent wondered if there was perhaps a pernicious pattern here. But a few minutes later, another observer said it was possible that the girl was a high performer in the class, or that she'd been called on just before their brief visit – in other words, that her race wasn't a factor in the teacher not calling on her. Shortly after this comment, the discussion ended without the comment being challenged, and the opportunity for a more in-depth conversation about the interaction of race and class participation didn't take place.

• *The culture of nice* – These superintendents had been forewarned about the tendency of instructional rounds groups to avoid interpersonal unpleasantness, so they made "complete honesty" one of their explicit norms. Nevertheless, the researchers say, "the culture of nice seemed to curtail comments about equity, particularly when observers identified inequitable practices in their colleagues' districts' schools being visited." One rounds facilitator emphasized the importance of "doing no harm" – that it wasn't helpful to leave behind "an erupted pipe." Instead of asking direct questions or making direct statements, superintendents often spoke more indirectly.

For example, during one school visit there was an emphasis on differentiation and helping students identify their learning styles. One superintendent framed her comments in a roundabout way, rather than saying what was really on her mind: "I don't see how this initiative will reduce achievement gaps." The tendency to pull punches around difficult issues was especially pronounced in conversations with teachers and school administrators, especially when the visitors were wrapping up just before leaving a school. At one school where tracking was being discussed as a possible cause of inequitable outcomes, a superintendent said, "You're all to be commended for the work you're putting into this because the other piece of this is, many districts are struggling with the same issues."

• *Following the process too literally* – Another way that superintendents avoided difficult conversations about race and equity was by "valorizing the protocol" – that is, scrupulously following the steps, norms, and roles of instructional rounds rather than

addressing substantive issues. This was particularly true when superintendents felt constrained by the "look-fors" or the "problem of practice" identified by the school they were visiting. At one school, a superintendent offered a critique of the school's use of a particular reading intervention. Another superintendent agreed, but said, "Those are not necessarily questions I feel we're here to address." In another school, a teacher asked the visiting group, "Did you see any of that, when you were walking around, that there were so many different levels in every classroom that there was trouble meeting all of their needs?" A facilitator responded that considering the appropriateness of heterogeneous grouping wasn't one of their look-fors (differentiation was).

Roegman, Allen, and Hatch conclude that "making race explicit in rounds discussions is itself a complex issue… For instance, a superintendent confronted about a practice that negatively affects black students may 'shut down' or withdraw from the discussion, rather than continuing to engage. It is possible that a superintendent might even choose to leave the network rather than engage in future challenges." (Some superintendents actually feared being fired by their school boards if the issue of racial disparities was made too explicit.)

This dynamic "mirrors a tension identified among advocates for equity-oriented leadership between being 'patient enough' and 'too patient'… Keeping equity on the table is neither simple nor easy; keeping superintendents at the table so that they can continually develop their understanding of equity – and act upon it – is no less so… Rounds will likely lead to more in-depth conversations around race when they are integrated with other activities, including opportunities for trust-building among participants, conversations about race in society in general, and dedicated time to focus on participants' own work in relation to issues of equity." One small suggestion: have a "parking lot" for items that aren't fully discussed so the group can return to them later.

"The Elusiveness of Equity: Evolution of Instructional Rounds in a Superintendents Network" by Rachel Roegman, David Allen, and Thomas Hatch in *American Journal of Education*, November 2017 (Vol. 124, #1, p. 127-159), http://www.journals.uchicago.edu/doi/abs/10.1086/693957?af=R; the authors can be reached at roegman@illinois.edu, David.Allen@csi.cuny.edu, and hatch@tc.edu.

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5. Keys to Success in Dual Enrollment and Early-College High Schools

"In a world where most jobs at a living wage require at least some postsecondary education or training," say Joel Vargas, Sarah Hooker, and Carol Gerwin (Jobs for the Future) in this article in *Phi Delta Kappan*, "earning a high-school diploma is a necessary but insufficient step toward supporting oneself and one's family… The best preparation for college success is supported, structured immersion of students in postsecondary education experiences. And as the last stop in compulsory education, high schools have an obligation to provide a smooth transition to the voluntary postsecondary system, enabling as many people as possible to earn credentials that are key to good jobs."

The problem is that far too many students don't make the leap from high school graduation to college success: only 54.8 percent of students who enter college earn a degree within six years, and for African-American and Hispanic students, the graduation rate is about 20 percent lower than their white and Asian peers. But students in early-college high schools that offer dual enrollment in partner postsecondary institutions do much better because they get academic acceleration, build a college-going identity, have an smoother transition, and have expanded options once they get to college. Some recent data:

- 90% of early-college students graduate from high school (versus 78% nationally).
- 30% of early college students earn an associate' degree or postsecondary certificate with their high-school diploma compared to very few nationally.
- After high school, early college graduates are more likely to persist in higher education and earn a degree within 1-2 years than peers who didn't attend early colleges.

Early-college results are strongest for low-income students and others who are historically underrepresented in higher education.

But how can families be sure students are getting college-level work in dual-enrollment courses? Are these classes watered down to make them accessible to high-school students? Are we softening the distinction between high school and college? "In other words," say Vargas, Hooker, and Gerwin, "as we strive to make high school more like college, are we making college too much like high school?"

Their answer is that if three conditions are met, dual-enrollment programs can have integrity and be a vital bridge for students who might not otherwise attend college:

• *Faculty quality* – High-school instructors who teach dual-enrollment courses must have the same qualifications as other college faculty. These courses should be indistinguishable from college courses, which means organizing mentoring, professional development, and oversight of the instructors.

• *Curriculum quality* – Courses taught on the high-school campus should follow the same syllabus as those at the partner college, use the same assessments, and follow the same grading policies.

• *Supports* – Early-college high schools should prepare students for academic rigor, cultural norms, and college expectations though a comprehensive support system that includes tutoring and college counseling.

"Blending High School and College Can Sharpen the Focus of Each" by Joel Vargas, Sarah Hooker, and Carol Gerwin in *Phi Delta Kappan*, November 2017 (Vol. 99, #3, p. 13-18), www.kappanmagazine.org; Vargas can be reached at jvargas@jff.org.

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6. Should We Rethink Mixed-Achievement Grouping in Middle School?

In this article in *Educational Evaluation and Policy Analysis*, Lucy Sorensen (University of Albany/SUNY) and Philip Cook and Kenneth Dodge (Duke University) report on their study of thousands of North Carolina students as they progressed from elementary through middle school. The researchers found that in the elementary grades, parents and their

socioeconomic status were the most important influence on student achievement. But as students moved into adolescence, classroom peers became the predominant influence. It's possible, say the authors, that the influence of peers (positive and negative) is as important to student achievement as the quality of teaching.

Why do classmates eclipse parents as the biggest influence in middle school? Sorensen, Cook, and Dodge believe it's because students' academic effort is influenced by peers' behavior either (a) "through observation of peers' effort or through reinforcement by peers of a student's studying and performance," or (b) because "teachers may differentially tailor their pacing and instructional style to the abilities of each group of students they encounter." The researchers found that the peer effect was stronger in mathematics than in reading.

These findings have direct implications for how students are grouped in elementary and middle schools. Heterogeneous groups are helpful in elementary classrooms, say the authors, especially in reading. But when students reach sixth and seventh grade, they say, mixed-achievement grouping "no longer improves student reading scores and even harms math performance."

"From Parents to Peers: Trajectories in Sources of Academic Influence Grades 4 to 8" by Lucy Sorensen, Philip Cook, and Kenneth Dodge in *Educational Evaluation and Policy Analysis*, December 2017 (Vol. 39, #4, p. 697-711), http://bit.ly/2hO8Dkk; Sorensen can be reached at lsorensen@albany.edu.

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7. Tech Tools to Check for Understanding in Real Time

"Formative assessment is important in every classroom," says Bethany Petty in this *Edutopia* article. "End-of-unit assessment should never be a surprise to students or their teacher." The good news is that there are plenty of tech tools to check for understanding and fix learning problems in real time (as well as reflect on which teaching approaches are working and which aren't). Petty recommends these tools:

• Kahoot! – https://kahoot.com A variety of activities for individual and team responses to questions, with the premium on accuracy and speed.

• Quizizz – https://quizizz.com Allows the teacher to gather evidence of student learning in a fun, gamified environment, and also give access to games and questions created by other teachers.

• Quizlet Live – http://quizlet.com/live Teachers can create collaborative learning games that emphasize concept mastery, with teams of students working together to answer the questions.

• Padlet – https://padlet.com A collaborative space for teacher and students to share information, resources, images, and items that need review and reinforcement.

• Flipgrid – https://info.flipgrid.com Teachers can create grids and post topics for students to reflect on. Using a quick, four-step process, students respond to prompts via a video. The teacher can view students' responses, provide timely feedback, and encourage students to reply to classmates' submissions.

"5 Classroom Tools to Measure Student Learning" by Bethany Petty in *Edutopia*, September 15, 2017, http://edut.to/2k13zJt

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8. Chicago Neighborhood Attendance Patterns in an Era of Choice

In this article in *American Journal of Education*, Julia Burdick-Will (Johns Hopkins University) maps the schools attended by ninth graders in different areas of Chicago in 2009. She found that students from poorer, more troubled neighborhoods attended a wide variety of schools, sometimes traveling great distances, whereas students from safer and more affluent neighborhoods were more likely to attend schools closer to home, with peers who were neighbors.

It's helpful that Chicago students have a wide range of school choices, but there are disadvantages for students who are widely dispersed. First, the amount of time devoted to commuting to school every day makes the already difficult high-school years even more challenging. And second, says Burdick-Will, "When families scatter to a wide range of schools, it may be harder for them to get to know their neighbors and organize for a collective social good… Abundant educational research shows that strong community ties and dense parent networks are associated with better school climates and higher student achievement."

"Neighbors but Not Classmates: Neighborhood Disadvantage, Local Violent Crime, and the Heterogeneity of Educational Experiences in Chicago" by Julia Burdick-Will in *American Journal of Education*, November 2017 (Vol. 124, #1, p. 37-65), http://www.journals.uchicago.edu/doi/abs/10.1086/693958; Burdick-Will can be reached at jburdickwill@jhu.edu.

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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 others 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, consultant, and writer, 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).

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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
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
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
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