Marshall Memo 191

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 25, 2007

In This Issue:

Quotes of the Week

"We need to push each other hard to get better at the craft of school leadership. Push me. Push me until I get this…"

Shawn Hardnett, Houston middle-school principal (see item #3)

"This isn't a job, it's a ministry."

Jerome Harrell, principal of Alpha School for Excellence, Youngstown, Ohio (*ibid.*)

"If all you do is put girls in one room and boys in another, you don't accomplish anything good. You end up with math being taught to boys by talking about sports and to girls by talking about shopping."

Leonard Sax, National Association for Single Sex Public Education (*idid.*)

"We used to think, 'We'll pull them out, and fix them.' Lo and behold, we never did."

Judith Higgins Moening, special education administrator in San Antonio, Texas (quoted in *Education Week*, June 20, 2007, p. 35)

"American children are over-stimulated. Some have difficulty even closing their eyes."

Yolanda Steel, Lancaster, PA teacher (see item #2)

"Parents and teachers tell kids 100 times a day to pay attention. But we never teach them how."

Philippe Golden, Stanford psychologist (*ibid.*)

"If we can help children slow down and think, they have the answers within themselves."

Angela Haick, Oakland, CA principal (*ibid.*)

1. Ways to Get Students to Give Their Best (an Oldie but Goodie article)

In this classic article from the winter 1993/94 issue of *American Educator*, researchers Douglas MacIver and David Reuman say that what's in the shortest supply in virtually every American middle and high school "is concentrated, persistent student effort." Students are frank in admitting that they aren't giving it their all; when researchers asked how hard they were working on an effort scale from zero (I'm not trying at all) to 100 (I'm trying as hard as I can), students said it was around 70.

In addition, students don't admire and support hard work among their peers. "Across the socioeconomic spectrum and among all racial and ethnic groups," wrote sociologist James Coleman, "the informal norms that develop among students are *not* norms that extol achievement, but are norms that scorn effort, and reward scholastic achievement only when it appears to be done without effort." Students who violate these norms risk being called "nerds" – a fate worse than death for many young adolescents.

How did America get such anti-academic norms and low levels of student effort? MacIver and Neuman believe a lot of it stems from the way we assess, grade, and recognize student work. Specifically, schools fail to provide three well-established elements that are vital to motivation:

- Specific goals that are challenging but attainable;
- Individual performance summaries that clearly indicate whether goals are attained;
- Recognition and commendation tied to goal attainment.

"Extensive research involving more than 100 studies in work settings in business and industry," write the authors, "has established that goals that are perceived to be challenging but reachable lead to better performance than easy goals." But most American students pursue goals that are unchallenging (to pass the course) or vague (to do my best). The paradox is that people don't do their best when they are trying to do their best – because *best* is too vague a goal to motivate effort. "The way to get individuals to truly do their best," say MacIver and Reuman, "is to set a challenging, quantifiable goal that demands the maximum use of their skills and abilities."

Another problem is that most teachers give grades without taking into account students' starting points – which motivates almost no one. If grades are based on a student's rank in the class (one common approach), students whose starting point is above average know that with relatively modest effort, they can maintain their rank and earn the same good grade. In addition, high-scoring students get subtle pressure from their peers not to score higher because

that will "blow the curve" and make it harder for others to earn good grades. Thus, high-scoring students have little incentive or support for putting out more effort. Conversely, rank-in-class grading gives below-average students little incentive to try harder: they quickly realize that even if they try hard, they are still likely to be in the same position compared to other students – so they become alienated and disengaged.

Another common grading system – the percent-correct approach, with A's going to students with an average of 90 or above, B's to students in the 80s, etc. – has the same perverse effect: "no matter where the standard is set," say the authors, "it will be over-challenging or under-challenging for some students and, thus, an ineffective goal."

The solution, MacIver and Reuman believe, is to set individual goals and use each student's previous performance as the standard to beat. "Most people consider surpassing their average previous performance to be a fair and reasonable goal," they write. The authors worked with teachers in Maryland and Connecticut to develop and field-test grading approaches that implement the three key principles. Here are brief descriptions:

• ***The Incentives for Improvement Program*** – In this program, the goal is for each student to beat his or her current "base score" on that week's assessment (which might be on a quiz, test, project, assignment, or performance task). Students earn improvement points as follows:

- Beat your base score by more than 9 points – 30 improvement points.
- Beat your base score by more than 5-9 points – 20 improvement points.
- Score within 4 points of your base score – 10 improvement points.
- Get a perfect paper – 30 improvement points.
- Score within 5 points of a perfect paper – 20 improvement points.

Students can earn improvement points each week, and have three weeks to beat their current base score. Note that a student whose base was 65 and scored a 70 earns the same number of improvement points (20) as a student whose base was 75 and scored an 80.

(To establish each student's base score at the beginning of the year, teachers can (a) subtract five points from students' final percent grade from the previous year, or (b) give a couple of challenging quizzes and use the average score as the baseline.)

At the end of three weeks, each student's three weekly grades are averaged with his or her previous base score to create an updated base score (these calculations can be automated in an Excel spreadsheet to save work). Students whose new base score is their highest of the year get a Personal Best Base Score Award. Every student who averages at least 20 improvement points on the three performances gets a Rising Star Award. (These can be low-price items or paper awards.)

At the end of this experiment, students in the Incentive for Improvement program said they worked harder to master course content, studied harder for quizzes and tests, and worked closer to their potential than did students in the control classes. This translated into significant improvements in student performance, with Incentive students doing almost 2/3 of a standard deviation better on end-of-year assessments than students in the control classes. Looking at the

records of at-risk students, the researchers found that 83 percent passed the course, compared to 71 percent of at-risk students in control classes.

• ***The Windham Challenge Program*** – This experiment was conducted at a diverse high school in Connecticut that previously had five tracks for all major courses: Basic, Standards, Advanced, Honors, and High Honors. Teachers were looking for a way to offer a rigorous program that wouldn't discourage lower-achieving students or hold back high achievers. They also wanted to combat anti-achievement peer norms in the school.

MacIver and Reuman set up a pilot program in which the full honors content of a few courses, including Biology I, would be taught at to heterogeneous groups. Their strategy had four components:

- *External standards and tests* – Anticipating that some students in the new heterogeneous classes would feel overwhelmed by the honors-level curriculum and try to wear their teachers down and negotiate a lowering of academic demands, the teachers and researchers decided to use external standards and assessments, which would allow each teacher to function more like an athletic coach. "One advantage a coach has over the typical classroom teacher," explain MacIver and Reuman, "is that the coach seldom has to fight the battle of requirements with his or her players. The reason is simple: the coach's players face frequent external 'tests.' When athletes are faced with a challenging game or match in the near future, they realize it would be counterproductive to pressure the coach to lower standards and lessen demands during training and practice sessions. The athletes might grumble to themselves about how hard they have to work, but they still cooperate with the coach's agenda (if it is clearly designed to help them do well) and encourage their teammates to do likewise." The same is true of students in Advanced Placement courses. So Wyndham teachers agreed on common unit tests to be given to all students three times each quarter. If students complained about the subject matter, teachers simply said that these were the school exams and there was nothing that could be done to water them down.

- *External grading* – Knowing the taboo against brownnosing among Windham students, the teachers and researchers also planned to have assessments graded outside the classroom. "In most classrooms," write MacIver and Reuman, "when a student attempts to establish a close personal relationship with the teacher, the student's peers view this behavior with suspicion. Even such seemingly innocent actions as demonstrating alertness or responsiveness in class often are interpreted by other students as strategic behavior designed to bias the instructor's grading." So teachers set up a system of external grading with most students' assessments graded by teachers other than their own. External grading was motivating to teachers as well as students, say the authors: "They want to give students in their sections the very best possible opportunities to learn the skills and understandings that are going to be tested. They want the external grader (one of their colleagues) to be impressed by how much their students have mastered. They don't want their students to hit a section of the test that contains material to which they were never exposed. All this motivates teachers to be sure to cover all the important content and keep their sections going at a challenging pace."

