Marshall Memo 680

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 3, 2017

In This Issue:

Quotes of the Week

"The reason math classes are so boring is because of the pressure teachers are under to bring students to a certain level. The only way they know to get students to pass those tests is to drill and drill and drill. And that's not interesting for the people struggling and it's not interesting for the people who can already do it."

Eugenia Cheng (quoted in item #4)

"People don't really demand evidence when technology and algorithms are involved, because they're bewildering. But you don't need to understand what's in the black box to know if something works."

Cathy O'Neil, quoted in "Learning Via 'Playlists'" by Benjamin Herold in *Education Week*, March 29, 2017 (Vol. 36, #26, p. 19-22), www.edweek.org

"Nothing is totally free. You are for sale; that's the cost of free."

Jim Flanagan on digital curriculum materials (quoted in item #6)

"Good lectures build knowledge and community; they also model critical civic participation. But students have suffered a wide variety of bad lecturers: the preening windbag, the verbatim PowerPoint reader, the poor timekeeper who never manages to cover all the session's material. Lecturing does not come naturally and can take years to master, yet very few instructors have the opportunity to learn how to deliver a good lecture."

Miya Tokumitsu (University of Melbourne) in "Long Live the Lecture!" in *The Chronicle of Higher Education*, March 31, 2017 (Vol. LXIII, #30, p. B4-5), available to subscribers at http://bit.ly/2mWHm0c

1. How the Best Leaders Bring Out the Best in Their Teams

In this chapter on leadership and teamwork in his book *Smarter, Better, Faster*, Charles Duhigg reports on Google's findings from a multi-year study of what makes their most successful managers effective; the leader:

- Is a good coach;
- Empowers and does not micromanage;
- Expresses interest and concern in subordinates' success and well-being;
- Is results oriented;
- Listens and shares information;
- Helps with career development;
- Has a clear vision and strategy;
- Has key technical skills.

Duhigg found that the best leaders used these and other skills to get their colleagues working as a team. In a variety of ways, leaders fostered group norms that helped people feel psychologically safe and got everyone participating in discussions in roughly the same proportions. "It was the norms, not the people, that made teams so smart," he says. "The right norms could raise the collective intelligence of mediocre thinkers. The wrong norms could hobble a group made up of people who, on their own, were all exceptionally bright."

Another quality of effective teams, Duhigg found, was "high average social sensitivity" – people were good at sensing how colleagues felt based on their tone of voice, how they held themselves, the expressions on their faces. People seemed to know when someone was feeling upset or left out. This comes back to the emotional intelligence of the leader, making sure everyone has an equal voice and encouraging social sensitivity. Duhigg quotes Harvard Business School professor Amy Edmonson: "It seems like fairly minor stuff, but when the leader goes out of their way to make someone feel listened to, or starts a meeting by saying, 'I might miss something, so I need all of you to watch for my mistakes,' or says, 'Jim, you haven't spoken in a while, what do you think?,' that makes a huge difference."

"So if you are leading a team," says Duhigg, "– be it a group of coworkers or a sports team, a church gathering, or your family dinner table – think about what message your choices send. Are you encouraging equality in speaking, or rewarding the loudest people? Are you modeling listening? Are you demonstrating a sensitivity to what people think and feel, or are you letting decisive leadership be an excuse for not paying as close attention as you should? There are always good reasons for choosing behaviors that undermine psychological safety. It

is often more efficient to cut off debate, to make a quick decision, to listen to whoever knows the most and ask others to hold their tongues. But a team will become an amplification of its internal culture, for better or worse. Study after study shows that while psychological safety might be less efficient in the short run, it's more productive over time."

Chapter 2 of *Smarter, Better, Faster* by Charles Duhigg (Random House, 2016)

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2. Four Suggestions on Giving Feedback

In this article adapted from his new book, *Reach* (Penguin Random House, 2017), Andy Molinsky (Brandeis University) says most people aren't crazy about getting critical feedback, and giving it is often an uncomfortable and stressful exercise. But feedback is essential, says Molinsky, and he offers these pointers from his observations of doctors, managers, and police officers having difficult conversations. The objective, he says, is making "the entire process a bit less painful and, hopefully, more productive:"

• *Give the other person a heads-up*. This doesn't need to be far in advance – just a comment like, "Hey, do you have a minute? I wanted to give you some quick feedback." If people know something critical is coming, they may be better prepared to hear it.

• *Be non-judgmental and specific*. "Of course, at some level feedback is judgmental," says Molinsky, "but try to avoid a judgmental tone."

- Ineffective – "I can't believe you interrupted me like that."
- Better – "When you interrupted me twice during the conversation, it reduced my credibility with the team."
- Ineffective – "Stop being such a jerk."
- Better – "When you said that, it made me upset and I also noticed Henry appeared angry."

It's also important to be as specific as possible about the exact behavior you're upset about.

• *Do it sooner rather than later*. Seize the moment while the memory is fresh; this helps you be specific and capture the incident's impact on you and others. However, talking too soon can be a problem if emotions are high, others are present, or the person is in the middle of something that shouldn't be interrupted.

• *Reflect on why it's important*. Before speaking to the other person, it's important to focus inward "on developing a sense of purpose for why you feel justified in delivering this feedback in the first place," says Molinsky. "Perhaps you care deeply about helping others develop and improve… Or perhaps it's the mission of your organization you're passionate about, and that by delivering feedback, you'll be helping advance the mission. Wherever your conviction comes from, it's important to find and embrace it."

"What Doctors, Managers, and Police Officers Taught me About Delivering Effective Feedback" by Andy Molinsky, March 7, 2017, http://on.inc.com/2ln66gh; Molinsky can be reached at molinsky@brandeis.edu.

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3. A Hidden Factor in College Admission of Low-Income Students

"A substantial number of highly qualified low-income students do not enroll in selective colleges, and enrollment gaps in science and engineering are particularly large," say Michael Bastedo (University of Michigan/Ann Arbor) and Nicholas Bowman (University of Iowa/Iowa City) in this article in *Educational Researcher*. "Nonetheless, once they enroll in these colleges, low-income students often succeed academically and graduate at high rates… Existing research demonstrates that there has been little progress in increasing low-income student enrollment over the past 30 years, and the admissions office can be a crucial gatekeeper."

Bastedo and Bowman gathered information from 311 college admissions officers in a variety of institutions and found that when they had more-detailed information on applicants' underserved high schools (e.g., the school's college enrollment rates, average standardized test scores, AP curriculum offerings, and percent of students qualifying for free/reduced meals), students were 13-14 percent more likely to be recommended for admission. This was true across the wide range of admissions officers in the study.

Why did having pertinent details about a high school have such a significant impact on students' chances of admission? During their busy season, admissions officers read as many as 200 applications a week and may spend only about 15 minutes on each one. It's difficult to quickly access accurate information on each student's high school, and without this information at their fingertips, the tendency is for admissions officers to attribute the quality of a student's test scores and personal essay to the student rather than taking into account the context of the high school. This common human tendency is known as correspondence bias or the fundamental attribution error – making a judgment about a person without taking into account relevant background information.

But when admission officers had more detail on an underserved high school, they had a more favorable mindset when reading a student's academic information and personal essays – they "showed a willingness to reward applicants for overcoming obstacles rather than penalizing applicants for attending an insufficiently rigorous high school," say Bastedo and Bowman. "This finding suggests that the lack of access for low-SES students in selective colleges may be partially due to a lack of high-quality information rather than an unwillingness to consider class-based disparities or an overreliance on any litmus test for admission (e.g., taking AP calculus)." The problem is that getting reliable information on numerous high schools is time-consuming, and admissions officers are strapped for time.

Interestingly, when detailed information on economically advantaged college applicants' high schools was available (a more common occurrence, since these high schools tended to be better known to admissions officers), it had no impact on admissions recommendations. Bastedo and Bowman believe there are several possible explanations:

- High-SES students are well represented in selective colleges, so providing information on their well-endowed high schools simply confirms the norm and doesn't influence the officer's perceptions.

- High-SES applicants are more likely to pay "list price" tuition if admitted, and admissions offices may have a policy (or an unconscious tendency) to look more favorably on these students, and on high-potential athletes and children of alumni.
- Admissions officers understand applicants can't control the circumstances of their birth and believe they shouldn't be penalized for having greater opportunities.

[The implication of this research? College admissions officers should make it their business during less-busy times of the year to get accurate information on applicants' high schools, and low-SES students applying to college should make it their business to provide contextual information in their applications. K.M.]

"Improving Admission of Low-SES Students at Selective Colleges: Results from an Experimental Simulation" by Michael Bastedo and Nicholas Bowman in *Educational Researcher*, March 2017 (Vol. 46, #2, p. 67-77), available for AERA members at http://journals.sagepub.com/doi/full/10.3102/0013189X17699373; the authors can be reached at bastedo@umich.edu and nick-bowman@uiowa.edu.

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4. Why Learn Math?

In this interview with Tom Bartlett in *The Chronicle of Higher Education*, mathematician Eugenia Cheng (scientist in residence at the School of the Art Institute of Chicago) acknowledges that math is not taught very well in many schools, and that she was bored with math as a child. "The reason math classes are so boring is because of the pressure teachers are under to bring students to a certain level," says Cheng. "The only way they know to get students to pass those tests is to drill and drill and drill. And that's not interesting for the people struggling and it's not interesting for the people who can already do it. I was very lucky because my mother showed me things that were fantastic about math outside of class. I was inoculated against boring math classes by things that my mother showed me, and that led me to believe deep down that there was going to be something better waiting for me at the end of it."

Responding to the argument that school math should focus more on real-world applications than advanced algebra and calculus, Cheng says there are three basic reasons for studying math:

- Practical applications, such as being able to compute interest on a mortgage and understanding statistics to see through misrepresentations;
- Preparing to enter science and engineering careers;
- Learning how to think clearly.

Cheng believes the first is actually the most boring. "It's not interesting to learn how mortgages work until it's time to get a mortgage, and then it becomes rather important," she says. But the third is the one she believes applies to everyone. Here's her analogy:

"It's become accepted that for most people, physical fitness is a good thing. We know that good core strength helps with the rest of our strength. It's the same with math. Yes, you can just work on your biceps or run up stairs a lot. With math, you can train yourself to understand how compound interest works, but if the core of your brain works – well, I truly

believe I can learn any other part of math or any part of science if I really feel like it, because I understand how to think. It's less direct but much more widely relevant."

"How to Think Clearly" by Tom Bartlett in *The Chronicle of Higher Education*, March 31, 2017 (Vol. LXIII, #30, p. A6-7), available to subscribers at http://bit.ly/2oC4BKd; see Cheng's TED talk at https://www.youtube.com/watch?v=CfdFw3hXkf0 and her appearance on *The Late Show* with Stephen Colbert: https://www.youtube.com/watch?v=mA402F5K47o; Cheng can be reached at echeng4@saic.edu.

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5. Common Misconceptions with Percentages

"Percentages are quite unique mathematical objects in the system of rational numbers," say Lingguo Bu (Southern Illinois University/Carbondale) and Angel Marjanovich (John A. Logan College) in this article in *Mathematics Teaching in the Middle School*. "They are ubiquitous in everyday life and used in a variety of scenarios. Yet their meanings are sensitive to the context, leading to numerous misconceptions." Bu and Marjanovich use a math problem involving a milk carton label to illustrate. The label reads "2% Reduced Fat Milk" and claims that the milk has "37% less fat than regular milk." This raises three questions:

- What is the meaning of 2 percent on the milk label? Does it mean that fat is 2 percent of the milk in the container, or that 2 percent of the fat in regular milk has been removed?
- What is the meaning of 37 percent? Does it mean that this milk would have 63 percent of the fat content of regular milk? Or does it mean that regular milk has 37 percent more fat than 2 percent milk?
- If 2 percent milk has 37 percent less fat than regular milk, what is the percentage of fat in regular milk? Is it 39 percent (adding 37 and 2)? 63 percent (subtracting 37 from 100)? Or something else?

Bu and Marjanovich posed these questions to a group of prospective teachers, and most answered incorrectly. Imagine what students' responses would be! Thus, the problem is an ideal gateway into an exploration of percentages. See the full article for the details, including a helpful diagram.

"Percentages and Milk Fat" by Lingguo Bu and Angel Marjanovich in *Mathematics Teaching in the Middle School,* April 2017 (Vol. 22, #8, p. 472-479), available for purchase at http://bit.ly/2ouPQvq; the authors are at lgbu@siu.edu and angelsonshine@gmail.com

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6. What to Watch Out for When Using Free Digital Content

In this *Education Week* article, Sarah Sparks cautions enthusiastic users of online educational apps and curriculum materials to read the fine print. It's not enough to evaluate the educational value of these materials – there's also the issue of student privacy. "It's great to have innovative schools and teachers taking advantage of all these tools," says Steve Smith, chief information officer in the Cambridge, Mass. schools, "but they have to know what they are getting into. A lot of free applications are free for a reason; they are not just doing it out of

the goodness of their hearts; they want that data." Jim Flanagan of the International Society for Technology in Education agrees: "Nothing is totally free. You are for sale; that's the cost of free."

It's tempting for educators to skim through lengthy, legalistic terms-of-service agreements and click "OK" at the bottom. But many agreements contain red flags and need to be evaluated by an expert, such as:

- How is the app or product gathering data on students? It could be keystrokes, time on task, browser searches, and location.
- Will student data be de-identified? Does the product specify de-identifying demographic information, school location, and other possible ways to identify an individual student?
- Can data be used to market or advertise products to students or their parents? Using data or meta-data to create profiles of students or parents is a violation of FERPA (Family Educational Rights and Privacy Act).
- Can the company change the terms of the agreement without notice? This puts the burden on the school or district to keep checking for updates. Users should get clear notice of any changes.
- Does the company keep control of student data after its product is no longer used? Any agreement should specify that student data can't be kept after the district is finished using the product.
- Do teachers creating content through the service maintain intellectual property rights? This should be clearly specified.
- Does the agreement specify an age restriction (for example, not intended for children under age 13)? Schools often bypass age restrictions when the content seems okay for younger students. Language like this can be a clue that the app collects data or uses social media in ways that require parental consent.

"Reading the Fine Print" by Sarah Sparks in *Education Week*, March 29, 2017 (Vol. 36, #26, p. 19-22), www.edweek.org

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7. Kindergarten Is the New First Grade – But Not for All Students

In this *Educational Researcher* article, Jerome D'Agostino and Emily Rodgers (The Ohio State University) report on their study of the skill levels of 364,738 entering first graders in more than 2,000 U.S. schools over a 12-year period. The researchers confirmed that in recent years, first graders know and are able to do significantly more, reflecting a more-academic focus in kindergarten, albeit with some important variations between low-achieving students and a random sample of all students.

D'Agostino and Rodgers were able to gather student achievement data on six key literacy skills in the Observation Survey of Early Literacy Achievement (OSELA):

- Letter Identification – Identifying letters by name, sound, or words that start with that letter;

- Word Reading – Students identifying as many words as they can;
- Hearing and Recording Sounds in Words – A dictation task consisting of 37 phonemes;
- Concepts about Print – Including directionality, visual scanning, one-to-one matching;
- Writing Vocabulary – How many words the student can write in 10 minutes;
- Text Reading Level – The highest level of text (not seen before) the student can read at 90% accuracy or above.

Looking at student achievement data from 2002-2013, the researchers came to three conclusions:

• Each year over the 12 years of the study, students' skills improved in all six areas, with the biggest gains in Word Reading, Letter Identification, Hearing and Recording Sounds in Words.

• The achievement gap between low-achieving students and all students narrowed in four areas: Letter Identification, Concepts about Print, Hearing and Recording Sounds in Words, and (to a lesser extent) Writing Vocabulary. The two phonics-oriented areas showed the biggest gap closing (Letter Identification and Hearing and Recording Sounds in Words), and Writing Vocabulary narrowed the least. In all areas, however, the achievement gaps were still significant in 2013.

• The gap between low-achieving and all students widened in two areas: Writing Vocabulary and Text Reading Level.

D'Agostino and Rodgers conclude that schools should continue to focus on the basic skills in which the achievement gap has been narrowing, but "careful attention must be paid to low-achieving students; their improvement on basic skills is noteworthy, but their falling further behind on word reading and text reading is alarming."

"Literacy Achievement Trends at Entry to First Grade" by Jerome D'Agostino and Emily Rodgers in *Educational Researcher*, March 2017 (Vol. 46, #2, p. 78-89), available for AERA members at http://bit.ly/2o2gADe; the authors can be reached at dagostino.22@osu.edu and rodgers.42@osu.edu.

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8. Third Graders Using iPad Videos to Improve Their Fluency

In this article in *The Reading Teacher*, Molly Ness (Fordham University) suggests a novel way to get students to improve their reading. She quotes Timothy Rasinski's definition of fluency: "automaticity in word recognition and expression in oral reading that reflects the meaning of the text." The automaticity component is key because students who aren't quickly decoding and/or recognizing words have fewer cognitive resources available, which harms sense-making and comprehension.

Ness mentions a variety of methods that have been used to build fluency: choral reading, paired reading, Readers Theatre, cyber read-alouds, poetry, tongue twisters, joke books, repeated reading – and, of course, lots of reading for pleasure. Repeated reading has a strong research base; numerous studies show that it helps students with word recognition, accuracy, automaticity, comprehension, enjoyment, and confidence. But repeated reading

doesn't always work. "It can be a challenge," says Ness, "…to find an engaging way to encourage readers to reread the same text." If students focus too much on improving reading rate and "blow through periods, commas, and other forms of punctuation in the quest for speed," they're missing out on the second key component – prosody. Repeated reading can also become dull and lifeless and turn students off.

Ness suggests a new twist: using iPads in a three-step repeated reading process: Record, Listen, Reflect. She describes how this worked in a third-grade classroom she observed:

• *Record* – Students choose a text at their independent or instructional level, tap the iPad's camera icon and record button, read a passage, and tap the record button when they're finished.

• *Listen* – Students view their recording and note their accuracy, automaticity, and prosody following a hard copy of the text. "Their aim here is to act as the teacher would," says Ness, "– to mark their errors as a teacher would use a running record, to pay attention to their prosody and intonation, and to notice their use of punctuation as a visual signpost for fluency." Students note if they omitted or substituted a word, inverted the order of words, or inserted a word that wasn't in the text. Students are encouraged to listen to themselves more than once.

• *Reflect* – Students complete an evaluation sheet to monitor progress and set goals for their next rereading. The items in Ness's suggested worksheet:

- Did I take my time and read at the appropriate pace? (Well done/Needs improvement)
- Did I read smoothly, the way we talk in a conversation?
- Did I pay attention to punctuation and what it means?
- Did I sound expressive?
- Did I pause at the correct places?
- Did I read clearly?
- Did I say each word correctly?
- Did I self-correct if I made a mistake?
- I made ___ mistakes. Next time, I'm aiming for ___ mistakes.
- It took me ___ seconds. Next time, I'm aiming for ___ seconds.
- Here's where I ran into trouble:_____
- Here's my plan for next time to address that trouble:_____
- Other comments I want to make about my video:_____

In the third-grade classroom Ness observed, students worked in pairs, watching each others' videos and providing commentary. Some examples: "You got all the words right, but you read so fast that I couldn't really follow you." "This video shows your voice loud and proud. You also made your voice sound scary here, so I knew which character you were pretending to be." One girl asked, "Do I really sound like that?" but over time, students focused on the quality of their reading.

The process, says Ness, served as instant motivation to showcase their best videos. "Without nudging or nagging from the teacher, students independently returned to their iPads multiple times to record again. We were delighted to overhear student comments such as, 'Let me try that again!' and 'That wasn't good enough.'" When they were satisfied, students

uploaded their videos to a YouTube channel that was private to the class and could be shared with parents.

"'Is That How I Really Sound?': Using iPads for Fluency Practice" by Molly Ness in *The Reading Teacher*, March/April 2017 (Vol. 70, #5, p. 611-615), http://bit.ly/2nPWGJj; Ness can be reached at mness@fordham.edu.

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9. Peer Tutoring Between Fourth-Grade and Kindergarten Classes

In this *Elementary School Journal* article, Rebecca Silverman, Melinda Martin-Beltran, Megan Peercy, and Anna Hartranft (University of Maryland/College Park), Daniel McNeish (University of North Carolina/Chapel Hill), Lauren Artzi (American Institutes for Research), and Stephanie Nunn (SRI International) report on their study of a cross-age tutoring program between fourth graders and kindergarteners, most of whom were English learners. Before each of the 14 weekly meetings, kindergarten teachers prepared their students by watching a video of the story they would read with their fourth-grade "buddies" and guiding students to complete a related writing/drawing activity. Fourth-grade teachers prepared their students by going over key vocabulary, getting them to practice guiding their buddies through several steps, and reviewing how to be an effective buddy – for example, asking questions, prompting responses, listening to and building on what their buddies said, and helping by pointing to pictures, using gestures, and using Spanish where helpful.

Before beginning the sessions, teachers paired above-level fourth-graders with below-level kindergarteners, on-level fourth graders with on-level kindergarteners, and below-level fourth graders with above-level kindergarteners. They also paired Spanish-speaking students so they could use their native language and consider cognates in discussing words and content. In the actual sessions, fourth graders used a checklist to guide their little buddies through three steps:

- PAWS – Prepare to read or watch, Ask and answer questions, and Wrap it up with a Summary – while watching the video or reading the text.
- PET to review target words – Pronounce, Explore, and Try it out – designed to get students saying words, investigate their meaning, and use newly learned words in different contexts.
- Guiding their little buddies through writing and drawing extension activities that encouraged discussion and review of vocabulary and content.

During the buddy sessions, teachers facilitated the interactions and monitored student learning.

What was the impact of the program? Kindergarten participants outperformed the comparison group on knowledge of target vocabulary and a measure of general vocabulary knowledge, but there was no change in their text comprehension or strategy use. Fourth-grade participants outperformed the comparison group on receptive and expressive measures of knowledge of target words, but not on a norm-referenced measure of vocabulary and comprehension. They did do better than the comparison group on a researcher-developed measure of text comprehension and strategy use. Across most measures, the effects were

similar for EL and non-EL students, but ELs didn't gain as much as non-ELs on expressive vocabulary.

The researchers report that teachers found the program easy to implement (it required little training and instructional time), students found it engaging and motivating, and students applied what they learned in subsequent instructional activities.

"Effects of a Cross-Age Peer Learning Program on Vocabulary and Comprehension of English Learners and Non-English Learners in Elementary School" by Rebecca Silverman, Melinda Martin-Beltran, Megan Peercy, Anna Hartranft, Daniel McNeish, Lauren Artzi, and Stephanie Nunn in *Elementary School Journal*, March 2017 (Vol. 117, #3, p. 485-512), available for purchase at http://www.journals.uchicago.edu/doi/full/10.1086/690210; Silverman can be reached at rdsilver@umd.edu.

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10. Short Items:

a. The solar system in perspective – This *Atlantic* video by Alex Gorosh and Wylie Overstreet shows the true proportions of our solar system by mapping it out in a 7-mile-wide stretch of desert: www.theatlantic.com/video/index/417309/our-place-in-the-universe/

"A Stunning Scale Model of Our Solar System, Drawn in the Desert" by Alex Gorosh and Wylie Overstreet in *The Atlantic*, November 30, 2015

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b. Bloom's taxonomy for the digital age – This Common Sense Media graphic video by Ruben Puentedura explains how the updated version of Bloom's taxonomy applies to digital tools: https://www.commonsensemedia.org/videos/blooms-digital-taxonomy?utm_source=Edu_Newsletter_2017_03_28&utm_medium=email&utm_campaign=weekly

"Bloom's Digital Taxonomy" by Ruben Puentedura on *Common Sense Media*, March 2017

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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 45 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 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).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Communiqué
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 District Management Journal
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine