Marshall Memo 699

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 21, 2017

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Quotes of the Week

"Think about the things students need to know for the next decade, not the next standardized test or unit quiz."

Nancy Flanagan (see item #1)

"There is nothing more effective than a school building where adults get along, respect each other, and have the same goals."

Nancy Flanagan (*ibid*.)

"Contrary to what many of us might guess, making a mistake with high confidence and then being corrected is one of the most powerful ways to absorb something and retain it."

Claudia Wallis (see item #4)

"Unfortunately, districts often do not assign their best principals to the schools that need them most. Our findings suggest that doing so is probably the most important thing district officials can do to ensure that teacher evaluation will be a constructive, productive process."

Stefanie Reinhorn, Susan Moore Johnson, and Nicole Simon (see item #2)

"It's hard enough for adults to sit back and let teens make decisions. It's even harder to sit back when you are sure that what they are about to do is a mistake or likely to fail. Yet this is what you must do… It's okay to let them skin their knees, but not break their necks. If the decision they are about to make represents a real danger, then you should obviously step in. But if it's not dangerous, step back. It's okay to give a warning or offer advice – but if they aren't listening or interested in your opinion, don't push it."

Dan Appleman in *Developing Teen Leadership: A Practical Guide for Youth Groups, Teachers, and Parents* (Delaware Publishing, 2011)

1. Beginning-of-the-Year Suggestions from a Veteran Teacher

In this article in *Education Week Teacher*, Nancy Flanagan describes the polar opposites of teachers getting ready for the school year: (a) an elementary teacher spending most of August sorting books into leveled baskets, sewing colorful curtains for the classroom door, and "going steady with the laminating machine;" (b) Flanagan's husband, who spends days "wandering around the house trying to find his thermos." It's not clear who had a better year with students, says Flanagan. Here's her advice for the final days of summer:

• *Don't work too hard on unimportant things like fancy bulletin boards*. "The most important thing you can do before school starts is *think* about the curriculum and the kids you're teaching," she says.

• *Plan grandly, not precisely*. "Think about the things students need to know for the next decade, not the next standardized test or unit quiz," says Flanagan. "What do you want your students to take away, forever, from your teaching? Which big ideas? What critical skills?"

• *Tie your classroom to the world*. "Help your students analyze issues or find role models," says Flanagan, "because that's your job."

• *In the opening days, keep your options open*. "Don't write detailed lesson plans for a semester," she advises. Set the big-picture goals and map out the opening days, but keep an open mind and learn as you go.

• *Walk around the building and say hello to all your colleagues*. "There is nothing more effective than a school building where adults get along, respect each other, and have the same goals," says Flanagan. "Build a few relationships. Welcome newbies. Thank the custodian for the shiny floors."

• *Make the classroom a pleasant place for you, too*. "Find a way to have comfortable seating, task lighting, pictures or tchotchkes that make you smile," she says. "It doesn't have to be pretty and color-coordinated… a classroom *should* feel like home."

• *Don't make Day One "rules" day*. This is especially important for middle and high-school students, who will probably march through a succession of Teacher Rules on the first day of school. Flanagan advises taking care of systems and strategies a few days later, when students are more likely to remember them and the practice will be more meaningful.

• *Instead, give students a taste of disciplinary knowledge on the first day*. "Teach something, using your most engaging instructional techniques," she advises, "perhaps a game, a round-robin, a quick-response exercise with no wrong answers..." – ideally something that involves physical movement. "Beware of empty ice-breakers or team-building exercises," she

continues. "Your goal is to have students going out the door saying, 'I think this class is going to be fun, and I already learned something.'"

• *That said, keep your expectations about the first few days modest*. You're nervous, probably having anxiety dreams, and students are keyed up as well. "Wait for your teacher buzz to kick in," says Flanagan, "that happy moment when you see engagement, maybe even laughter, and you know you're on the right track. It takes a while, but when it happens, it's like the first flower in the spring garden."

