Marshall Memo 452

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 17, 2012

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Quotes of the Week

"If you can't stand to see your child unhappy, you are in the wrong business."
Madeline Levine (see item #7)

"One of the most important things we do for our children is to present them with a version of adult life that is appealing and worth striving for."
Madeline Levine (*ibid.*)

"I don't see failure as a negative thing. I just see that as part of my training, my process, learning, experimenting, getting it wrong so that I can get it right."
Ryan Hall, marathoner (quoted in "Growing from Failure" by Joan Richardson, editor of *Phi Delta Kappan*, September 2012 (Vol. 94, #1, p. 4))

"Simple, clear purpose and principles give rise to complex, intelligent behaviors. Complex rules and regulations give rise to simple, stupid behaviors."
Dee Hock (2010) quoted in "Balance Trust and Accountability" by Ben Levin in *Phi Delta Kappan*, September 2012 (Vol. 94, #1, p. 74-75), www.kappanmagazine.org

"Students have a false sense of security that they can find anything online, but that's mostly quick facts. They don't know how to ask good, researchable questions, assess information critically. So much of the [common] core is based on inquiry, and that is what librarians do on a daily basis. It speaks our language."
Susan Ballard in "Common Core Thrusts School Librarians Into Leadership Roles" by Catherine Gewertz in *Education Week*, Sept. 12, 2012 (Vol. 32, #3, p. 1, 18-19), http://bit.ly/QDBzEj

1. Highlights of the Phi Delta Kappa/Gallup Poll on Public Schools

In this *Kappan* article, William Bushaw (of PDK International) and Shane Lopez (of Gallup) present the results of the 44th annual Phi Delta Kappa/Gallup poll of American attitudes and beliefs about the public schools. Some excerpts:

- 35% of this representative slice of Americans say lack of financial support is the biggest problem in their community's schools, followed by lack of discipline, named by only 8%.
- 50% say the Common Core State Standards will improve the quality of education, versus 8% who say they will decrease the quality of education (40% say they will make no difference).
- 89% say it is very or somewhat important to close the racial achievement gap, and 84% think this can be done while maintaining high standards for all children.
- 62% say they are willing to pay more taxes to provide funds to improve the quality of the nation's urban public schools (37% are unwilling).
- 58% oppose providing free public education, school lunches, and other benefits to the children of illegal immigrants (41% favor it).
- 52% are in favor of requiring that teacher evaluations include how well a teacher's students perform on standardized tests (47% are opposed).
- 48% give a grade of A or B to their community's public schools, versus 19% giving a grade of A or B to the nation's public schools.
- 63% say students should be required to stay in school till they are 18 years old.
- 66% favor the idea of charter schools.
- 70% favor laws that allow parents to petition to remove the leadership and staff of failing schools.
- 45% say they were bullied by another student when they were in school; 16% confess to bullying another student.
- 58% say schools should investigate and discipline students involved in bullying incidents outside of school, including over the Internet.
- 71% say they have trust and confidence in the people who are teaching children in the public schools.

"Public Education in the United States: A Nation Divided" by William Bushaw and Shane Lopez in *Phi Delta Kappan*, September 2012 (Vol. 94, #1, p. 8-25); the full results of 44th Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools are available at http://www.pdkpoll.org.

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2. The Dramatic Turnaround of Two Welsh Schools

In this *Kappan* article, Sam Stringfield (University of Cincinnati), David Reynolds (University of Southampton, UK), and Eugene Schaffer (University of Maryland/Baltimore County) report on the application of High-Reliability Organization (HRO) principles to two failing secondary schools in a high-poverty area of southern Wales. These principles have been applied to air-traffic control towers, nuclear power plants, and electric grids where performance at a very high level of reliability is essential at all times, without any critically cascading errors.

The application of HRO principles to these two schools from 1996 to 2011 produced significant gains. In one school, the percent of students scoring at high levels went from 14 to 54; in the second school the percent rose from 31 to 93. In both schools, this was more than two and a half times the national improvement rate, ending up ten percentage points above the national average. When the schools were inspected recently, both earned the top grade – Excellent.

How did the schools achieve such gains? Stringfield, Reynolds, and Schaffer describe a process that involved all key stakeholders from the beginning and worked to prevent errors in critical areas that might cascade into organizational failures. They also put in place a process of continuous improvement. Here are twelve steps in their HRO process:

• *Acknowledge the new realities faced by today's young people*. "A generation earlier," say the authors, "students' failure to thrive in school was unfortunate, but did not dictate their economic future. By the end of the 20th century and even more so today, lack of success in school has very severe long-term effects on students' lives." Each school faced the fact that failure to help all students succeed was unacceptable. The core principle boiled down to this: "For the good of the students and the good of the community, we had to work toward universal success."

• *Establish high, clear, shared goals*. Schools agreed to aim for 90% of students achieving at high levels on national examinations. This seemed impossible at first, but once they saw a steep upward trajectory, the schools gained confidence and momentum.

• *Build and make regular use of data systems*. So teachers and administrators could see and discuss student achievement, the schools developed real-time availability of understandable information on each student, including daily attendance, disciplinary information, and achievement.

• *Reach higher*. The shared data got adults collaborating with each other and with students. "Teachers shared experiences of what worked with various children, often noting student strengths that other teachers hadn't known existed but could build on," say the authors. "The evolving data sets created a series of 'virtuous spirals' in which students and teachers recognize that a student's potential is higher than previously imagined, and problems are noted and addressed before more serious problems develop."

• *Establish standard operating procedures*. The most successful practices for moving students around their buildings, organizing curriculum, teaching content, observing classrooms,

and visiting other schools were rapidly made routine. School leaders constantly exchanged information on "the little things that matter."

• *Embrace flexibility*. Both schools recognized that ossification of rules was a threat to improvement, so everyone was empowered to identify flaws in standard operating procedures and they constantly evolved.

• *Hire with school goals in mind*. Rather than conducting national searches, the schools hired leaders from within, looking for people who had shown the greatest enthusiasm for the HRO logic, language, and processes.

• *Honor best practices*. These schools resisted the tendency to bounce from one "latest thing" to another, and leadership transitions have not resulted in veering off course. Leaders have been careful to integrate new practices with the original high-reliability logic model.

• *Engage in rigorous, multi-directional performance evaluations*. "Headteachers and deputies now spend much more time in classrooms," say Stringfield, Reynolds, and Schaffer. "Students and teachers now expect almost daily visits… These occur without overall loss of professional autonomy or confidence." Feedback from administrators and peers is frequent and informal.

• *Keep facilities and key equipment in good working order*. At the beginning of the turnaround, the principal asked staff and parents to clean up graffiti, pick up trash, and paint classrooms. After that, there was zero tolerance for anything that degraded the facilities.

• *Praise the troops*. Principals made a point of giving credit for the schools' accomplishments to teachers and middle-level administrators.

• *Take a long view*. Local policymakers have been persuaded to resist making budget cuts so that the improvement process could take root.

One of the most remarkable things in these schools' turnaround is that they have continued to use high-reliability organization principles in the ten years since the formal project ended. The authors quote Hargreaves and Fink (2006): "The first challenge of change is to ensure that it's desirable, and the second challenge is to make it doable; then the biggest challenge of all is to make it durable and sustainable." These schools did all three.

"Making Best Practice Standard – and Lasting" by Sam Stringfield, David Reynolds, and Eugene Schaffer in *Phi Delta Kappan*, September 2012 (Vol. 94, #1, p. 45-50), www.kappanmagazine.org; Stringfield can be reached at sam.stringfield@uc.edu.

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3. When Coaching Teachers, Practice Makes Perfect

"Teaching requires getting everything right in the few moments of performance and with no do-overs," says Newark, NJ school leader Paul Bambrick-Santoyo in the first of his regular *Kappan* columns. The key to effective classroom performance, he argues, is offstage *practice*, but educators rarely engage in the kind of focused, repetitive work that athletes, stage performers, and medical professionals routinely do. "You'd never expect a surgeon to step up to the operating table without having practiced and perfected the surgery in some less critical

context," says Bambrick-Santoyo. "Given how immensely we value teachers, students, and education, why should teachers have less preparation than that?"

As an example, he describes how his daughter was prepped for a speaking competition in the half-hour before she went on stage. As she practiced, the teacher gave her small corrections every few minutes:

Turn your body more this way.

Lower your volume and slow down at this line to provide more emphasis.

Lean in as if telling us something very important.

Finally, the teacher had her run through the speech several times without interruption until it was perfect.

Should school leaders work this way with teachers? Bambrick-Santoyo has studied the most effective principals and believes this is one of the keys to their success. He describes how one administrator coached a new teacher on a think-aloud strategy she was planning to use. The teacher tried the lesson segment a couple of times, correcting herself, watched the principal model it, and tried again. Within 20 minutes, the teacher had the skill down and was ready to implement it successfully in this lesson and others in the future. "By engaging in deep practice, she was building a knowledge base that would last," says Bambrick-Santoyo.

The key for school leaders to make this kind of impact on teachers, he believes, is to make three commitments:

• *Build a culture that allows errors.* Practicing in front of colleagues is scary because mistakes are an inevitable part of the process, so leaders have to create a safe, non-evaluative space for teachers to stumble on their way to proficiency.

• *Carve out time.* Studying how the most successful principals work with their teachers, Bambrick-Santoyo has noticed that they spend serious time coaching teachers. "The most successful leaders never scheduled an observation without scheduling follow-up practice with the teacher in question," says Bambrick-Santoyo. "Even during a busy school year, practice always happened."

• *Keep it bite-sized.* "The key to effective practice is to focus on small challenges, not large ones," he says. Rather than tackling an overly broad challenge like keeping the whole class on task, teachers should be guided to target one specific skill like scanning the room for compliance. The best way to decide on grain size is to ask whether the teacher can accomplish the new technique in a week. If not, it's too large.

"Little by little, precise action steps like these develop schools in which every teacher has mastered the principles of excellent instruction and management," concludes Bambrick-Santoyo. "The process may sound excruciatingly slow, but every moment pays off in permanent improvement."

"Perfecting Practice" by Paul Bambrick-Santoyo in *Phi Delta Kappan*, September 2012 (Vol. 94, #1, p. 70-71), www.kappanmagazine.org; be sure to check out Bambrick-Santoyo's excellent and highly practical new book, *Leverage Leadership* (Jossey-Bass, 2012), available on Amazon.

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4. Working Smart with Corrective Feedback

(Originally titled "Making TIME for Feedback")

In this *Educational Leadership* article, San Diego State University professors Douglas Fisher and Nancy Frey have these helpful suggestions on giving feedback to students:

• *Focus on errors rather than mistakes*. Mistakes are basically goofs, say Fisher and Frey – doing something wrong due to inattention or fatigue. Once a mistake is pointed out, we usually recognize it and know what to do to correct it. It's easy for teachers to recognize their students' mistakes if they're familiar with previous work and can see what's uncharacteristic. Errors, on the other hand, stem from not knowing something or not knowing what to do. Teachers should focus on teaching students how to correct their factual errors, procedural errors, transformational errors (incorrectly applying information to a new situation), and errors due to misconceptions.

• *Identify patterns in students' errors*. A lot of the written feedback that teachers give students is wasted, say Fisher and Frey. Students either toss the papers out or comply with the comments in a narrow way, with little long-term transfer. It's much more productive for teachers to look for patterns and record them in a systematic way (What were the most common errors and who was making them?) and then follow up with corrective instruction. "Analyzing student performance in this way enables teachers to be much more precise in addressing errors and to organize data in such a way that they don't have to keep looking through student work to determine who needs additional help," they say.

• *Distinguish between global and targeted errors and teach accordingly*. If 80 percent of the students in a class failed to provide supportive evidence in their history essays, that skill needs to be retaught to the entire class. But if only three or four students had that problem, the teacher needs to pull aside only those students for follow-up.

• *Use prompts and cues*. It's not a good sign when teachers have to remind students again and again to correct something – for example, to cite sources in research papers. Fisher and Frey recommend giving students prompts and cues to guide their thinking and make them independent of constant adult help. "When students learn how to think about their mistakes and errors," they say, "it not only saves time but also prevents students from developing learned helplessness, a condition in which students depend on adults for the 'right' information."

"Making TIME for Feedback" by Douglas Fisher and Nancy Frey in *Educational Leadership*, September 2012 (Vol. 70, #1, p. 42-47), www.ascd.org; the authors can be reached at dfisher@mail.sdsu.edu and nfrey@mail.sdsu.edu.

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5. Six Characteristics of Effective Feedback

(Originally titled "How Am I Doing?")]

In this *Educational Leadership* article, Pearson vice president Jan Chappuis says giving feedback to students can be ineffective if teachers don't look carefully at students' work and listen to what they are saying. She lists six characteristics of effective feedback:

• *It directs students to the intended learning*. For example, a teacher who tells students to take out their math books, turn to page 152, read the instructions, send the table leader for materials, and start the decimal hunt has given directions on *activities* but hasn't told students the learning target (learning to read decimals and put decimal numbers in order). Students are likely to see their job as completing the work rather than learning something important, and they're less likely to be ready for learning-focused feedback.

• *It points out what the student is doing well and offers specific information to guide improvement*. Good feedback affirms students' success and intervenes with specific suggestions if they are faltering. For example, a teacher might say, "The drawing you made didn't seem to help solve the problem. Try using the tree diagram we learned about yesterday."

• *It occurs during the learning, while there's still time to act on it*. Teachers need to intervene as soon as possible to correct errors and get students practicing effective methods.

• *It is given only when students have at least some understanding*. If there is nothing to compliment in a student's work, it's a sign that reteaching is needed, not feedback. "If students don't understand the task but try anyway, and then receive feedback they don't understand, they can come to believe they are incapable of succeeding," says Chappuis.

• *It doesn't do the thinking for students*. "When teachers provide students with more guidance than they need, feedback doesn't deepen the learning because students don't need to think," says Chappuis. With a paper containing numerous spelling and grammatical errors, a teacher might indicate the type of error in each line by writing in the margin C for capitalization, U for usage, P for punctuation, and S for spelling – or put a dot in the margin for each error. In both cases, the student needs to do most of the work.

• *It limits corrective information to what the student can act on*. Overloading students with feedback is counterproductive, says Chappuis, often leading students to shut down. Focus on the items that are key to current instruction.

"How Am I Doing?" by Jan Chappuis in *Educational Leadership*, September 2012 (Vol. 70, #1, p. 36-40), www.ascd.org; Chappuis can be reached at Jan.Chappuis@Pearson.com.

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6. Alternatives to the Traditional Question-and-Answer Dynamic

(Originally titled "How to Know What Students Know")

In this *Educational Leadership* article, Millersville University (PA) professors William Himmele and Pérsida Himmele criticize the common classroom practice of asking a question of the whole class and calling on a few students who raise their hands. What's going on with the students who aren't called on? they wonder. "Are they with us? And how do we know? What evidence do we have that they're actively processing the content using higher-order thinking?... The quickest way to turn off the minds of shy students, English language learners, students receiving learning support, and those who are generally uninterested is to ask your questions in the form of a traditional Q&A."

A better way is for teachers to use total participation techniques that get all students thinking at a deep level and provide teachers with better information on how well students are understanding what's being taught and knowing what to do next. Some ideas:

• *Rippling* – Ask a high-level question and have all students do a quick-write or quick-draw and walk around monitoring their responses. Then have students share their response with one or two elbow partners, and then open up for all-class discussion.

• *Chalkboard splash* – After they've done a quick-write, have students boil down their thoughts to a few words and write them on the chalkboard.

• *Debate team carousel* – Students are asked to analyze an issue (for example, Should children should be allowed to work on farms?) and write their initial opinion and reasons in the first of four quadrants on a piece of paper. Students then write their initials by their responses and pass papers to the right, and everyone reads what's in the first box of the paper they received and adds another reason for that point of view. Students again initial their responses and pass papers to the right, and in the third quadrant, they refute the arguments made in the first two. Finally, students initial their response, pass the papers again, read what's been written in the first three boxes, and write their considered opinion in the fourth box. It's then time for all-class discussion.

• *Picture notes* – Elementary students visiting a museum are given a worksheet with three boxes at the top in which they are to draw pictures capturing important steps in what they are seeing (for example, George Washington coming to Betsy Ross about creating a flag, Washington's initial suggestion, and Ross's final creation). Students then write in a space in the middle of their papers what was important to remember about what their pictures described. Finally, students write in the space at the bottom of their papers why it's important to remember what they described and wrote about.

"How to Know What Students Know" by William Himmele and Pérsida Himmele in *Educational Leadership*, September 2012 (Vol. 70, #1, p. 58-62), www.ascd.org; the authors can be reached at William.Himmele@millersville.edu and Perside.Himmele@millersville.edu.

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7. The Malpractice of Over-parenting

In this thoughtful *New York Times* article, clinician/consultant/author Madeline Levine offers advice on how parents can strike the right balance between being overly protective and overly permissive with their children. "The happiest, most successful children have parents who do not do for them what they are capable of doing, or almost capable of doing," says Levine, "and their parents do not do things for them that satisfy their own needs rather than the needs of the child."

"The central task of growing up," she continues, "is to develop a sense of self that is autonomous, confident, and generally in accord with reality." Constant parental monitoring and control interferes with this process, diminishing confidence and distorting reality.

It's difficult for parents to hang back and let children make mistakes, especially during the teen years. "But it is in the small daily risks – the taller slide, the bike ride around the

block, the invitation extended to a new classmate – that growth takes place," says Levine. "In this gray area of just beyond the comfortable is where resilience is born."

Many parents hate to see their kids cry. "If you can't stand to see your child unhappy, you are in the wrong business," says Levine. "The small challenges that start in infancy (the first whimper that doesn't bring you running) present the opportunity for 'successful failures,' that is, failures your child can live with and grow from. To rush in too quickly, to shield them, to deprive them of those challenges is to deprive them of the tools they will need to handle the inevitable, difficult, challenging and sometimes devastating demands of life."

Levine draws a distinction between authoritative parenting focused on behavioral expectations – for example, insisting that the child sit down and finish math homework – and psychological control – for example, taking control of the college application process ("We're applying to Columbia"). The first is good parenting, the second is malpractice, she believes: "If pushing, direction, motivation, and reward always come from the outside, the child never has the opportunity to craft an inside."

"A loving parent is warm, willing to set limits and unwilling to breach a child's psychological boundaries by invoking shame or guilt," Levine concludes. It's also vital that parents set a good example in their own lives. "One of the most important things we do for our children is to present them with a version of adult life that is appealing and worth striving for."

"Raising Successful Children" by Madeline Levine in *The New York Times*, Aug. 5, 2012, http://nyti.ms/MpIRwo

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8. What Kinds of Reports Do Parents Really Want on Their Children?

"Decades of research show that grades don't lead to deeper understandings, increased intellectual risk-taking, or better performance on complex tasks," say Jim Webber (University of Nevada/Reno) and Maja Wilson (University of Maine/Orono) in this *Kappan* article. "Similarly, conversations based around grades can't produce these results either."

So why don't more teachers send home narrative and descriptive evaluations of students' work? Often, it's because teachers believe that parents want *grades*, not verbiage. But Webber and Wilson's interviews showed that parents actually want detailed information and are often dissatisfied with the conversations that focus mostly on grades. Online grading programs, while making it much easier for parents to check on their children's progress, are not providing this kind of fine-grained information on day-by-day performance. Webber and Wilson want reporting that does a much better job informing parents and sparking good conversations with teachers.

"Conversations create space for the complex dynamics necessary for communication," they say. "In a good conversation, participants feel as if they're realizing things they'd only suspected before. A good conversation moves – it builds and bends back on itself, pauses, gathers steam, takes turns, plunges forward, and gathers itself into new understandings and connections. The full engagement of those involved is required, as participants give voice to their experience to create and complicate shared understandings."

"Our interviews show that parents want teachers who observe their children carefully, develop strong learning relationships, and communicate meaningfully," conclude Webber and Wilson. "Parents are telling us what they want: fewer grades, more description, and more shared artifacts of teaching and learning. It's time we listen."

"Do Grades Tell Parents What They Want and Need to Know?" by Jim Webber and Maja Wilson in *Phi Delta Kappan*, September 2012 (Vol. 94, #1, p. 30-35); Wilson can be reached at maja384@yahoo.com.

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9. Supporting Common Core Collaboration Online

In this *Education Week* article, California fifth-grade teacher Christine Newell says that having common curriculum standards in all but four states "provides an unprecedented opportunity for teachers to meaningfully collaborate with their peers around the nation." Technology is the best way to share ideas, classroom strategies, and reflections in real time, she believes. Some possibilities:

• *Synchronous collaboration* – Instant messaging, chat rooms, videoconferencing, and Skype allow teachers hundreds of miles apart to communicate about implementing standards.

• *Message boards and online forums* – Organized by subject area, content area, and specific common-core features, these allow conversations to be archived so teachers can access them at their convenience.

• *Blogs* – "From administrators and legislators to teachers and parents, no one can predict the frustrations and successes that will accompany implementation," says Newell. "In sharing their attitudes and emotions about the process through blogging, teachers can guide a larger policy-and-practice conversation and ensure that no educator is left feeling isolated in uncharted waters."

• *Wikis* – Common-core terms and definitions are being entered and edited in wikis, complete with links to useful resources.

• *Social networking* – "From elementary teachers and college professors to organizations and publications, the common core has everyone tweeting," says Newell. Just type CCSS or Common Core State Standards into Twitter's search field to monitor or join the conversation.

• *Collaboration apps* – Tools like Google Docs, Synch.in, and Zoho allow teachers at the same grade level or teaching the same course to collaborate in a smaller group than in a wiki.

• *Learning-management systems* – These software packages store and make online courses and training sessions available for credit or personal development.

"How Online Communities Can Ease the Common-Core Transition" by Christine Newell in *Education Week*, Sept. 12, 2012 (Vol. 32, #3, p. 1, 26-27), http://bit.ly/QS4y3E

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10. Robert Marzano on Teaching Argumentation

(Originally titled "Teaching Argument")

In this *Educational Leadership* column, author/consultant Robert Marzano says the art of argument is having a revival in light of the Common Core ELA and Math Standards, which require students to be able to create, analyze, and critique arguments that support a claim. Marzano says there are four parts of argumentation:

• Claim – A new idea or assertion, for example, *People should not smoke*.

• Grounds – To be valid, a claim must be supported by grounds or evidence, for example, *Many medical organizations recommend that people not smoke to minimize their chances of getting lung cancer*.

• Backing – Additional information that helps establish the validity of the claim, for example, *The American Association for Cancer Research, the American Lung Association, and the National Cancer Institute support this claim*.

• Qualifiers – Exceptions to the argument, for example, *Some cases of lung cancer aren't caused by smoking*.

Marzano says that with younger students, these steps might be expressed slightly differently:

- My new idea is…
- I think this is true because…
- I actually saw…
- But I don't know…

"Teaching Argument" by Robert Marzano in *Educational Leadership*, September 2012 (Vol. 70, #1, p. 80-81), www.ascd.org

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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.marshall48@gmail.com

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 43 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 50 issues a year).

Subscriptions:

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Publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Better Evidence-Based Education
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Kappa Delta Pi Record
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
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
Teaching Children Mathematics
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice