Marshall Memo 780

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 1, 2019

In This Issue:

Quotes of the Week

"To succeed in school, students with mental health challenges tend to need a steady diet of positive interactions with their teachers."

Jessica Minahan (see item #1)

"When students who cannot do homework are placed in a situation of being judged every day on something they were unable to do, they often shut down. Learning under these conditions is difficult at best, impossible at worst."

Karine Ptak (see item #4)

"The greatest sign of success for a teacher is to be able to say, 'The children are now working as if I didn't exist.'"

Maria Montessori (quoted in *ibid*.)

"Most teachers understandably don't initiate conversations with their boss about what is not going well."

Jeffrey Benson (see item #7)

"Do you really believe that every teacher in your building can improve?… When you believe this, you convey it. When you don't, it shows."

Shane Safir (see item #2)

"The point is to prepare the kid for the road, instead of preparing the road for the kid."

Claire Cain Miller and Jonah Engel Bromwich in "Snowplowing the Road to Adulthood" in *The Week*, March 29, 2019, https://www.pressreader.com

1. Effective Interaction Strategies for Students with Mental Health Issues

In this article in *Phi Delta Kappan*, special educator and behavior analyst Jessica Minahan says that a surprisingly high percentage of students "struggle with a mental health disorder that may impair their ability to perceive people's actions accurately, stay regulated when stressed, or cope with typical classroom interactions." But because these disabilities are often undiagnosed and not visible, it's easy for teachers to perceive disrespect, non-compliance, or unwillingness to participate where none is intended. And teachers' reactions or tone of voice can also set off a fight-or-flight reaction, with the student escalating or shutting down.

"To succeed in school," says Minahan, "students with mental health challenges tend to need a steady diet of positive interactions with their teachers. Otherwise, they may become uncomfortable, uncooperative, or withdrawn and may not be able to access the curriculum, sustain effort, engage in tasks, or even attend school at all." Some teachers have an instinctive knack for working with troubled students – their tone of voice, proximity, use of humor, tricks for de-escalating defiant behavior, and gentle ways of giving constructive feedback.

An example: A seventh grader with post-traumatic stress disorder and generalized anxiety disorder enters his math class and sits at the back. The teacher tells him to take off his hood, and the boy doesn't respond, looking blankly at the teacher, who repeats the order twice in a louder voice, moving closer to the boy. Still no response, at which point the teacher sends him to the office. This student's English teacher uses a different strategy: when she sees him with his hood on, she moves into his line of sight and silently mimics taking off a hood, and he always does so right away. A private, non-verbal request elicits compliance while a public demand in front of his peers triggers defiance and a disciplinary incident. Sadly, the English teacher had never shared this strategy with her colleague.

"Unfortunately," says Minahan, "we are not used to thinking of interaction strategies as accommodations to be written, taught, and implemented." She believes schools need to be systematic about defining the accommodations certain students need and training all educators in specific moves that help students with mental health issues succeed in school without depending on the luck of getting certain teachers. Here are some of those skills:

• *Relationship building* – It's helpful to ask previous teachers for students' top three interests (perhaps college basketball, superhero comic books, marine biology) and be able to greet a student at the classroom door with a question about one of those topics. Minahan suggests that teachers fit in quick one-on-one conversations with students over lunch, while making copies, or when a colleague covers the class. "Students will remember these random

examples of kindness," she says. "Building relationships in this way not only helps students feel more comfortable; it also makes it easier for teachers to read a student's cues."

• *Praise* – Public recognition from a teacher is often counterproductive with students who have low self-concept and social anxiety. A nonverbal thumbs-up or a note with specific comments works better ("I'm still laughing at the essay you wrote last month. That was so humorous and well-written."). A teacher might also pull a student aside and ask, "When I'm proud of you, how should I let you know?"

• *Giving directions* – "It can be extremely precarious to give directions to a student who tends to be oppositional or noncompliant," says Minahan. With these students, a stern command can lead to a power struggle. Instead of "Line up," the teacher might offer a choice: "Do you want to be in the front of the line or the back of the line?" And instead of "Pick that up!" explain, "I would hate to trip on your bag and hurt myself, so could you please pick that up?" A command to lower their voices is heard by some students as being "yelled at." An alternative is to cushion a critique with positive language: "I love how much you're enjoying and participating in this activity. Could you lower your voice, though? Keep up those reflective comments you are making to the group."

"Some students simply need time and space to comply," says Minahan. "With these students, the teacher can use a nonverbal signal, such as a nod or a gesture, to let them know that they've overstepped a boundary, or they can write the direction on a sticky note, hand it to the student, and walk away." Sometimes not asking for immediate compliance is a good strategy: "Pick that up before lunch."

"It's neither difficult nor time-consuming to learn about the reasons behind some common behavior problems," Minahan concludes. "Nor is it time-consuming to write up and adopt some interaction strategy accommodations tailored to their needs… By taking out the guesswork, these strategies can make it much easier to build a comfortable learning environment where all students can learn and thrive."

"Building Positive Relationships with Students Struggling with Mental Health" by Jessica Minahan in *Phi Delta Kappan*, March 2019 (Vol. 100, #6, p. 56-59), https://bit.ly/2C8Gawy; Minahan can be reached at jessica@jessicaminahan.com.

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2. High Support and High Expectations for Students and Adults

(Originally titled "Becoming a Warm Demander")

In this article in *Educational Leadership*, leadership coach and former principal Shane Safir recalls a meeting when, as young teacher, she gave up on a 14-year-old student, telling the boy's mother that he would be better off in another teacher's class. "In truth," says Safir, what the boy needed "was for me to believe in him and persist in finding a way to serve him. He needed me to see that his distracting classroom behavior was an attempt at masking his struggle to read at grade level. He needed me to teach him how to read the complex texts we were studying with proficiency. He needed me to become a *warm demander*."

Safir imagines how her principal, who was sitting at the table, might have pushed her past her belief that this student didn't "like" her to seeing what was going on with a ninth grader who was reading at the second- or third-grade level and carrying around "a backpack of shame about his learning gaps." The principal might have said (in a coaching conversation afterward) that moving the boy to another class would add to his sense of rejection and marginalization. Having engaged in active listening, tuning in to Safir's sense of failure and shame, the principal might have said, "You are an excellent teacher and I know you can find a way to serve him. I am here to help you figure it out." The follow-up might have included the principal observing the class, a reading specialist helping determine the student's reading level and ways to support acceleration, and a heart-to-heart conversation with the boy's mother.

Safir believes the concept of high support and high expectations applies equally to principals working with colleagues as to teachers working with students. Based on the work of Matt Alexander and Jessica Huang, she suggests four "warm demander" principles:

• *Shoot for the impossible*. "Do you really believe that every teacher in your building can improve?" asks Safir. "When you believe this, you convey it. When you don't, it shows."

• *Build trust*. Growth and learning depend on "relational capital," she says, built on care, curiosity, and ongoing discourse.

• *Teach self-discipline*. "The combination of belief and trust creates a platform from which to help your colleagues develop self-discipline," says Safir, "or the will and skill to apply a laser-sharp focus on instructional improvement."

• *Embrace risk-taking, mistakes, and failure in service of equity*. Coaching conversations might end with: "What are you going to try out?" "What are your next steps?"

Interrupting negative mindsets and practices is challenging work for leaders, says Safir, requiring "an orientation to vision – a leadership stance in which we define, coach toward, and message a vivid picture of success." She suggests that principals "overcommunicate" their vision – in meetings, agendas, posters, and feedback to teachers on classroom observations. "Much of our work toward educational equity focuses on the problems we need to solve: institutional racism, sexism, exclusion, bias," Safir concludes. "While we must develop a robust analysis of our equity challenges, the warm demander framework offers us a path forward rooted in hope and possibility."

"Becoming a Warm Demander" by Shane Safir in *Educational Leadership*,. March 2019 (Vol. 76, #6, p. 64-69), https://bit.ly/2VroenY; Safir can be reached at shane@shanesafir.com.

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3. Improving the Effectiveness of a Prepackaged Reading Program

In this *Journal of Adolescent and Adult Literacy* article, Maneka Deanna Brooks (Texas State University/San Marcos), describes spending a semester observing a ninth-grade teacher implementing the Read 180 program with her 16 intervention students. The teacher was required to use the program for most of her instructional time and was frustrated with how things were going. For most students in this linguistically diverse Latinx and African-American group, it was the second, third, or fourth year using Read 180.

In the program, which is designed to help below-grade readers accelerate their literacy skills, students cycle through three stations.

- Small-group instruction with the teacher;
- Independent use of the program's software;
- Independent reading.

Among the teacher's frustrations: during the independent segments, students were on their phones, goofing off, reading non-Read 180 material, and "fake reading" because (a) they had a negative attitude toward reading, (b) they were tired of the program after going through it more than once, (c) they weren't keen on the limited selection of texts in the Read 180 library, and (d) there were problems with the classroom's outdated computers.

Interviewing students, Brooks discovered that those who were pegged as nonreaders by Read 180 were avid readers outside of class; some read books based on movies, others devoured online gossip blogs and columns. But when the teacher caught students reading non-Read 180 books that were above their level, she confiscated the books and told students to pick a book at the correct level from the Read 180 library. The teacher believed that if students weren't reading on their level, they would do poorly on the program's quizzes.

To deal with all this off-task behavior, the teacher cut back on independent reading time and did more whole-class oral reading. But this deprived students of a key component of the program: making meaning of texts as they read them independently. Observing all this, Brooks made the following recommendations to this teacher – all of which she believes would be helpful to others working with a prepackaged curriculum like Read 180:

• *Allow students to read non-program books*. "After searching various forums for Read 180 teachers online," says Brooks, "I found that teachers could create quizzes for off-grid books that are not part of the Read 180 classroom library." This would allow some flexibility while staying within the principal's mandate.

• *Acknowledge the limitations of reading levels*. "Motivation, interest, and context shape how individuals engage with literacy," says Brooks. "Automatically banning a student from reading a text because of its level ignores the role that other factors can play in making the text accessible." She told the teacher about the "advanced" books and texts students were reading outside of class and urged her to allow students to read appropriate above-level texts.

• *Respect student voice and choice in selecting texts for independent reading*. Brooks proposed taking students to the school library and helping them find books whose characters and plots students would enjoy and find relevant.

• *Expand resources for text suggestions*. Brooks gave the teacher several free, frequently updated online text websites:

- ALAN Review Columns: http://www.alan-ya.org/publications/the-alan-review/the-alan-review-columns
- NCTE blog posts: http://www2.ncte.org/blog/category/booklists
- ILA Choices: https://www.literacyworldwide.org/get-resources/reading-lists
- We Need Diverse Books: https://diversebooks.org/resources/where-to-find-diverse-books

- Twitter hashtags: #disrupttexts, #yalit, #ownvoices, #weneeddiversebooks, #readingwhilewhite, and #storygirls.

"Authentic Choice: A Plan for Independent Reading in a Restrictive Instructional Setting" by Maneka Deanna Brooks in *Journal of Adolescent and Adult Literacy*, March/April 2019 (Vol. 62, #5, p. 574-577). https://ila.onlinelibrary.wiley.com/doi/10.1002/jaal.936; Brooks can be reached at maneka@txstate.edu.

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4. Doing Away with Homework in a Remedial Math Class

In this *Mathematics Teacher* article, Karine Ptak (Frederick High School, MD) says that when the Maryland State High School Assessment in Algebra with Data Analyses (HSA) was first given in 2013, only 27 percent of students passed. This "alarming failure rate" was especially problematic because passing the test was a requirement for high-school graduation.

In response, Ptak and three colleagues launched a program designed to increase success of students who had failed math classes and the HSA. The goal was to improve the pass rate on the exam – and their general school achievement. The program focused on four groups of 20 students. The results:

- 93 percent of students passed the class.
- 53 percent earned a B or an A.
- 47 percent passed the HSA on the first administration, 67 percent on the second.
- Student behavior improved, as did students' satisfaction with the course.
- Students became more self-reliant, depending more on each other and available resources and less on their teachers.
- 20 percent of students were recommended for honors-level geometry for the next year.

What did Ptak and her colleagues do to get these results?

Their starting point, she says, was concluding that "traditional approaches were not reaching these students." The time-honored math class (a warm-up reprising the previous day's work; homework check (which can take one-third of a class); teacher lecture; in-class practice; an exit slip; and outside-of-class practice) works for high-achieving students, says Ptak, but not for many others. Why not? Polling their students, the team found that 73 percent said they didn't do homework because they didn't know what to do. Only 21 percent said they didn't have time, mostly because of after-school jobs. "From the minute they sit down in class," says Ptak, "they are staring at a set of questions that they still do not know how to answer, and they have not completed their homework either. When students who cannot do homework are placed in a situation of being judged every day on something they were unable to do, they often shut down. Learning under these conditions is difficult at best, impossible at worst." In addition, teachers are irritated at students' failure to do homework, adding to the negative classroom climate.

The team decided to take the bold step of not giving mandatory homework and using class time differently, with the goal of having students develop their understanding of concepts, use resources in real time, and practice independently. "We believe that practicing in class

helped our students gain confidence in their abilities and reduce their stress," says Ptak, "which in turn may have alleviated behavioral issues, off-task activity, and resistance to learning." Here's why:

- Students got immediate feedback so they weren't wasting time using incorrect strategies, which built confidence and self-reliance.
- Students spent part of each class working in pairs and groups (versus listening to lectures). This exposed them to mathematical discourse and built persistence and strategic use of peers, teachers, and technology.
- Students who didn't have computers, Internet access, and calculators at home could use them in class, leveling the playing field.
- Students who finished early could dive into enrichment assignments.

All this was a far more effective use of classroom time than the traditional structure, says Ptak.

Teachers did give non-mandatory homework assignments, dubbed "optional daily practice." These were 10-15 exercises on skills that needed to be mastered that week (e.g., solving equations, graphing, analyzing graphs, modeling various functions). Each Monday, students had access to the daily practice set, and if they finished it by Friday, they got one extra percentage point on the next assessment (there was no penalty for not doing it). Students quickly realized that they could earn a point and improve their mastery of key skills, and many completed the optional assignments.

Teachers also incorporated a number of other strategies during class periods, all of which contributed to the end result:

- Having students redo examples they got wrong to build confidence and fluency;
- Encouraging them to generate questions to ask the next day;
- Having students review their notes and keep a journal at the end of class;
- Doing most direct instruction at the end of each class, on the theory that "primacy and recency" help embed memories;
- Providing direct instruction on key vocabulary;
- Giving explicit instruction on working collaboratively, using mathematical discourse, and critiquing each other's work;
- Registering students with Code.org, which introduced them to computer coding;
- Giving keyboarding practice;
- Exposing students to Google Docs, Google Sheets, and Google Slides;
- Reviewing released HSA test items to help students understand the questions and become familiar with the test's format.

The payoff was impressive, especially in students' independence. Ptak quotes Maria Montessori: "The greatest sign of success for a teacher is to be able to say, 'The children are now working as if I didn't exist.'"

"High-Impact Solutions for Struggling Mathematicians" by Karine Ptak in *Mathematics Teacher*, March 2019 (Vol. 112, #5, p. 346-351), https://bit.ly/2TNww8o; Ptak can be reached at ksptak@jravery.com.

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5. An Improvisational Curriculum Unit on Birthday Songs

In this article in *Rethinking Schools*, New York City elementary school teacher Kerry Elson says she learned that a student's after-school program sang Stevie Wonder's anthem to Martin Luther King Jr. on children's birthdays. This got Elson thinking: "Many of my students' families have roots in countries around the world, many of which of course have special birthday songs and traditions. Families that have lived in the United States for generations also celebrate birthdays in various ways."

So she launched a birthday song curriculum in a morning meeting. The Stevie Wonder song came up immediately, as did the traditional happy birthday song by Patty and Mildred Hill. Elson showed photos of these songwriters, and then heard from other students: the Spanish song, *Cumpleaños Feliz*, a French song, and others. Elson had the class compose a letter to parents asking about different birthday songs, and it went home that afternoon with a sheet of paper for families to write the lyrics of their songs. Over the next two weeks, the class received 22 different songs in eight languages: Arabic, Hebrew, Spanish, French, Italian, Mandarin, Japanese, and English, with six different versions in Spanish.

Elson compiled the songs in a book and made it part of the class library. "I often saw students read the birthday songs book with a partner," she says, "singing classmates' songs to themselves the best they could, even if they didn't speak that language." In morning meetings, Elson introduced three songs a day, pointing out the countries of origin on a world map and getting students to sing the songs or playing a YouTube recording. They read books about birthdays, including *Before You Were Here, Mi Amor* by Samantha Vamos and *Happy Birth Day!* by Robie Harris, and Elson noticed students playing "birthday" in the class's pretend area.

But one day when a student shared the Mandarin birthday song and Elson played a recording of the boy's mother singing it, another student said, "That's funny." The boy who had shared the song frowned and said, "It's not funny." Elson saw a teachable moment: "Sometimes when we hear a song that sounds different from what we sing, we might think it sounds funny," she said. "But that word can make people feel upset. What are ways we can talk about these songs and help people feel good?" After some false starts, a student said, "You can say it sounds funny if it's OK with the other person, and if it's not OK then you can't say that." The offended student's expression softened, and Elson played the song again and students listened intently, with no giggling.

As the unit wrapped up, Elson suggested that the class write an original birthday song and students loved the idea. "Maybe we can put it in different languages," one suggested. Elson created a poster with nine different ways they had learned to say "Happy birthday" and the class decided to use the Arabic tune for their composite song, with a Stevie Wonder refrain. By late May, the song was finished, with a page for each phrase illustrated by different students. A copy was placed in the class library and each child took a copy home.

Reflecting on the unit, Elson was delighted with the way students seemed more appreciative of each of the various cultures represented in the class, and thought about changes she would make in the future: how to deal with a Jehovah's Witness student whose family

didn't celebrate birthdays; telling more about why Stevie Wonder composed his birthday song (he was advocating for a national holiday for Martin Luther King Jr.'s birthday); and doing research on additional birthday songs.

"How Should We Sing Happy Birthday?" by Kerry Elson in *Rethinking Schools*, Spring 2019 (Vol. 33, #3, p. 52-57), https://www.rethinkingschools.org/articles/how-should-we-sing-happy-birthday; Elson can be reached at kerry.elson@gmail.com.

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6. Getting Families Involved in Young Children's Literacy Development

In this article in *Literacy Today*, Susan Ann Crosby (DeRidder, Louisiana), Timothy Rasinski and Janis McTeer (Kent State University), and William Rupley (Texas A&M University) say that family involvement is a key factor in improving young children's literacy skills. But to get parents and caregivers involved, home-based literacy initiatives need to be:

- Enjoyable;
- Effective;
- Easy to implement;
- Time-efficient;
- Sustained over time.

The authors describe Fast Start, a 15-20-minute home activity that meets these criteria and has been successfully implemented for eight years with primary-grade students at Crosby's elementary school. Here's how it works:

- Each day, the teacher sends home a short poem.
- The adult reads the poem to the child several times.
- The adult and child read the poem together several times.
- The child reads the text independently.
- The adult guides the child in a brief phonics or phonemic awareness activity.

Fast Start is designed to be used every day for 2-3 months each year, and repeated for several grades.

Crosby reports that surveys of parents/caregivers and students at her school showed strong support of the program. Importantly, families said they believed children had made gains in their literacy skills.

"Family Involvement in Reading" by Susan Ann Crosby, Timothy Rasinski, Janis McTeer, and William Rupley in *Literacy Today*, March/April 2019 (Vol. 36, #5, p. 12-13), no free e-link; the authors are at scrosby@beau.k12.la.us, trasinsk@kent.edu, janis.mcteer@gmail.com, and w-rupley@tamu.edu.

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7. Why Principals Should Teach

(Originally titled "Instructional Leaders, Teach Again!")

In this article in *Educational Leadership*, teacher/mentor/administrator Jeffrey Benson

suggests that school leaders should carve out the time to do some classroom teaching. Why? "Simply put, distance creates distance," says Benson. "The real-life experience of teaching, with its day-to-day intensity, fades a little bit each month one is not in the classroom… That distance from the grind of teaching increases the challenge of effective instructional leadership." Here's what principals gain by teaching students on a regular basis:

- Seeing administrative mandates and expectations from the teacher's perspective;
- Spotting problems with the implementation of programs and technology;
- Hearing about effective adjustments; the closer to the action leaders are, the more likely they are to pick up good suggestions;
- Showing humility and hearing the truth – "Most teachers understandably don't initiate conversations with their boss about what is not going well," says Benson. But if the principal shares a classroom frustration, teachers will jump in.
- Modeling good instructional practices – Many principals were excellent teachers earlier in their careers, and their demonstration lessons can spread good practices.
- Improving mental health – Working with students can energize school leaders and remind them of why they're in the business.

All these are reasons for principals to spend time teaching, but Benson acknowledges the immediate reaction: *How on earth will I have the time?* His suggestions:

- Delegate more, especially classroom supervision (if there are others who can do it).
- Narrow the definition of an emergency, not letting classroom time be interrupted by something that can wait or that another leader can handle.
- Teach in your area of strength, which reduces time planning lessons.
- Reduce grading time by modeling the effective use of in-class assessments and limiting homework to truly meaningful assignments.

"Instructional Leaders, Teach Again!" by Jeffrey Benson in *Educational Leadership*, March 2019 (Vol. 76, #6, p. 76-80), available to ASCD members or for purchase at https://bit.ly/2uFHqDb; Benson can be reached at jeffreybenson61@hotmail.com.

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8. Young Adult Books That Build Empathy

In this article in *The Reading Teacher*, Stephanie Kozak and Holly Recchia (Concordia University/Montreal) suggest these young adult works of fiction as powerful ways to build empathy (their storybook and middle-grade novel suggestions are in Memos 777 and 778):

- *Love, Hate, & Other Filters* by Samira Ahmed
- *Simon vs. the Homo Sapiens Agenda* by Becky Albertalli
- *The Crossover* by Kwame Alexander
- *The Six of Crows Duology* by Leigh Bardugo
- *The Hunger Games* series by Suzanne Collins
- *The Marrow Thieves* by Cherie Dimaline
- *Will Grayson, Will Grayson* by John Green and David Levithan
- *Destroying Avalon* by Kate McCaffrey

- *Ramona Blue* by Julie Murphy
- *I'll Give You the Sun* by Jandy Nelson
- *Word Nerd* by Susin Nielsen
- *Carry On* by Rainbow Rowell
- *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Sáenz
- *Persepolis: The Story of a Childhood* by Marjane Satrapi
- *Goodbye Stranger* by Rebecca Stead
- *Dear Martin* by Nic Stone
- *The Hate U Give* by Angie Thomas
- *The Book Thief* by Marcus Zusak

"Reading and the Development of Social Understanding: Implications for the Literacy Classroom" by Stephanie Kozak and Holly Recchia in *The Reading Teacher*, March/April 2019 (Vol. 72, #5, p. 569-577), https://ila.onlinelibrary.wiley.com/doi/10.1002/trtr.1760; the authors can be reached at stephanie.kozak@concordia.ca and holly.recchia@concordia.ca.

9. Short Items:

a. A graphic of leaves appearing in the spring – This *New York Times* map shows the day-by-day sequence of leaves appearing with the coming of spring across North America: https://www.nytimes.com/2019/03/28/learning/whats-going-on-in-this-graph-april-3-2019.html

"What's Going on in This Graph?" *New York Times*, March 31, 2019

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b. Free digital books – The Bookshare website https://www.bookshare.org/cms/ will provide many books digitally for people with a print disability.

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c. Top-notch children's books – Every year, a committee selects 30 books that excel in format and quality. Here are the 2018 selections for picture books, novels, nonfiction, and poetry: https://bit.ly/2U7RG6i

"The 2018 Notable Children's Books in the English Language Arts" by Diana Porter, Cynthia Alaniz, Jane Bean-Folkes, Sue Corbin, Jeanne Fain, Rebecca Leigh, and Jennifer Sanders in *Language Arts*, March 2019 (Vol. 96, #4, p. 250-264)

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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