- *Student team learning* – Teachers in the program received training in cooperative learning strategies that would involve all their heterogeneously grouped students to learn from each other and become interdependent.

- *Student and group accountability* – The Wyndham experiment used a modified version of the Incentives for Improvement program described above, with students earning improvement points for beating their base scores. Thirty percent of each student's semester grade was determined by his or her improvement point average on the six external exams for the semester. Students could earn Personal Best Base Score Awards (for setting personal base-score records) and Personal High Exam Awards (for setting personal records on the external exams). In addition, cooperative learning teams could earn awards based on the average improvement points earned by team members. These team awards gave students a reason to really help each other (not just hand over answers), while the individual accountability incentives got all students working hard for their own improvement grades.

MacIver and Reuman found that the experiment was highly successful in combating anti-achievement norms among students, improving peer support for achievement, and maintaining achievement in Biology, despite the wide variations in entering achievement among students. "Our heterogeneously grouped Challenge students of all achievement levels are achieving as well academically as tracked control students and suffering none of tracking's stigmatizing social effects," they write. In addition, the study found that, despite the significant increase in testing in the experimental classes, students were no more likely to report test anxiety or feelings of being over-challenged.

"Giving Their Best: Grading and Recognition Practices That Motivate Students to Work Hard" by Douglas MacIver and David Reuman in *American Educator*, Winter1993/94 (p. 24-31), no e-link available

2. Can "Mindfulness" Help Children Slow Down and Be Less Violent?

This *New York Times* article reports on schools that have begun using "mindfulness" training to help students calm down and be more focused. Adapted from Buddhist meditation techniques, mindfulness was first used in secular contexts in the 1970s by Jon Kabat-Zinn at the University of Massachusetts, helping medical patients cope with chronic pain, anxiety, and depression. It is now used quite widely in hospitals, businesses, professional sports, and prisons, but is only beginning to catch on in schools. "Parents and teachers tell kids 100 times a day to pay attention," says Philippe Golden, a psychologist at Stanford University, "but we never teach them how."

Eight schools in Lancaster, Pennsylvania have been experimenting with mindfulness training. Yolanda Steel, a second-grade teacher, said she hoped the program would help children tune out a barrage of stimuli from PlayStations and text messages. "American children are over-stimulated," she said. "Some have difficulty even closing their eyes." Piedmont Avenue Elementary School in Oakland, California ran a five-week pilot program this spring in which a coach visited all classrooms twice a week, starting and ending each 15-minute session with a chime from a Tibetan singing bowl. Students were trained to use focused breathing

("gentle breaths and still bodies"), concentrate on a single object, and "cultivate compassion" when they had the urge to become violent on the playground. Some teachers grumbled about the experiment ("Cloud Nine-groovy-hippie-liberals bringing 'enlightenment' to inner-city kids"), but the principal was willing to give it a try. "If we can help children slow down and think," she said, "they have the answers within themselves."

Asked to describe her feelings when the chime signaled the beginning of a session, a third-grader said she felt "calm, like something on Oprah," and another said "it feels like when a bird cracks open its shell." Fifth-grader Tyran Williams said that mindfulness came down to "not hitting someone in the mouth." Tyran's mother, who said "He doesn't know what to do with his energy," was impressed with the program, describing how "one day after school he told me, 'I'm taking a moment.' If it works in a child's mind – with so much going on – there must be something to it." Children sometimes try to pass along the techniques to their parents. When her mother showed sign of road rage in traffic, one four-year-old said, "Mommy, Mommy, you have to sing the breathing song."

Initial findings from a Stanford study directed by Dr. Amy Saltzman, a physician, indicate that mindfulness training can increase control of attention and reduce negative internal chatter – what one girl described as "the gossip inside my head: I'm stupid, I'm fat, or I'm going to fail math." Another study of meditation by adolescents found improvements in mood disorders, depression, anorexia and bulimia. But the studies are not complete and it's not clear that mindfulness is a panacea. "Just because kids sit and listen to the bell doesn't necessarily mean they'll be more kind," said one researcher. "The premise is nice, but mindfulness can't do it all," said another.

"In the Classroom, a New Focus on Quieting the Mind" by Patricia Leigh Brown in the *New York Times*, June 16, 2007 (p. A8),
http://www.nytimes.com/2007/06/16/us/16mindful.html?ex=1182916800&en=3063580761a636f5&ei=5070

3. Are Single-Sex Schools the Answer to Black Male Underachievement?

This *Education Week* article quotes some distressing statistics on the school experience of African-American boys, who make up 8.7% of U.S. enrollment:

- 23.8% have received an out-of-school suspension;
- 12.8% have been classified as learning disabled;
- 21.6% were labeled as emotionally disturbed;
- 20.6% were classified as mentally retarded;
- 46.2% graduated from high school with a standard diploma in four years (for whites, the figure was 72.3%, for Hispanics it was 52.3%);
- 36% scored Basic or better on the 2005 NAEP 4th-grade reading test (for whites, it was 72.3%);
- 43% scored Basic or better on the 2005 NAEP 8th-grade math test (for whites, it was 76%)

The article then reports on one theory for improving black male achievement: all-male classes. At a recent conference in Massachusetts, practitioners shared experiences and ideas. The head of St. Augustine High School, a Catholic boys' school in New Orleans, claims 90-95% of its predominantly low-income, African-American students go to college and return to the community to take middle-class jobs. "Every black boy I fail could end up in jail," said Shawn Hardnett, founder of the all-male KIPP Polaris Academy in Houston, which will open this fall. "We need to push each other hard to get better at the craft of school leadership. Push me. Push me *down* until I get this, because I can't fail one more." Jerome Harrell, principal of the all-male Alpha School for Excellence in Youngstown, Ohio, declared, "This isn't a job, it's a ministry."

Others were more skeptical. "It's all about the theory of good intentions," said New York University professor Pedro Noguera, "but that's not good enough. What constitutes best practice in those schools? We just really don't know enough to go around creating a lot of these right now. It could be that just creating a great school is the answer. And then you have to wonder, is [the problem] really about race or gender?"

"If all you do is put girls in one room and boys in another, you don't accomplish anything good," said Leonard Sax, the executive director of the National Association for Single Sex Public Education. "You end up with math being taught to boys by talking about sports and to girls by talking about shopping." Sax advises at least a year of careful planning, research, and teacher training before embarking on single-sex classes or schools.

"Black Boys' Educational Plight Spurs Single-Gender Schools" by Catherine Gewertz in *Education Week*, June 20, 2007 (Vol. 26, #42, p. 1, 24-25), http://www.edweek.org/ew/articles/2007/06/20/42blackboys.h26.html

4. Unintended Consequences of Fluency Monitoring in Reading Classes

In this article in *Reading Today*, Northern Illinois University professor emeritus Jerry Johns (a past president of the International Reading Association) applauds the fact that fluency is no longer a neglected component of reading instruction. But he cautions that fluency assessments (the DIBELS, for example) are missing two important components of good reading. Johns believes that frequent fluency assessments have three flaws:

• Students who are reading below grade level get frustrated and discouraged by being asked to read grade-level passages. "Frequent progress monitoring means that these students are asked to perform a task over and over that is simply too difficult for them," says Johns. "Teachers can also become frustrated when they are required to have students read passages that are too difficult. The results are known before the monitoring begins: The student will perform very poorly… Student engagement, attitude, and morale may become negative toward reading and influence the learning environment as a whole."

• Some students may conclude that fast and accurate decoding is what reading is all about. "Are you timing me?" asked a third grader. "Do I only have one minute?" This is a warped view of reading.

• Fluency monitoring doesn't measure two other vital components of reading: expression (prosody) and comprehension. "In my professional judgment," concludes Johns, "the core and essential elements of quality fluency instruction include comprehension, accuracy, speed, and expression. There are additional foundational skills, but it is my hope that teachers and specialists will thoughtfully re-examine both instruction in and monitoring of fluency… Progress monitoring should reflect a more comprehensive model of fluency in which comprehension and expression join speed and accuracy to develop fluent reading."