• *Reach out to parents, who are nervous as well*. Flanagan used to ask moms and dads to tell her about their child in a million words or less. "Very simple, and very powerful," she says.

"Ten Non-Standard Ideas About Going Back to School" by Nancy Flanagan in *Education Week Teacher*, August 6, 2016, http://bit.ly/2b30btd

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2. Teacher Evaluation in Successful Massachusetts Schools

In this article in *Educational Evaluation and Policy Analysis*, consultant Stefanie Reinhorn, Susan Moore Johnson (Harvard Graduate School of Education), and Nicole Simon (John Jay College of Criminal Justice, CUNY) report the results of their study of six high-poverty schools in Massachusetts as the schools implemented the state's teacher-evaluation process. All the schools, which included traditional, charter, turnaround, and restart, had received the state's top accountability rating. The researchers focused on how the schools worked with new state policies; how they handled classroom observations, follow-up feedback, and summative ratings of teachers' performance; and how they navigated the dual imperatives of accountability and teacher growth. Key findings:

• *The schools put most emphasis on teacher growth*. Several of the principals saw developing teachers as their main responsibility. One said, "we think that the most transformational thing is just being in people's classrooms, talking to them afterwards." In interviews, teachers confirmed this emphasis on formative classroom visits and continuous improvement.

• *Most teachers were observed much more than the state required*. Forty percent of the teachers interviewed said supervisors visited their classrooms at least twice a month, and another 20 percent reported 5-10 visits a year. In addition, all administrators did more-frequent informal visits with quick feedback. Importantly, say the researchers, "all principals in our study were, themselves, recognized for being strong, experienced teachers, and therefore, they brought to the process not only beliefs about the benefits of developing teachers but also knowledge and skills about how to do so." Three of the schools had additional administrators who could "block and tackle" discipline, operations, budget, and bus issues, freeing up principals to focus on instruction. School leaders who didn't have this kind of support made fewer classroom visits.

• *Teachers' responses to observation and feedback were overwhelmingly positive*. "I constantly feel like I'm getting better," said one teacher. Others commented that classroom

visits kept them on their toes, were "hugely helpful," and made them feel "super supported." "Just the fact that my administrators are in my classroom on a weekly or bi-weekly basis, I think shows a lot," said another. "It means that they care, and they're here to help us." Said another teacher, "When I know something isn't going well, I will ask to be observed so that I can get help on that." The researchers added, "Had the professional norms of these teaching environments discouraged rather than promoted hard work and risk taking, teachers might have viewed their evaluator with suspicion, rather than openness and optimism."

• *Teachers got detailed, helpful feedback focused on only one or two items per visit*. Some examples: the type of questions asked during readalouds to promote higher-order thinking; the ratio of teacher talk to student talk; interactions during class discussions; lesson pacing; and classroom management strategies. In addition to face-to-face coaching, teachers received written summaries, often on Google docs, usually within 24 hours of the classroom visit. In some cases, these electronic summaries were sent before face-to-face conversations, and sometimes replaced them.

• *Classroom visits were part of a broader strategy of improvement*. Other elements: peer observation, instructional coaching, teacher team collaboration, and PD for the whole staff. "Although teachers experienced evaluations primarily as individuals," say Reinhorn, Johnson, and Simon, "they often looked to colleagues on their instructional teams for additional feedback about their teaching and further suggestions about how to improve. Teachers also reported that some administrators remained informed about their professional practice by reviewing unit and lesson plans and participating in team meetings, which focused on data analysis and curriculum planning."

• *Teachers' goals nested within this overall improvement process*. That is, teachers' beginning-of-year goals were closely related to team and schoolwide targets and went beyond state requirements.

• *Summative teacher evaluations flowed naturally from classroom visits*. All but two of the teachers interviewed said their end-of-year rubric ratings were fair and did not come as a surprise. "Because their summative assessment grew out of frequent informal and formal observations with feedback," say Reinhorn, Johnson, and Simon, "they granted it legitimacy, which they might have withheld if classroom visits were rare or they found feedback vague or off the mark… [T]eachers did not expect or want a rubber stamp of approval, nor did they think that falling short of the highest rating would be the first step out the door. Teachers widely expressed confidence that they were beneficiaries, rather than casualties, of their school's evaluation process."

• *Some teachers had improvement plans, were dismissed midyear, were counseled out, or were not invited back*. "This contributed to a sense of accountability and made the evaluation process a serious one," say the researchers, "but it did not seem to generate fear or undermine the teachers' trust in their evaluator or the system."

• *The process was not without glitches*. The biggest were (a) mismatches between a few evaluators' areas of expertise and those of the teachers they supervised, and (b) insufficient time in some schools for administrators to make enough classroom visits and give feedback.

What did the researchers conclude about the relationship between Massachusetts policies and on-the-ground implementation in these six schools? Clearly there was good alignment between the state's aspirational goals – a primary focus on teacher development with accountability less prominently emphasized – and these principals' beliefs and theories of action. In addition, say the researchers, "teachers said that their school's developmental approach to evaluation was well intentioned and useful, and they judged the state's approach, in which they willingly and actively participated, to be legitimate."

Reinhorn, Johnson, and Simon acknowledge that what worked in these top-notch schools might not work in other locations. For one thing, five of the six principals had, at one time or another, the authority to choose their teachers, and they were highly selective when they hired. For another, most of the principals had additional funding (by virtue of being turnaround or restart schools) and flexibility with staffing, contractual matters, the length of the school year, and the use of school time.

Finally, all six principals were (in the view of the researchers) outstanding instructional leaders with deep knowledge of pedagogy and best practices. "Unfortunately," they note, "districts often do not assign their best principals to the schools that need them most. Our findings suggest that doing so is probably the most important thing district officials can do to ensure that teacher evaluation will be a constructive, productive process."

"Teacher evaluation policies currently leave much unspecified," conclude the authors. "They set the basics, such as designating the assessment tool, requiring a certain number of announced and unannounced observations, and stating whether and how student achievement must be incorporated into summative ratings. Within these boundaries, many outcomes are possible… As we have seen, implementation is profoundly affected by practitioners' beliefs and knowledge, their assessment of the context in which they work, and their attention to the purposes signaled by policymakers. District and school administrators need to know much more about how best to achieve desired policy goals in evaluation – to develop the teachers they have, to inform employment decisions, and to skillfully combine both."

[The authors' descriptions of the special circumstances enjoyed by these schools are a reminder that these schools are not representative of all schools implementing state policies. By way of illustration, I recently taught a nine-day course on teacher supervision and evaluation for aspiring Massachusetts administrators, almost all from suburban schools. At one point I asked this group of K-12 teachers, counselors, and department heads for a candid assessment of how successful their principals were at visiting classrooms and giving feedback. Here were their responses, via anonymous clickers:

- Highly effective: Visits 2-3 classrooms a day and gives face-to-face feedback to each teacher within 24 hours – 1 response
- Effective: Gets into some classrooms each day and gives personal feedback to each teacher visited – 4 responses
- Developing: Tries to get into classrooms, but many days doesn't succeed – 13 responses
- Novice: Too busy, rarely visits classrooms – 15 responses K.M.]

"Investing in Development: Six High-Performing, High-Poverty Schools Implement the Massachusetts Teacher Evaluation Policy" by Stefanie Reinhorn, Susan Moore Johnson, and Nicole Simon in *Educational Evaluation and Policy Analysis*, September 2017 (Vol. 39, #3, p. 383-406), http://journals.sagepub.com/doi/full/10.3102/0162373717690605; Johnson can be reached at susan_moore_johnson@gse.harvard.edu.

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3. How to Get Students Writing Good Argumentative Essays

In this article in *Aligned*, Vermont teacher Joey Hawkins describes problems with teaching students how to write an argumentative essay. In her own middle-school history class, she assigned this prompt: *Overall, has the Industrial Revolution been good for humanity?* Students spent weeks reading, taking notes, writing summaries, conferring with each other, and revising. By their second drafts, Hawkins saw the problem: "These students did indeed know a lot about the history of the Industrial Revolution – but they knew little or nothing about the overall *impact* of the Industrial Revolution today. I had asked them to make an argument about *knowledge they did not have* – which, of course, they could not successfully do."

Another example: A fifth-grade teacher gave this assignment: *Think of something you want or feel strongly about. Then see if you can find or think of reasons and information to support that strong opinion*. The problem here was asking students to come up with a claim without evidence. "Only then," says Hawkins, "after deciding what they already thought, would students be asked to find evidence to support the claim." In response, one student wrote a letter to her parents about wanting a horse.

The Common Core Standards have this to say about argument writing (in Appendix A): "Argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions… [T]he proper context for thinking about argument is one in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own."

For teachers, this means that what happens before students start writing arguments is critically important. Here are the steps that Hawkins and her colleagues in the Vermont Writing Collaborative have developed:

• *Carefully consider what curriculum topics make sense for argument writing*. They should be substantive, worthy of exploration and deep thought, and manageable for students' grade level. Some examples:

- Fourth graders studying how to protect the maple syrup economy in Vermont;
- Eighth graders studying World War I and whether or not the U.S. should ratify the League of Nations treaty;
- High-school biology students studying genetics and considering whether or not genetic testing is a good idea.

• *Decide what knowledge students need to build about the chosen topic before they begin formulating their arguments*. What do fourth graders need to know about the maple economy? What will eighth graders need to know about the military and emotional experience of World War I? About the proposed League of Nations? What will high-school students need to know about genes and the pros and cons of genetic testing?

• *Teachers need to consider the purpose of argument thinking and writing*. How will I make sure students learn and understand both sides of the question? How will I model and facilitate keeping an open mind, genuinely considering the nuances of the question and gathering evidence before making a claim? How will I orchestrate the "talk it out" time students need in order to wrap their minds around the complexity of the topic?

"There is more planning, of course," Hawkins concludes, "for note-taking, for giving students a sense of structure, for how the actual writing will happen. This is not easy stuff, and often teachers need help developing units that do all of this. But if we're serious about the benefits of teaching kids to be thoughtful and effective thinkers and argument writers, we'll make the investment!"

"Introduction to Argument Writing" by Joey Hawkins in *Aligned*, October 14, 2016, http://achievethecore.org/aligned/planning-for-argument-writing/

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4. Skillfully Handling Students' Errors

In this *Hechinger Report* article, Claudia Wallis describes a not-uncommon classroom scenario: a student raises a hand in response to the teacher's question, confident of the right answer – and it's wrong. "We remember moments like this because they brim with some of our least favorite emotions," says Wallis: "shame, humiliation, self-recrimination, and that gutting sense that you want to melt into the floor. Ah yes, I remember it well."

But it turns out that such moments have great instructional potential. "Contrary to what many of us might guess," she says, "making a mistake with high confidence and then being corrected is one of the most powerful ways to absorb something and retain it." The problem is that very few U.S. teachers, supervisors, and textbook writers are aware of this. In fact, our pedagogy usually tries to minimize student errors on the theory that making a mistake will entrench the incorrect procedure and create extra work going back to correct it. The standard U.S. lesson teaches specific procedures, praising correct answers and ignoring errors.

In Japan, most lessons are quite different, as documented by James Stigler and Harold Stevenson in their 1994 book, *The Learning Gap*. Students are presented with challenging problems and have to find their way through and discuss their errors, why the mistakes might seem plausible, and why they are incorrect. Teachers rarely praise students, instead teaching them to see struggle and setbacks as part of the process. "Learning about what is wrong may hasten understanding of why the correct procedures are appropriate," wrote Stigler and Stevenson, who believe this is why Japanese K-12 students generally do so much better than their U.S. counterparts.

Of course not every incorrect answer has instructional potential, says Wallis. Here are

the optimal conditions:

- The question has some intellectual heft and isn't just a Trivial Pursuit factoid (*What's the capital of Australia?*).
- The student has to make a serious effort to retrieve prior knowledge, not just throw out a wild guess.
- The more certain students are that they have the right answer and the greater the surprise that it's incorrect, the better; this rallies attention.

At the instant the error is revealed, there are two possible reactions:

- Error-related negativity (*Oh no!*), which often stems from a student's fixed mindset about ability – *I'm just not good at this*;
- Error positivity (conscious attention to the error followed by an effort to avoid repeating it), which often stems from a growth mindset about the potential for growth – *I can do this if I work at it some more*.

The essential next classroom move is guidance (from the teacher or from peers) on why the error is wrong and how it can be corrected.

Robert Siegler (Carnegie Mellon University) has found that asking third and fourth graders to explain how someone got an incorrect answer and how it can be fixed is far more effective than going over flawless procedures; this is a better way to dislodge misconceptions and errors. "These wrong approaches are like crabgrass," he says; "they are hard to get rid of and often have deep roots. You really have to undermine the roots of the misconception as well as strengthen the correct conception."

In an experiment in a New York City high school, teachers prepared students with disabilities for the state Regents algebra test by giving frequent practice quizzes followed by a review of students' errors. All of the students passed the exam with 65 percent or higher grades. Kushal Patel, one of the teachers, credited the error-focused approach: "Being in this environment where we are openly discussing mistakes, where mistakes are good, really opened the door for certain kids who had math phobias. Students saw errors as a path to learning rather than humiliation." When errors were shared anonymously with the class, he says, "the kids got really good about saying, 'Hey, that's my mistake! Let me talk about what I did wrong.' It was incredible. They got past the shy moment of, 'Oh, I screwed up.'"

Strangely, even students who experienced success with the error-correction approach couldn't let go of their previous idea of how they learned best. When asked which was more effective – being told the correct answer or making a mistake and being corrected – students said the first. Similarly, most U.S. teachers cling to the explain-it-first-and-get-them-doing-it-right approach, despite the robust research findings and the success of an error-focused approach in Japan and other high-scoring countries. Most teachers continue to believe, "I'll just teach them the right thing."

[Berkeley, California teacher Leah Alcala has two Teaching Channel videos on her deft use of errors with her middle- and high-school math students:
https://www.teachingchannel.org/videos/class-warm-up-routine
https://www.teachingchannel.org/videos/math-test-grading-tips]

"To Err is Human – and a Powerful Prelude to Learning" by Claudia Wallis in *The Hechinger Report*, July 26, 2017, http://hechingerreport.org/getting-errors-all-wrong/
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5. Jon Saphier on the Collaboration Teacher Model

In this article in *The Learning Professional*, author/consultant Jon Saphier describes the Collaboration Teacher Model for spreading a new teaching idea within a school. "The point is to generate teacher champions for the new practice and get lots of peer observations going across the faculty along with productive peer analysis and conversations," says Saphier. "The steps have to be understood, the administration has to clear the path, and the champions have to be teacher leaders."

Here's how it works: A group of 10 or more teachers takes a course in the new methodology involving modeling, video analysis, and practice in their classrooms. Ideally the administrator is right there with teachers. The cohort has professional time to master the practice and get coaching feedback in their own classrooms. The teachers present their learning at a faculty meeting and talk about the learning results in their classrooms. Other teachers then start visiting their classrooms, look for specific pedagogical behaviors, and give feedback afterward. Administrators spread the word, organize coverage, and encourage additional teachers to join the initiative.

One of the instructional programs Saphier and his colleagues have implemented in this fashion is "Making Student Thinking Visible," an adaptation of the "accountable talk" protocol widely used in schools. Here are the key elements:

For starters:

- Engage student thinking with well-planned questions.

Teacher-student interaction:

- Call on all students.
- Pause… use wait time.
- Avoid judgment.
- Validate confusion.

Are students doing most of the talking?

Have students:

- Explain.
- Restate.
- Turn and talk.

Are students elaborating their answers with explanations?

Be sure to:

- Establish norms, teach prompts.
- Actively listen.
- Re-voice.
- Scaffold.
- Persevere and return.

Are students showing they are listening to one another? Are they willing to admit confusion or not knowing? Are they challenging each others' thinking nonjudgmentally?

During lessons:

- Slow down.
- Allow struggle.
- Don't answer yourself.
- Leave students with clues to puzzle over.

Where can I improve my teaching?

In class discussions, don't give or confirm answers. Ask students to:

- Agree/disagree.
- Add on.
- Compare thinking.
- Identify discrepancies.
- Revisit previous thinking.

Are the students taking the initiative to understand each others' thinking, including how they might have made an error?

Look for opportunities to:

- Infuse academic vocabulary.
- Record academic vocabulary.

How will I measure outcomes so I can continuously improve this model and its content?

"Made for Transfer: The Collaboration Teacher Model" by Jon Saphier in *The Learning Professional*, August 2017 (Vol. 38, #4, p. 66-68), www.learningforward.org; Saphier can be reached at saphier@rbteach.com.

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6. What Leaders Can Say to Spark Effort and Courage

"Skillful leaders use encouraging language every day," says Dan Rockwell in this *Leadership Freak* article. Here are his suggestions for opening lines to spark effective effort in others, each followed by specific actions:

- I appreciate…
- I notice…
- You're great at…
- Thank you for…
- I'm impressed with..
- You help us get where we want to go when you…
- You're making progress on…
- You encourage others when…
- Great effort when you…
- Congratulations on…
- You're making a difference for…
- I'm encouraged when you…

And here are Rockwell's suggestions for inspiring courage:

- Let's give it a try.
- What's the next imperfect step you could take?
- What would you like to try?
- What are you learning?
- If you weren't nervous, what would you do next?
- I've seen you rise to challenges in the past.
- You're on the right track.

"12 Sentence Starters That Inspire Courage" by Dan Rockwell in *Leadership Freak*, August 7, 2017, https://leadershipfreak.blog/2017/08/07/12-sentence-starters-that-inspire-courage/

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7. How Important Is Class Size in Early-Childhood Programs?

In this article in *Educational Evaluation and Policy Analysis*, Jocelyn Bonnes Bowne (Harvard Graduate School of Education), Katherine Magnuson (University of Wisconsin/Madison), Holly Schindler (University of Washington), Greg Duncan (University of California/Irvine), and Hirokazu Yoshikawa (New York University) report on their study of how class size and adult/child ratios affect children's cognitive and achievement growth in early-childhood programs. Looking at data from 1960 to 2007, the researchers concluded that very small class sizes (15 students) and low adult/child ratios (7.5 to 1) make little difference in terms of children's cognitive and achievement growth. "Based on our findings," say the authors, "we conclude that current regulations that hold class size at or below 20 and child-teacher ratios at or below 10:1 are largely adequate for most children. There is no clear advantage to slight reductions in these numbers."

"A Meta-Analysis of Class Sizes and Ratios in Early Childhood Education Programs: Are Thresholds of Quality Associated with Greater Impacts on Cognitive, Achievement, and Socioemotional Outcomes?" by Jocelyn Bonnes Bowne, Katherine Magnuson, Holly Schindler, Greg Duncan, and Hirokazu Yoshikawa in *Educational Evaluation and Policy Analysis*, September 2017 (Vol. 39, #3, p 407-428), http://bit.ly/2wxKkMm; Bowne can be reached at jbb961@mail.harvard.edu.

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8. Short Item:

Getting to know students from day one – This free student survey from Panorama Education https://backtoschool.panoramaed.com is a quick way to find common interests in a new group of students. Research shows that student-to-teacher and student-to-student relationships get a big boost from knowing what they share in common.

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If you have feedback or suggestions, 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 48 years' experience as a teacher, principal, central office administrator, consultant, and writer, 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).

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.

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- A free sample issue

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- A collection of "classic" articles from all issues

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
ASCD SmartBrief
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
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
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