Marshall Memo 85

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 2, 2005

In This Issue:

Quotes of the Week

"My parents read all of my research papers and they always say afterward: 'You know, Meryl, that's so great, so well-written. I don't know what a word of it meant.'"
Los Angeles high-school senior Meryl Holt, 17 (from "Where Popular Science Is Called Women's Work" by Samuel Freedman, *New York Times*, April 27, 2005)

"[Test] results, in principle, could provide information useful for improving teaching and learning. However, this happens in very few schools."
Richard Murnane, Harvard professor, in *Education Week*, Apr. 27, 2005, p. 8

"If data do not guide improvement efforts, schools will continue to base decisions on a mixture of intuitions, beliefs, philosophy, and hypothesis."
Margaret Heritage and Eva Chen (see item #4)

"[T]oday's students spell *library* with six letters: G-O-O-G-L-E… Flooded by information as never before, many students get swept away before learning how to swim. The information pouring in with a few clicks boggles the mind, but without the tools for dissecting claim and evidence, students are functional illiterates in this digital wonderland."
Sam Wineburg (see item #7)

"While schools surely cannot dissolve all the inequities that riddle American society, one thing is abundantly clear: without the ability to read and write effectively, high school graduates will face the culture of power from the outside looking in."
Sam Wineburg (*ibid.*)

1. Getting the Most Out of "Lesson Study" in U.S. Schools

In this *Kappan* article, Columbia University researchers Sonal Chokshi and Clea Fernandez report enthusiastically on the spread of Japanese "lesson study" groups in U.S. schools (there are about 150 clusters of lesson study activity in 31 states involving more than 2,200 teachers) and offer suggestions to ensure that lesson study goes beyond being "the latest professional development fad." Chokshi and Fernandez believe there are three ways in which lesson study has a unique potential to improve American schools:

• *Re-envisioning the professional roles of teachers* – "The philosophy behind lesson study," write Chokshi and Fernandez, "has the potential to profoundly alter what it means to be a teacher in the United States." Lesson study can bring teachers out of their perennial isolation, enable them to be "their own experts," and greatly improve their professional status and self-esteem. It can help teachers take charge of their own professional development by putting them in the driver's seat, empowering them to direct their own agendas, and allowing them to be their own critics. "It creates a culture of examining and learning from practice, demands rigorous work, and encourages lifelong professional learning… Lesson study also encourages others outside the profession to take this work seriously since it 'honors the importance of teaching as a profoundly complex and interesting endeavor.'"

• *Building a professional knowledge base* – Lesson study is an ideal forum in which to build, test, and share the knowledge base about teaching that has been so sorely lacking in U.S. schools. The insights gained in lesson study groups are especially valuable because they are generated at the grass-roots level in response to authentic classroom challenges (e.g., how to get second graders to understand borrowing when they subtract). The group discussion format of lesson study means that classroom ideas are constantly subjected to debate, criticism, and revision – which is bound to improve their quality. And the products of lesson study – actual lessons – are easy to share with teachers and other educators outside the immediate context in which they are created.

• *Connecting policy and practice* – Lesson study can help teachers understand and intelligently implement state standards. It can also give teachers increased

standing and credibility to influence principals and leaders at the district and state level.

But Chokshi and Fernandez have several concerns about the way lesson study is being implemented in some schools. First, they fear that some of the material being generated by lesson study groups focuses too much on the *process* and not enough on the actual *content* – the substance of what groups are discussing as they create, test, and critique lessons. They are also concerned that some educators seem to be "downloading" other people's lesson study material without "dynamically exchanging ideas around them, reflecting on them, or adapting them for their group's specific purposes… We have yet to move toward a model in which lesson study materials focus on rich reflections about teaching and are written by teachers and for teachers."

Chokshi and Fernandez also worry that there isn't enough expertise in the U.S. and some lesson study groups are floundering and falling into old habits: "Simply because teachers are doing lesson study does not mean that they are in control of their own professional development. Engaging in the new roles that lesson study promotes will require a delicate balancing act that allows teachers to be both leaders *and* learners."

A third worry shared by Chokshi and Fernandez is that some lesson study groups are not aligning their work to state standards. The ideal dynamic (typical in Japan) is for teachers to frame their topic (e.g., teaching the area of a triangle) in the context of an overarching standard (e.g., helping students become better problem solvers) and then use lesson study to "concretely interpret, operationalize, and evaluate abstract or challenging policy directives for their classroom practices." Doing this gives teachers much greater credibility when they give their superiors feedback on how standards are playing out at the classroom level.

Based on these worries, Chokshi and Fernandez have six recommendations aimed at boosting the impact and long-range viability of lesson study:

• Lesson study groups should periodically issue reports – "a coherent, stand-alone, and sharable reflection that makes the experiences of the few who engaged in the process relevant to others who did not." These reports could help build the long-sought knowledge base on American teaching.

• Lesson study groups should use the Internet to share ideas and include a wider audience in critiquing and improving lessons.

• Lesson study groups should include knowledgeable outsiders in their

meetings, but keep control of the process (lest they become passive participants).

• Lesson study groups should hold "open house" conferences to share their insights, showcase teachers as leaders and researchers, and involve a broader audience.

• Lesson study groups should embed their efforts in the bigger picture of state standards, "synergistically integrating" external mandates into their daily work and seeking to influence the policy world outside their classrooms and schools.

• Principals and district officials should embrace, encourage, and support lesson study.

"Ultimately," conclude Chokshi and Fernandez, "lesson study provides a way to reengineer U.S. teaching. It also provides a clear vision for what this profession should look like: one that has a rich, coherent, and continually evolving body of professional knowledge; one that creates productive and satisfying roles for its members; and one that supports a healthy interplay between policy and practice."

"Reaping the Systemic Benefits of Lesson Study: Insights from the U.S." by Sonal Chokshi and Clea Fernandez in *Phi Delta Kappan*, May 2005 (Vol. 86, #9, p. 674-680), no e-link available

2. A Hybrid Approach to Lesson Study

In this article, two Idaho professors describe their professional development efforts in several districts. After trying a number of initiatives that did not produce gains in student achievement, they decided to focus on getting teacher teams collaborating on day-to-day instruction and looking at learning results. This led them to lesson study, and they were pleased with the way it got teams of teachers designing lessons and examining classroom practice.

But the researchers felt that more structure was required for lesson study to work optimally for teachers – "coherent but subtle guidance that would allow them to truly explore the depth and breadth of their practice." They hit upon Newmann's three rubrics for assessing teachers' work on curriculum and assessment as the best way to structure lesson study meetings. Newmann's areas of analysis are:

- *Construction of knowledge* – how information is organized, synthesized, interpreted, and evaluated;
- *Disciplined inquiry* – the process that leads to in-depth understanding;
- *Value beyond school* – the broader purpose of what's being learned.

(For some of Newmann's rubrics, see http://csi.boisestate.edu/ilt/rubrics.htm.)

Fifty lesson study teams in 13 Idaho districts used the rubrics to "structure and focus" their meetings as they designed a lesson, critiqued it (after viewing it on videotape), looked at student work from the lesson (if any was produced), and revised the lesson for future teaching. Some teams had great success with this hybrid approach, especially those that used the Newmann rubrics to focus their discussion ("Hey, let's take a look at the rubric and see what it shows us about the videotape").

The importance of looking at actual student work and the broader curriculum *unit* is illustrated by one anecdote in this article. A highly accomplished social studies teacher presented a lesson on the Renaissance to her lesson study group, and her colleagues gave it a good score on the rubric; only a few minor adjustments were suggested. At the next meeting, the group watched a videotape of the lesson, and once again, teachers were impressed and gave it a high rubric score. A week later, the teacher brought in student work from the lesson – an essay describing the Renaissance in Italy to a friend or relative from another part of the world. To everyone's surprise, the students' work was not impressive; the essays gave very little insight into how Italian Renaissance people lived, what they believed, or how they felt. The social studies teacher was horrified and immediately started thinking of ways she could make the lesson more effective the next year. Her colleagues chimed in with other suggestions, and in 25 minutes the lesson had been revised to include additional steps, more in-depth content, richer discussions, and more modeling by the teacher of the kind of writing she was looking for.

"Fusing Lesson Study and Authentic Achievement: A Model for Teacher Collaboration" by Roger Stewart and Jonathan Brendefur in *Phi Delta Kappan*, May 2005 (Vol. 86, #9, p. 681-687), no e-link available

3. A Harvard Team Works with Boston Educators on Using Data

This *Kappan* article describes how a group of researchers from the Harvard Graduate School of Education worked with teams from several Boston schools during the 2003-04 school year to help them use assessment data to inform instruction. The venue for this collaboration was a year-long graduate course in which researchers and practitioners went through a step-by-step improvement cycle:

- Identify patterns in the data.
- Choose a pattern to explore.
- Dig deeper.
- Agree on a problem.
- Ask why.
- Examine current practices.

- Develop an action plan.
- Implement the action plan.
- Assess the action plan.

School teams were required to complete two major projects by the end of the course: displaying their school's data in a PowerPoint presentation and developing an action plan aimed at solving a problem identified in the data. School teams reported that this structure helped them grapple with what they saw as the overwhelming amount of data they had to contend with.

A particularly valuable aspect of the course, the researchers reported, was requiring the Boston teams to actually take the MCAS English language arts and mathematics tests for their grade levels. School teams also benefited from intensive training (mere demonstrations were not enough) in three areas: data analysis tools (e.g., item analysis, disaggregation, flow charts, and surveys), software tools (e.g., Excel and PowerPoint), and process tools (e.g., the Question Formulation Technique – described at http://www.rightquestion.org - and the Tuning Protocol – described at http://www.essentialschools.org/cs/resources/view/ces_res/54). The Boston teams found these process tools particularly helpful for looking at data, building consensus, making decisions, and providing constructive feedback within their schools.

The researchers list several pointers for university teams considering this kind of course: become familiar with the context of each school; give lots of one-on-one attention to the teams; show practitioners exemplars of effective action plans and data presentations; zero in on the most useful kinds of data; work around unexpected barriers (such as a teachers' union "work to rule" action for part of the year); and the difficulty of getting action plans implemented in schools unless there was staff buy-in and support from the principal.

[Did this course result in improved student achievement for the participating Boston schools? I e-mailed one of the lead Harvard researchers on Sunday and he responded that they do not know the answer to this question.]

"Teaching Educators How to Use Student Assessment Data to Improve Instruction" by Kathryn Parker Boudett, Richard Murnane, Elizabeth City, and Liane Moody in *Phi Delta Kappan*, May 2005 (Vol. 86, #9, p. 700-706), no e-link available

There is also a brief article on a forthcoming book by this Harvard research team (*Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, forthcoming from Harvard Education Press in November), in *Education Week*: "Harvard, Boston Educators Team Up on Test-Data Book" by Lynn Olson in *Education Week*, April 27, 2005 (Vol. 24, #33, p. 8)
http://www.edweek.org/ew/articles/2005/04/27/33test.h24.html

4. A Systematic Approach to Using Data to Improve Achievement

This article begins by contrasting the way two schools use data. The first school looks at the state and district test scores when they arrive once a year and has very little idea about what to do with all the information. The second school sets improvement targets (e.g., improving student proficiency on the state math test from 55% to 75%), looks at interim assessment data throughout the year to inform instruction, and celebrates hitting their targets in June. Teachers in the second school would be likely to say that "using data is a way of life around here." Teachers in the first school are likely to continue flying blind. "If data do not guide improvement efforts," write the authors of this article, "schools will continue to base decisions on a mixture of intuitions, beliefs, philosophy, and hypothesis." Drawing on their work at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST), they go on to recommend these specific steps for using data:

• *Determine what you want to know*. There are three basic types of questions to guide data collection:

- General questions – for example, "How well are our students doing on the state reading test?"
- Drill-down questions – for example, "What are the strengths and weaknesses in reading at each grade level?"
- Interpretive questions – for example, "How do these scores compare with last year's scores for the same students? Why are we getting these results? What other data do we need to consider? Do the students who have been in the after-school program for one semester perform better in vocabulary and reading comprehension than they did prior to participating in the program?"

• *Collect valid and reliable data*. Use information that allows you to draw accurate conclusions about your students, i.e., they are aligned with state standards, measure what they are supposed to measure, and come from more than one source.

• *Analyze data*. Look for answers to questions such as, "Did students who spent more class time on independent reading perform better than students who spent less time? Has the achievement gap between African-American and white students improved over the last three years?

• *Set priorities and goals*. The authors warn that "trying to address too many needs at once can be overwhelming and can derail improvement efforts" and recommend that goals should meet Mike Schmoker's seven criteria: they are measurable, time-sensitive, focused on student achievement, linked to assessment,

written in clear language, realistic, and achievable.

• *Develop strategies*. These are the specific classroom approaches that will boost achievement toward the targets.

"Why Data Skills Matter in School Improvement" by Margaret Heritage and Eva Chen in *Phi Delta Kappan*, May 2005 (Vol. 86, #9, p. 707-710), no e-link available

5. Professional Learning Communities: What Makes a Difference

In this *Kappan* article, two researchers describe what worked and what didn't work in experimental "small learning communities" in Philadelphia and Cincinnati that had teams of teachers working with the same students for several years. Some things improved: teachers in the small learning communities became better acquainted with their colleagues, their students, and families and created a safer, more respectful learning environment. But the teams didn't do any better than other schools at focusing on and improving instruction. In the Philadelphia sites, teachers within each small learning community came up with a unifying theme and planned intellectually engaging units of study together. But the themes were usually taught through one-shot events such as field trips or special assemblies and teachers didn't collaborate on what was happening in their classrooms on a day-to-day basis. In the Cincinnati sites, teachers spent collaborative time discussing administrative, not instructional issues.

The researchers concluded: "The reforms in these two cities failed to increase instructional focus, largely because the learning communities did not spend enough time discussing instruction." When instruction did come up in meetings, teachers often lacked the skills (such as collective analysis of teaching or review of student work) to have a deep enough discussion to change classroom practice.

But there were a few sites where teacher teams did focus on instruction and did get better student achievement results. In these sites, teachers "engaged in structured, sustained, and supported discussions as they investigated the relationships between practices and student work."

From the successes and failures in these two cities, the researchers have the following advice for school and district leaders:

• *Focus small learning communities on instruction.* This must go beyond rhetoric; leaders need to walk the talk by (a) providing teachers with "tools for systematic inquiry into the relationship between teaching and student learning;" (b) reaching out to the knowledge base to identify the types of teacher teamwork that result in better

teaching and learning; (c) organizing regular student assessments and providing teachers with a data stream that gives them timely feedback on how their teaching is going; and (d) arranging for teachers to team teach and visit other schools.

• *Diversify teacher teams*. School leaders should make sure teacher teams have a mix of expertise and experience so that students don't have unequal learning opportunities over time. Administrators should also orchestrate team meetings that deal with horizontal issues (e.g., the ninth-grade discipline and social-emotional growth) and vertical issues (e.g., the sequence of math curriculum for grades 9-12).

• *Allow teams to do their work*. This includes providing blocks of protected time in which collaborating teachers can meet without interruption, not burdening them with administrative demands, and allowing teachers to spend meeting time focusing on standards and the impact of their teaching on student learning. Finally, it means providing teams with student achievement data in the most user-friendly format, for example, broken down by small learning community (not just by individual student or school).

•*Legitimize communities*. Teacher teams are energized by being given some autonomy, for example the ability (within general guidelines) to make decisions on curriculum, staffing, scheduling, and budgets. Giving teams a small budget also helps them get serious about their work.

• *Creating professional learning opportunities*. Teams need training to work together effectively. School leaders should orchestrate professional development connected to teachers' content areas and customized to the needs of each small learning community so that teachers can reflect on and analyze their teaching and continuously plan, assess, and revise their individual and collaborative efforts.

"Small Learning Communities That Actually Learn: Lessons for School Leaders" by Jonathan Supovitz and Jolley Bruce Christman in *Phi Delta Kappan*, May 2005 (Vol. 86, #9, p. 649-651), no e-link available

6. Some Concerns About "Value-Added" Assessment

In this article, *Boston Globe* reporter Anand Vaishnav begins by reviewing the advantages of "value-added" assessment: (a) it strikes many as fair because it measures students' progress from the beginning to the end of a school year; (b) it gives high-poverty schools credit for boosting achievement from a low baseline; (c) it can potentially blow the whistle on boastful high-scoring schools that are not adding much value to their students' already-high entering achievement. A sidebar in the

article summarizes the major findings from value-added analysis so far:

- Teacher quality is more important than socioeconomic status, race, class size, classroom homogeneity, and family educational background.
- Effective (or ineffective) teachers have a lasting positive (or negative) impact on their students' downstream school achievement.
- Teacher effectiveness has a greater impact on low-achieving students than it does on high-achieving students.
- Low-achieving students are the *least* likely to get highly effective teachers.
- In poor communities, high-achieving students do not make the greatest gains (perhaps because teachers focus disproportionately on low achievers).
- In wealthier communities, high achievers show the greatest gains while low achievers languish.

Vaishnav then lays out some of the concerns that experts have raised about value-added assessment. Among them:

• Value added using only standardized tests does not measure some aspects of teaching and learning that these tests fail to measure.

• Predicting how much ground a student should gain in a school year is "an inexact science at best." It rests on statistical calculations that are highly technical and not easily understood by lay people (or many educators).

• Curriculum content varies from grade to grade, and some experts believe the assumption that students should progress along a smooth continuum of achievement as they move through the grades is questionable. Joseph Martineau, a critic of value-added assessment, says: "It doesn't make sense to talk about growth or value added if you're not measuring the same thing at each time point. It's like measuring height in third grade, weight in fourth grade, trying to equate the scale, and subtracting them from each other." For example, the third-grade language arts curriculum might focus on spelling, word recognition, and basic vocabulary while the eighth-grade curriculum focuses on interpretive reading and higher-level content.

• Teachers are only one variable on a student's rate of progress during each school year; it's hard to separate those gains (or losses) from those caused by family circumstances and other external events. The role of socioeconomic status in student achievement has been handled inconsistently: the value-added approach developed by William Sanders in Tennessee does not look at SES (since it compares students only to their own previous achievement), but in Dallas, students' family background is factored into the value-added system.

• When a teacher does "add value" to students, it's often difficult to figure out exactly which classroom actions and activities were responsible. This is potentially the most helpful part of value-added analysis, but it has not been exploited fully, even in Tennessee's elaborate state-wide program.

• Using value-added data to evaluate teachers is politically tricky. Michigan law specifically forbids it and Ohio and Pennsylvania haven't touched it. Even in Tennessee, the first state to use value-added assessment extensively, teacher "gain scores" (how much students gained while in a particular teacher's class) are shared only with the teacher and the principal and they are not used in teacher evaluation.

"Adding Value to Student Assessment" by Anand Vaishnav (with a sidebar by Elizabeth Barrett Kidder) in *Harvard Education Letter*, May/June 2005 (Vol. 21, #3, p. 1-4), no e-link available

7. "Historical Literacy" As a Powerful Tool for Students

This article by Stanford professor Sam Wineburg is primarily a plea for state history and social studies standards and tests to focus less on hundreds of memorized facts (e.g., the Battle of Fort Wagner, Ludwig von Mises, and the Allied strategy in the Battle of Okinawa) and more on developing students' broad historical knowledge and their reading and analytic skills. Policy articles are usually beyond the scope of the Marshall Memo, but Wineburg does have some points that might be of interest:

• "[H]istorical thinking is a powerful form of literacy that has the potential to teach us about text in ways that no other area of the school curriculum can offer." Historical literacy is "a way of thinking about text that allows us to find truth in the cacophony of voices that confront us in the social world. To ask where information comes from and why texts are written is to confront the written word as an empowered agent, not a passive consumer… Knowing how to read and think in this way is a survival kit for democratic life."

• If we do not teach students these skills, we have done them a disservice – in fact, we have disempowered them. "[T]oday's students," writes Wineburg, "spell *library* with six letters: G-O-O-G-L-E." If they do their research using Google, they must have the skills to filter what they find. For example, a search for "Holocaust" and "Crematorium" can quickly bring up a website for the Institute for Historical Review, a nonprofit organization that fronts for Aryan supremacist groups whose mission it is to debunk the Holocaust. And a search for information on Martin Luther King, Jr. can surface a noxious brew of racist garbage. "Flooded by information as

never before," says Wineburg, "many students get swept away before learning how to swim. The information pouring in with a few clicks boggles the mind, but without the tools for dissecting claim and evidence, students are functional illiterates in this digital wonderland."

• Proficiency in reading is absolutely crucial to success. Wineburg bemoans the fact that half the graduates of many urban schools score at or below the "basic" level in reading. "While schools surely cannot dissolve all the inequities that riddle American society," he writes, "one thing is abundantly clear: without the ability to read and write effectively, high school graduates will face the culture of power from the outside looking in."

"What Does NCATE Have to Say to Future History Teachers? Not Much" by Sam Wineburg in *Phi Delta Kappan*, May 2005 (Vol. 86, #9, p. 658-665), no e-link available

8. Do Students Need Core Knowledge from the Bible?

Misconceptions abound on how much schools can teach about the Bible and religion. Teachers tend to shy away from this area, fearing controversy or legal challenges. As a result, students are increasingly ignorant about the Bible (according to a recent Gallup poll) and miss most of the biblical allusions that crop up in literature and other venues.

But teachers who steer clear of the Bible are being overly cautious. The U.S. Supreme Court made clear more than 40 years ago that "study of the Bible or of religion, when presented objectively as part of a secular program of education," is constitutional. Not only is learning about the Bible legally permissible, say advocates at the Bible Literacy Project in Fairfax, Virginia; it's essential to understanding the allusions, metaphors, and themes in numerous works of literature. "The Bible is the common currency of the English language," says Marie Wachlin, a former high-school English teacher who organizes teacher workshops on the subject in Oregon. "If you want to understand our best works of literature, any complex works, contemporary [or historical] speech or writing, you need to know the Bible." Charles Haynes, a scholar at the First Amendment Center in Arlington, Virginia, goes further: "Bible literacy is necessary if someone is going to be an educated person in our society." Haynes helped write a set of guidelines on what can legally be taught in public schools; this document won the support of People for the American Way and the American Civil Liberties Union.

The two areas most in support of help are high-quality classroom materials and teacher training. "Teaching about the Bible is important," says Haynes, "but it's a challenge to get it right."

Here are examples of Biblical references that crop up in literature, classrooms, and daily conversation:

- Cain and Abel
- Judas Iscariot
- Let there be light
- Noah's ark
- Walking on water
- Cast the first stone
- Sodom and Gomorrah
- Twenty-Third Psalm
- Lord's Prayer
- Golden rule
- Eye for an eye
- Prodigal son
- Magi
- Jonah and the whale
- Resurrection
- Solomon
- Apocalypse

"Public Schools Still Wary of Lessons on Bible" by Kathleen Kennedy Manzo in *Education Week*, April 27, 2005 (Vol. 24, #33, p. 5)
http://www.edweek.org/ew/articles/2005/04/27/33bible.h24.html
As of this Tuesday, there will be a link to the *Bible Literacy Report: What Do American Teens Need to Know and What Do They Know?* at http://www.edweek.org/links

9. Short Item:

a. New guidelines for classroom calculator use – The National Council of Teachers of Mathematics is in the process of revising its guidelines for the appropriate use of calculators in classrooms. The NCTM believes that calculators, when used effectively, can enhance student learning by reducing time spent on repetitive computation and leaving more time for a broader range of math lessons and problem-solving. However, the new policy will emphasize a better balance among "technology tools, paper-and-pencil tools, and mental tools."

"NCTM to Revise Position on Calculator Use" in *Education Week*, April 27, 2005 (Vol. 24, #33, p. 10) http://www.edweek.org/ew/articles/2005/04/27/33tl-2.h24.html

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 best practices in K-12 education. Kim Marshall, drawing on 35 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 39 carefully-chosen publications (see list to the right), sifts through scores of 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, provide e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2003-04).

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Publications covered:

(those read this week are underlined)

American Educational Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
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Middle School Journal
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Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teacher Magazine

E-links will be provided whenever possible.