"Monitoring Progress in Fluency: Possible Unintended Consequences" by Jerry Johns in *Reading Today*, June/July 2007 (Vol. 24, #6, p. 18), no e-link available

5. Beyond Fluency

This *Reading Today* article, like the previous one, applauds the fact that we are paying more attention to fluency these days. The author, Illinois elementary teacher Barclay Marcell, says that when children read slowly and choppily, they are devoting so much cognitive energy to decoding and sight-word retrieval that they can't attend to meaning. So being able to read fluently is important and is worth monitoring frequently.

But Marcell thinks fluency monitoring is missing some other important pieces. "As a teacher of struggling readers," he writes, "I believe that if we continue to focus on fluency in such an isolated manner, we run the risk of actually creating word-callers – NASCAR readers, if you will, who care little about the scenery along the side of the read – missing the comprehension piece, which gives reading its meaning, through visualizing, predicting, connecting, and clarifying… [Students] need to attend to characters and settings, problems and solutions, predictions and connection."

"Who's driving this vehicle, anyway?" he asks. "I say, let's keep comprehension at the wheel and relegate fluency to the back seat. Fluency can take the role of the ever-helpful passenger, making sure that speed limits are adhered to - that oral reading doesn't exceed the posted limit, that the car does not sputter, that stop signs (periods) and yield signs (commas) are monitored. But beyond that, fluency can take a snooze!"

Marcell isn't saying that we should stop doing fluency monitoring with a stopwatch, but thinks we need to add three other pieces to regular reading assessments:

• Set the purpose for reading up front: have the student look at the title and connect the topic to prior knowledge. Then the teacher should make an "I wonder…" statement about the passage and kick off the student's reading by saying, "Let's read to find out…"

• After reading, ask students to answer the purpose-setting question and make personal connections with the passage.

• Ask the student to summarize the passage, having him or her ask dramatically, "WHAT did I just read?", and, without looking at the passage, give the big idea and two or three details.

"Fluent to a Fault: Put Fluency in the Passenger Seat and Let Comprehension Take the Wheel!" by Barclay Marcell in *Reading Today*, June/July 2007 (Vol. 24, #6, p. 18-19), no e-link available

6. The *What Works Clearinghouse* Rates Character Education Programs

This *Education Week* article reports on the results of a federal analysis of 93 studies of 41 character education programs for the *What Works Clearinghouse*. Only 18 studies of 13 programs met the feds' tough standards of evidence. Looking at data on those programs' impact on students' behavior, academic achievement, moral and ethical reasoning, and attitudes and values, *What Works* ended up giving "positive" ratings to only two programs:

- Positive Action, a commercial K-12 program based in Twin Falls, Idaho;
- Too Good for Drugs and Violence, a K-6 program from the Mendez Foundation in Tampa, Florida.

Seven other programs were rated "potentially positive":

- Building Decision Skills, a secondary curriculum for teaching ethical decision-making developed by the Institute for Global Ethics in Camden, Maine
- Caring School Community, a K-6 program based in Oakland aimed at fostering students' connectedness with schools;
- Connect With Kids, an elementary multimedia curriculum developed by CWK Inc. in Atlanta;
- Lessons in Character, a middle-school program from Young People's Press in San Diego;
- Skills for Adolescence, a middle-school program sponsored by Lions Club International Foundation in Oak Brook, Illinois
- Too Good for Violence from the Mendez Foundation in Tampa;
- Too Good for Drugs, also from the Mendez Foundation (these are both sister programs to the more highly-rated program listed above).

Surprisingly, the *What Works* analysis showed that two well-known programs, Heartwood Ethics Curriculum and Facing History and Ourselves, had "no discernible effects" on students.

"Proof of Positive Effect Found in Only a Few Character Programs" by Debra Viadero in *Education Week*, June 20, 2007 (Vol. 26, #42, p. 20)
http://www.edweek.org/ew/articles/2007/06/20/42character.h26.html

7. Teaching Students to be Critical Consumers of Media Messages

This *Education Week* article reports on a just-released report from the Alliance for a Media Literate America designed to help educators prepare students to think critically about the welter of messages they get every day from television, radio, the Internet, video games, newspapers, magazines, and other media. Here are the questions students are prompted to ask themselves:

- Who made this message?

- Why was it made?
- Who was the target audience (and how do you know)?
- Who paid for it?
- Who might benefit from this message? Who might be harmed by it?
- Why might this message matter to me?
- What kinds of actions might I take in response to this message?
- What is this about (and what makes you think that)?
- What ideas, values, information, and/or points of view are overt? Implied?
- What is left out of this message that might be important to know?
- What techniques are used?
- Why were those techniques used? How do they communicate the message?
- How might different people understand this message differently?
- What is my interpretation of this and what do I learn about myself from my reaction or interpretation?
- When was this made?
- Where or how was it shared with the public?
- Is this fact, opinion, or something else?
- How credible is this (and what makes you think that)?
- What are the sources of information, ideas, or assertions?

"Alliance Provides 'Core Principles' for Media Literacy" by Kathleen Kennedy Manzo in *Education Week*, June 20, 2007 (Vol. 26, #42, p. 21); the full report is available at: http://www.amlainfo.org/uploads/cE/7A/cE7AyUoKFH3zm-aNaVy7PQ/AMLA-Core-MLE-Princ-6-07-Final-Rev.pdf

8. Brief Reviews of Graphic Novels

In this helpful feature in *Reading Today*, Illinois children's librarian Susan Dove Lempke provides appreciative reviews of a number of graphic novels suitable for elementary- and middle-school classrooms:

• *Midsummer Knight* by Gregory Rogers (ages 6-10) – This Australian story has no words, following the adventures of a bear through swordfights, a dungeon, and more.

• *Babymouse: Heartbreaker* by Jennifer Holm (ages 6-10) – The fifth graphic novel by this author, this book tells of Babymouse's attempt to find a date for a dance.

• *Billions of Bats: A Buzz Beaker Brainstorm* by Scott Nickel (ages 6-8) – Buzz Beaker is an African-American boy who likes being the smartest kid in the class, but a girl arrives who outshines him. Fortunately, he's able to help her when her invention generates lots more bats than anyone wants. This book provides a guided reading level and discussion questions.

• *Robert Louis Stevenson's Treasure Island*, retold by Wim Coleman and Pat Perrin (ages 8-10) – This retelling of the classic tale of pirates and a resourceful boy has a low reading level but retains the complexity of the original plot.

• *Tiny Tyrant* by Lewis Trondheim (ages 7-12) – Translated from the French, this book's twelve chapters tell the adventures of bratty King Ethelbert, who keeps getting his just desserts but remains self-centered and oblivious.

• *To Dance: A Ballerina's Graphic Novel* by Siena Cherson Siegel (ages 9-14) – In this autobiographical account, the Puerto Rican author tells about her struggle to become a ballerina.

• *Chaucer's Canterbury Tales*, retold by Marcia Williams (ages 12 and up) – This large-format book preserves Chaucer's stories and ribald medieval humor. "Highly entertaining and beautiful too, this book can help persuade teens that the classics still have a lot of life today," writes Lempke.

• *The Invention of Hugo Cabret: A Novel in Words and Pictures* by Brian Selznick (ages 9-14) – This one isn't really a graphic novel but is heavily illustrated and the drawings carry the story for parts of the 533-page book.

"Graphic Novels: How Many Words Is a Picture Worth?" by Susan Dove Lempke in *Reading Today*, June/July 2007 (Vol. 24, #6, p. 32), no e-link available

Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

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 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 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 about 50 issues a year).

Subscriptions:

Individual subscriptions are $50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Daily EdNews
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
TESOL Quarterly
Theory Into Practice
Tools for Schools