# Marshall Memo 777

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 11, 2019

## In This Issue:



## Quotes of the Week

"Find me someone who settles for average in teaching and I'll show you someone who doesn't understand the magnitude of the mission."

Amy Fast (quoted in item #1)

"Behind every cynic is someone whose heart has been broken."

Elena Aguilar (quoted in item #1)

"Effective administrators don't dance around teacher performance issues."

Pete Hall (see item #2)

"Clarity precedes competence."

Rebecca DuFour (quoted in *ibid*.)

"What are we teaching? What is in the curriculum? Does it really build year after year or is it a scatter diagram of random topics?... The premise of all this is that the achievement gap is really a knowledge gap."

David Steiner (Johns Hopkins University Institute for Education Policy) on a K-12 language arts audit being piloted in Baltimore and Indianapolis, focusing on worthwhile texts, coherence, and cultural relevance, quoted in "New Audits Help Districts Rethink Classroom Readings" by Stephen Sawchuk in *Education Week*, March 6, 2019 (Vol. 38, #24, p. 6), https://bit.ly/2EQ5d8b

"I don't think academic rigor and career preparation are at odds."

Shawna Lesseur (see item #6)

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## 1. Jennifer Gonzalez on Handling Negativity and Getting Good Things Done

In this keynote address at the March 7th SXSW conference (see the YouTube link below for the full talk and Q&A), Jennifer Gonzalez remembers the deflating reactions that greeted her bubbly enthusiasm when she transferred to a new school early in her teaching career:

- *Great, another buzzword.*
- *That wouldn't work with my kids.*
- *We already tried that.*
- *That's just more work for us.*
- *That's not my job.*
- *There's not enough money.*

This negative dynamic – not uncommon in schools – saps good teachers' energy and leads them to close their classroom doors and work in isolation – or even leave the profession.

Reflecting on early discouragements, Gonzalez concluded that the positive and negative forces on teachers are similar to the aerodynamics that affect an airplane in flight:

- Thrust – In schools, energy, idealism, belief;
- Lift – Specific classroom and leadership practices that foster student learning;
- Weight – Outside factors like poverty and family stressors;
- Drag – Self-doubt, fatigue, negativity.

Drawing on her own experience and ideas from teachers she coaches, Gonzalez suggests nine ways of maximizing thrust and minimizing drag so great things happen in schools:

• *Take a breath.* If you're fired up about a new idea and immediately push to implement it, you risk turning off important people. Gonzalez suggests asking yourself: What problem will this solve? What are the obstacles to successful implementation? Do I have research or other evidence that it will work? Can I find someone else who's been down this road to guide me? What is my long-term goal?

• *Find allies.* Even one colleague will help cushion negativity and make your crazy idea seem a little less crazy, says Gonzalez. The more people you can recruit, the less risky it is for others to join. Nurture your first few followers as equals, she says, because they're the key to building momentum.

• *Set precise goals.* Thinking back on her early teaching initiatives, Gonzalez sees a "startling lack of goal-setting." She likes the SMART goals acronym; an example: By December 1st, one hundred fourth- and fifth-grade students will give final Genius Hour

presentations, and at least 80 percent will score 3 or 4 on the presentation. Working backwards from the goal, you can create a step-by-step plan with calendar dates – when the rubric will be developed, when students will start working on their presentations, etc.

• *Expect bumps*. There will be weather delays, technology glitches, colleagues dropping out. Success is more likely if we know all these and more can happen. Gonzalez advises building in buffer time; asking "What can we learn from this?"; celebrating small successes along the way; and having a "Come at me, bro" attitude toward inevitable stumbles.

• *Invite*. Gung-ho educators do too much telling and not enough asking, she says, which tends to rub people the wrong way. Better to ask colleagues, "How many of your students have been successful with the current approach?" "What if you tried this?" "Which of these would be the best fit for you?" "Who would like to pilot this idea and report back?" Another approach is presenting a menu of six options and letting people choose two, then reconvening several weeks later to discuss what we've learned. For example, if the goal is implementing restorative discipline practices, options might include doing a book study, listening to a podcast interview, watching a YouTube video, reading a series of articles.

• *Validate*. At some point, there will be pushback and negative comments, and your reaction is important. It doesn't come naturally, since we tend to discount discordant views and press on, but recognizing and affirming the feelings and perspective of the other person is a winning strategy. Gonzalez quotes Elena Aguilar: "Behind every cynic is someone whose heart has been broken." Many negative educators were once idealists, and their concerns often come from a legitimate place. Teachers have bills they can't pay, students who are way behind, worries about embarrassing themselves, and competing demands on their time. We need to validate concerns by showing we understand what's true for them. Key steps: reflect what they're saying, acknowledge the emotion, and communicate acceptance.

• *Be transparent*. This makes you more approachable, more accountable, and easier to follow – especially if you're honest about mistakes. Perhaps start a blog, give progress reports at every faculty meeting or in a newsletter or through a video or podcast on the process.

• *Praise and enlist*. For example, with a teacher who is skeptical about a blended learning initiative, but has good classroom management, ask: "Can you help me set up better procedures?" This can bring out the colleague's strengths and use the abundant experience that resides in even seemingly burned-out educators.

• *Dig deep*. There is quite often a time when people get discouraged and want to quit. Gonzalez says she's into Crossfit training, and *I can't go on* moments come during almost every workout. Her instructor models the mantra common in many sports: *Find another gear! Go to the dark place! Dig deep!* We need more of this in education, says Gonzalez. She quotes Amy Fast: "Find me someone who settles for average in teaching and I'll show you someone who doesn't understand the magnitude of the mission."

"Jennifer Gonzalez on the Aerodynamics of Exceptional Schools" at the SXSW Conference, March 7, 2019, https://www.youtube.com/watch?v=3s_NkSEWJZg&feature=youtu.be

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## 2. Dealing with Ineffective Teaching

(Originally titled "The Instructional Leader's Most Difficult Job")

"Effective administrators don't dance around teacher performance issues," says Pete Hall in this article in *Educational Leadership*. He begins with four weak strategies:

• *Delegating to an instructional coach* – This turns coaches into heavies and spies and undermines their "soft" role, perhaps signaling that only bad teachers get coaching. "If you want to know what's going on in classrooms," says Hall, "you've got to get out of the office and see the action for yourself."

• *Pulling punches* – Some principals avoid calling out ineffective teaching because they're worried about morale and want to build relationships and trust. But not addressing bad teaching undermines the ultimate objective – student learning. In addition, other teachers know who's having difficulty and think less of a leader who doesn't step up to the plate.

• *Playing evidence-based gotcha* – The emphasis here is on documentation without a serious effort to coach and improve performance. By avoiding face-to-face professional development, this approach undermines trust and has little chance of improving performance. And like avoidance, it makes the rest of the faculty worry about the quality of leadership and perhaps reduces the likelihood that they'll try new classroom strategies and ask for guidance and support.

• *Pushing out* – Some principals reassign struggling teachers to different classes, maybe hoping the new setting will bring about improvement (it usually doesn't), or sometimes in an effort to make life difficult so the teacher will voluntarily leave the school. "The dance of the lemons" is not a good way to improve teaching and learning.

So what works? From his experience as a principal in several schools and mentoring principals around the U.S., Hall suggests the following steps:

- *Establish clear performance expectations* – what effective and less-than-effective teaching looks like – and focus on the highest-leverage practices for the teacher. As Rebecca DuFour said, "Clarity precedes competence."
- *Make frequent, unannounced visits*. That way the principal will see what students are experiencing on a day-to-day basis.
- *Give frequent, focused, descriptive feedback face to face*. Most teachers want to hear how they're doing and what needs to improve.
- *Don't pull punches*. A feedback conversation might begin, "I have a concern with your performance," and state the concern explicitly, referencing the evaluation rubric.
- *Draw out the teacher*. A possible opening: "Help me understand your perspective on the gap between our expectations and your performance," and then listen intently to what the teacher has to say.
- *Give specific ideas, suggestions, and resources aimed at growth*. Then give the teacher time and space to improve. Change won't happen overnight.
- *Make follow-up visits*. Reinforce progress and make further supportive suggestions.

If the teacher hasn't made sufficient progress after several rounds of this process, it may be time to say frankly that things are not working out – with an appropriate consequence.

"The Instructional Leader's Most Difficult Job" by Pete Hall in *Educational Leadership*, March 2019 (Vol. 76, #6, p. 12-17), https://bit.ly/2IHI4tI; Hall can be reached at petehall@educationhall.com.

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## 3. Swimming Against the Powerful Digital Current

In this *Education Next* article, Doug Lemov (Uncommon Schools) reviews neuroscientist Maryanne Wolf's new book, *Reader, Come Home: The Reading Brain in a Digital World* (Harper/HarperCollins). When humans invented reading and writing about 5,000 years ago, says Wolf, our brains were rewired, making possible more sustained and logical thought, improved perspective-taking, and less impulsivity and violence. Now, under the influence of our ubiquitous smartphones and tablets, our gray matter is being rewired again. We are reading less – and differently.

"On the digital screen," says Lemov, "we read fleetingly, flittingly. Our brains have what scientists call 'novelty bias'… Reading on screens sets up a cycle of expectation and gratification. We are repeatedly distracted by whatever pops up, rewarded for each distraction with a tiny surge of dopamine. This attraction to 'the new' crowds out reflection, creative association, critical analysis, empathy…" Wolf reports that she could no longer sustain the attention required to read a Herman Hesse novel she had enjoyed in her youth – until she forced herself to slow down and read the book three times.

There are some benefits in the digital culture, says Wolf, and her hope is that students can be taught to be "bilingual" – able to be disciplined and self-aware as they switch between screen and print, reaping the advantages of each. But Lemov is worried that the schools' increasing use of digital textbooks, laptops, tablets, and smartboards makes this very difficult. "It is true that schools are one of the few places that *could* ensure time and space for deep reading," he says, "sustained and meditative. But this would require a changed vision: school as a place apart as much as a place connected; school as bastion against technology as much as acolyte; school as a place that shapes rather than merely accepts social norms. Not easy work, in other words, nor work most schools seem willing to do."

"Book Reviews: Forgetting How to Read: A Neuroscientist Examines Reading in the Age of Screens" by Doug Lemov in *Education Next*, Spring 2019 (Vol 19, #2, p. 78-79), https://bit.ly/2EEpdM6

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## 4. Teaching Climate Change

In this *School Library Journal* article, Donavyn Coffey reports that a 2015 survey found that more than 25 percent of science teachers give "equal time" to doubts about climate change, or believed they needed to "teach the controversy." In response, the National Science Teachers Association issued a statement on the teaching of human impact on the climate: https://www.nsta.org/about/positions/climatescience.aspx. But as Coffey interviewed science teachers for this article, she found that only one in ten were aware of the NSTA statement, and

many lacked the resources to defend themselves against doubters in their schools and communities.

Another problem with getting accurate scientific information to students is varying state curriculum standards. In New York, climate-human interaction is part of the mandated curriculum, and there are questions on state tests. In Utah, on the other hand, climate science is not on the yearly exam. One Utah teacher told Coffey she was concerned about telling students that something their parents said was wrong was, in fact, established science. A veteran West Virginia science teacher was himself a climate change denier. "There's enough scientific proof?" he asked. "I'd like to see that proof. If, in fact, if it's there – and I don't think it is – I'd like to see it."

Another challenge is making climate change relevant for students in areas of the U.S. not affected by wildfires, rising seas, and hurricanes; the West Virginia teacher said his impoverished students had much more immediate problems. A high-school teacher in Ohio said his students recoil from the word "environmentalists," but he's building their observation and data-collecting skills by having them collect their own water samples and observe the iron run-off from former coal mines and how it affects fish and wildlife in the area. "I'm flexible about topics," he says. "We focus on ones where we can see the issues happening."

David Evans, head of the NSTA, hopes the policy statement will reach more teachers and equip them to teach a hot topic with evidence, while helping students tell fact from opinion and build arguments based on evidence. "The anchor of science is that our understanding grows with what we measure," says Evans, "– the evidence. It's the distinction between being opinion-based or authority-based."

In a separate article, Brandon Haught (Florida Citizens for Science) lists resources for teaching climate change:

- National Center for Science Education: https://ncse.com/classroom-resources
- The Fourth National Climate Assessment, Volume II: Impacts, Risks, and Adaptation in the United States: http://nca2018.globalchange.gov
- NASA's Vital Signs of the Planet: https://climate.nasa.gov
- National Park Service Educator Resources: https://www.nps.gov/teachers/teacher-resources.htm#q=climate+change
- Science News for Students: Climate Change Chronicle: https://www.sciencenewsforstudents.org/topic/climate-change-chronicles

"Climate of Uncertainty" by Donavyn Coffey in *School Library Journal*, March 2019 (Vol. 65, #2, p. 39-41), https://bit.ly/2Gtrlcd and "A Science Teacher's Go-To Resources" by Brandon Haught (p. 34-35)

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## 5. Overcoming Students' Pushback on the Relevance of an Assignment

In this *Chronicle of Higher Education* article, Beckie Supiano describes how psychology professor Tanya Martini (Brock University) reacted when students said her assignments were pointless. Martini included a list of the skills embedded with each

assignment. To her dismay, this made no difference to students' belief that assignments were irrelevant.

So Martini added two more layers: a frank admission that students might not see the point of an assignment, and specific applications of the skills in real-world settings. For example, with an assignment that asked second-year students to create study materials for an introductory psychology course, she wrote, "You may think that this is a pointless exercise if you have no interest in being a teacher," but it actually involves design thinking, which crops up in any field where people have to ask, *How can we do this? How can we make this experience or process work? Could we be making this experience or process better for people?* "Whether you become a marketing manager or a cop or a counselor or a physiotherapist, you will often find yourself in a position of having to explain things to others (e.g., clients, parents, and other family members) who haven't had your level of training."

"How One Professor Made Her Assignments More Relevant" by Beckie Supiano in *The Chronicle of Higher Education*, March 8, 2019 (Vol. LXV, #25, p. A32), https://bit.ly/2J6712c

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## 6. Helping Students See the Long-Term Importance of High-Quality Writing

In this *Chronicle of Higher Education* article, Beth McMurtrie describes how Shawna Lesseur (University of Connecticut/Storrs) gets students in her mandatory writing classes to understand why writing well matters. Lesseur asks students to interview four people (a professor in their intended major, an alumnus in a related profession, and two others) on how they use writing day to day. Among the questions:

- What role does writing play in your career?
- Do you write reports? Proposals?
- Do you make written presentations?
- In what ways has writing factored into your professional development?
- When has writing mattered the most?

Students then compose a five-page paper, synthesizing what they learned and critiquing the course textbook.

The answers from interviewees often surprise undergraduates. One student majoring in statistics was confident that writing wouldn't be important in his future work, but a professional statistician told him that communicating effectively to a variety of people, including clients, was essential. "He realized he really needed to focus on his ability to communicate effectively," says Lesseur. "Numbers weren't enough. He was going to have to tell a story with them."

There was an added benefit to the required interviews: students learned to take advantage of professors' office hours.

"I don't think academic rigor and career preparation are at odds," says Lesseur. "If you get them to think critically, they will eventually be strong supervisors, someone who their boss wants to promote and who will contribute to society."

"Showing Students How They'll Benefit from Good Writing" by Beth McMurtrie in *The Chronicle of Higher Education*, March 8, 2019 (Vol. LXV, #25, p. A34), https://bit.ly/2TH1oeQ

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## 7. Making Judgment Calls on Censorship in School Libraries

In this *School Library Journal* article, Pat Scales responds to several queries from school librarians who are fielding objections to books in their collections:

• *The Absolutely True Diary of a Part-Time Indian* is challenged in a tenth-grade English class. The librarian has the book in her collection and is worried she might be asked to remove it. "Your school district should have a policy that addresses the use of controversial materials in the classroom and the purchase of such materials for the library," says Scales. "This policy protects teachers and librarians." The policy should make a clear distinction between books that are part of a required classroom curriculum and library books, which nobody is forced to read.

• A Kansas librarian fears that she may be asked to put books on transgender children in the adult or young adult section. This has happened to books on human sexuality by Robie Harris, says Scales. "A title meant for children should remain in the children's room. Moving it to the adult or YA collection because of the topic is censorship." Again, it's helpful to have a policy for handling controversial books.

• A ninth-grade honors English teacher whose curriculum focuses on the classics ridicules the young adult books students are reading on their own. "The teacher may not know YA literature," says Scales. "Describe some popular titles and why students are drawn to them. You might even suggest YA books with similar themes to the classics. Students may respond better in class if she is less judgmental."

• *Vamos a Cuba* (A Visit to Cuba) was removed from Miami-Dade, Florida school libraries after a Cuban-American school board member objected to the fact that the child on the cover was smiling. "No child living under the Castro regime could be smiling," he said. Other Cuban-Americans disagreed. "Yes, we must be culturally sensitive," says Scales, "but we must also use skills from library school to determine which reviews and online tools to trust."

• *A Fine Dessert* got excellent reviews, but then a few bloggers criticized it. "Instead of removing the book because bloggers thought a few pages were problematic," says Scales, "librarians should engage young readers in conversation about the controversy. Often, young people are better at discussing such issues than adults."

"Questioning Ethnic Portrayals; How to Handle Cultural Misrepresentations; When Teachers Denigrate YA" by Pat Scales in *School Library Journal*, March 2019 (Vol. 65, #2, p. 28), no e-link; Scales can be reached at pscales@bellsouth.net. The American Library Association's toolkit for developing a policy on challenged books is at: http://www.ala.org/tools/challengesupport/selectionpolicytoolkit

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## 8. Georgia's Standards for School Librarians

In this article in *Knowledge Quest*, Phyllis Robinson Snipes (University of West Georgia) and Holly Frilot (Cobb County Schools) report on their state's rollout of a new evaluation tool for school librarians. Here it is (for more information, see www.glma-inc.org):

• *Instructional partnership* – The school library media specialist collaboratively plans instruction and develops the library media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.

• *Role of reading* – The school library media specialist develops a culture of reading and promotes reading as a foundational skill for learning, personal growth, and enjoyment.

• *Information and technology literacy* – The school library media specialist plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy.

• *Instructional leadership* – The school library media specialist fosters the success of all students by serving on decision-making teams in the school, designing and delivering professional learning, and contributing to a shared vision of teaching and learning that leads to school improvement.

• *Effective practices for research* – The school library media specialist teaches and models developmentally appropriate best practices for learning and research.

• *Program planning and administration* – The school library media specialist develops and implements a strategic plan and vision for continuous improvement of the library media program and to support the learning goals of the school community.

• *Positive learning environment* – The school library media specialist provides a well-managed, safe, and welcoming environment that supports personalized learning, includes flexible and equitable access to physical and digital resources, ensures a well-rounded education, and encourages respect for all.

• *Collection development* – The school library media specialist supports the curriculum through selection and management of resources that meet the needs and interests of patrons.

• *Professionalism* – The school library media specialist fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

• *Communication* – The school library media specialist fosters the success of all students by communicating and collaborating effectively with stakeholders in ways that enhance student learning and engagement.

"Evolution of Evaluation in Georgia: Exploring School Librarians' Responses" by Phyllis Robinson Snipes and Holly Frilot in *Knowledge Quest*, March/April 2019 (Vol. 47, #4, p. 62-69), no e-link available; the authors can be reached at psnipes@westga.edu and holly.frilot@cobbk12.org.

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## 9. Are Vocabulary Apps Helpful?

In this article in *The Reading Teacher*, Laura Northrop and Elena Andrei (Cleveland State University) report on their analysis of 53 free vocabulary-teaching apps for grades 3-8, with particular attention to whether they can boost English learners' word knowledge. The items reviewed (all designed for iPads) include games, language instruction, word apps, application and practice, and e-texts.

"Although we found vocabulary app quality to be poor overall," conclude Northrop and Andrei, "there are several benefits to this type of technology that make it possible, with careful use, to bolster ELs' vocabulary learning in the classroom." Quizlet was the only app they endorsed. Here are suggestions for teachers choosing and using vocabulary apps:

- Try an app yourself before letting students use it.
- Look for apps that allow you to create your own word lists.
- Choose an app appropriate to students' level of vocabulary development.
- Integrate vocabulary instruction into all content areas.

"More Than Just Word of the Day: Vocabulary Apps for English Learners" by Laura Northrop and Elena Andrei in *The Reading Teacher*, March/April 2019 (Vol. 72, #5, p. 623-630), https://bit.ly/2SYABGi; the authors can be reached at l.northrop@csuohio.edu and e.andrei@csuohio.edu.

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## 10. An Assessment of Middle-School Science Programs

In this article in *Education Week*, Stephen Sawchuk shares the results of an EdReports analysis of six recently published middle-school science programs. Teams of teachers rated the programs (*Amplify Science; Bring Science Alive! Discipline Program*; *Bring Science Alive! Integrated Program,* Teachers' Curriculum Institute; *Discovery Science Techbook NGSS Middle School*, California Discovery Education; *HMH Science Dimensions Grades 6-8*, Houghton Mifflin Harcourt; and *Science and Technology Concepts Middle School*, Carolina Biological Supply Company) on coherence, scope, usability, and alignment with Next Generation Science Standards.

The bottom line: only Amplify met all the criteria. The Houghton Mifflin Harcourt program met expectations for coherence and scope and partially met expectations for alignment with Next Generation standards. The other four did not meet expectations; the publishers are contesting the reviewers' criteria and the fairness of the process.

"Middle School Science Series Fall Short in Review" by Stephen Sawchuk in *Education Week,* March 6, 2019 (Vol. 38, #24, p. 1, 12), https://bit.ly/2HegyCy

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## 11. Children's Books that Address Islamophobia

In this article in *The Reading Teacher*, Carmen Newstreet and Amie Sarker (University of Dallas/Irving) and Ragina Shearer (MacArthur High School, Houston, Texas) say that well-

chosen children's literature can help deal with misconceptions and prejudice about Islam and Muslim people. Some suggested books:

• Muslim newcomer immigrant experiences in the U.S.:
  - *One Green Apple* by Eve Bunting
  - *Lailah's Lunchbox: A Ramadan Story* by Reem Faruqi
  - *My Name is Bilal* by Asma Mobin-Uddin
  - *Coming to America: A Muslim Family's Story* by Bernard Wolf

• Muslim refugee experiences:
  - *The Color of Home* by Mary Hoffman
  - *My Name Is Hussein* by Hristo Kyuchukov
  - *Ziba Came on a Boat* by Liz Lofthouse
  - *Four Feet, Two Sandals* by Karen Lynn Williams and Khadra Mohammed

• International literature depicting life in Muslim countries and educational values:
  - *The Day of Ahmed's Secret* by Florence Parry Heide and Judith Heide Gilliland
  - *Yasmin's Hammer* by Ann Malaspina
  - *My Librarian Is a Camel: How Books Are Brought to Children Around the World* by Margriet Ruurs
  - *The Librarian of Basra: A True Story from Iraq* by Jeanette Winter
  - *Nasreen's Secret School: A True Story from Afghanistan* by Jeanette Winter

"Teaching Empathy: Exploring Multiple Perspectives to Address Islamophobia Through Children's Literature" by Carmen Newstreet, Amie Sarker, and Ragina Shearer in *The Reading Teacher*, March/April 2019 (Vol. 72, #5, p. 559-568), https://bit.ly/2VSOlV7; the authors can be reached at cnewstreet@udallas.edu, asarker@udallas.edu, and rdshearer@aldineisd.org.

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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.

### *Subscriptions:*

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

### *Website:*

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- The current issue (in Word and PDF)
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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