Marshall Memo 659

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 31, 2016

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Quotes of the Week

"Without realizing it, I had selectively noticed the misbehavior of just one subset of students."
Sarah Fiarman (see item #1)

"School leaders need to help their staffs understand that unconscious bias is not deliberate; it doesn't reflect our goals or intentions."
Sarah Fiarman (*ibid*.)

"Authority, position, and title won't make you a leader. Don't worry about being a leader. Worry about being the kind of person others want to follow."
Dan Rockwell (see item #3)

"A letter of condolence to a friend is one of the obligations of friendship."
Millicent Fenwick (quoted in item #2)

"Struggling readers know they're struggling readers. They do not need to see this confirmed every day."
Susan Neuman (see item #4)

"At its root, assessment is how we determine if students have reached the places we promised they would be in our course goals. Do they learn what we say our courses will teach them? Assessment is nothing more than the tools we use to answer that question."
Kevin Gannon (see item #6)

"I know how to find the least common bottom number!"
Jack, a fourth grader who got an assessment item wrong because he hadn't been taught the terms numerator and denominator (see item #7)

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1. Five Steps to Addressing Implicit Bias in Schools

(Originally titled "Unconscious Bias")

In this article in *Educational Leadership*, Sarah Fiarman remembers an epiphany she had as a teacher. Between classes, she expressed annoyance that a few students were frequently having side conversations while she was teaching. A colleague said she might be noticing this behavior among black students but not among whites. "Sure enough," says Fiarman, "when I observed more carefully in my next class, white students were doing the same thing. Without realizing it, I had selectively noticed the misbehavior of just one subset of students." As a white teacher who prided herself on racial sensitivity, she was chagrinned that she, like so many others, had absorbed an unconscious bias "in the same way we breathe in smog – involuntarily and usually without any awareness of it."

Implicit biases are present in people of all backgrounds – unconscious preferences based on gender, race, sexual orientation, and other aspects of identity, usually favoring one's own group, but sometimes, among stigmatized populations, favoring the dominant group. Researchers have found that black students are often punished more harshly than white students for the same infractions, and there are differences in who gets called on in class, the level of questions, praise and correction, how educators communicate with families, and whether a parent's assertive advocacy is seen as pushy or appropriate. Fiarman's suggestions:

• *Increase awareness*. "School leaders need to help their staffs understand that unconscious bias is not deliberate," she says; "it doesn't reflect our goals or intentions. Normalizing talking about it allows educators to examine and discuss their biases more freely and productively." Two free online tools are https://rework.withgoogle.com/subjects/unbiasing and https://implicit.harvard.edu/implicit/takeatest.html. Leaders can also suggest articles or books and give staff time to read, reflect, and discuss. This can lead to the kind of realization Fiarman had about her chatty students.

• *Name it*. The teacher who helped Fiarman see her blind spot wasn't trying to make her feel bad; she was being helpful and her words were received in that spirit. How does a school facilitate such interactions? Singleton and Linton (2006) suggest four agreements for courageous conversations about specific incidents:

- Speak your truth.
- Expect to experience discomfort.
- Stay engaged.
- Expect and accept a lack of closure.

Colleagues can work on being non-defensive and deal with questions like: *What leads you to that conclusion? Would this decision be different if the family or child were of a different race or background? How would you make this decision if this were your own child?*

Fiarman describes a tense meeting with an African-American family. As principal, she took a risk and said, "If I were in your shoes, I might worry that the school was treating my son differently because he's black. I want you to know that we're thinking about that too. We don't want to be the school that disproportionately disciplines black boys." This helped create a climate that produced a positive plan.

• *Anticipate bias and create systems to reduce it*. Forty years ago, symphony orchestras began auditioning musicians behind a screen, and the percent of female players increased from 6 percent in 1970 to 21 percent in 1993. In classrooms, calling on students using popsicle sticks eliminates the possibility of bias. It's also helpful for leaders to make decisions collaboratively, not in isolation or in anger, so there's time to slow down and hear from others.

• *Build empathy*. One study showed that when teachers administer a simple questionnaire to students and learn about common interests and experiences, grades and behavior among minority students improve and gaps close. Another study found that intentionally building positive relationships with students can cut the suspension rate in half. "When teachers simply had opportunities to relate to or consider the perspectives of their students – and to be reminded of the value of this perspective-taking – they were more likely to change their behavior," says Fiarman.

• *Hold ourselves accountable*. "Numbers keep us honest," she says. Tracking discipline referrals, the rigor of classroom questions, the quality of student work, and other data by race, gender, and other variables is a useful check on what's really happening.

"Deconstructing our unconscious bias takes consistent work," Fiarman concludes. "We can't address it once and be done. We need to recognize these unwanted, deep-rooted beliefs and limit their influence on us. Then our actions will match our intentions."

"Unconscious Bias" by Sarah Fiarman in *Educational Leadership*, November 2016 (Vol. 74, #3, p. 10-15), available for purchase at http://bit.ly/2f5GI9Q; Fiarman can be reached at sarahfiarman@gmail.com.

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2. Perversions of "Data-Driven Instruction" – and How to Do It Right

(Originally titled "Code Red: The Danger of Data-Driven Instruction")

In this *Educational Leadership* article, Susan Neuman (New York University) reports what her team of researchers saw in 4th- and 7th-grade literacy classrooms in nine New York City public schools:

- Low-level worksheets focused on decontextualized basic skills for low-achieving students, higher-level content for successful students;
- Instruction focused on skills, not comprehension or content;

- Excessive testing, rubric-scoring, clipboard note-taking, data-displaying, and rank-ordering with insufficient meaningful instruction for all students and follow-up with struggling students;
- Students engaged in lengthy periods of independent reading, some of whom weren't really reading, the rationale being to build stamina for state tests that were regarded by teachers with fear and loathing;
- Display of students' test scores, with students who were chronically failing publicly branded as such;
- Slouching, disengaged students staring into space or sleeping; they've given up;
- Extremely low achievement on state tests year after year.

Neuman reports the researchers' conclusion: these schools' interpretation of data-driven instruction was "failing our most vulnerable children and sucking the life out of meaningful, content-rich education for young learners." Too many students, she says, "are receiving the unintended message that reading has no real meaning, no delight, and no purpose other than answering one or two questions that are duly recorded on a clipboard."

But this doesn't have to be, Neuman believes: "Arguably, the theory underlying data-driven instruction makes sense" – using important information to continuously improve teaching and learning. Here are her suggestions for implementing data-driven instruction in a more humane and effective manner:

• *Don't try to "motivate" students with data*. Standardized assessment results can be helpful for teachers diagnosing needs and planning instruction, but they're not particularly helpful for students, says Neuman. "Struggling readers know they're struggling readers. They do not need to see this confirmed every day."

• *Don't teach to test items*. Particular words in standardized tests are there to spread students out on a distributional curve and establish norms. Schools may item-analyze tests and try to teach particular words, but students are likely to be blindsided by completely different words the next time around. In order to teach effectively, says Neuman, schools "need to focus on a much more comprehensive set of understandings, including developing background knowledge, applying it to text, and predicting what might come next. Students don't develop deep comprehension skills through quick hit-and-runs. They learn these skills through carefully crafted, systematic instruction."

• *Be data-informed, not data-driven*. Grade-level teacher teams should regularly look at students' work to inform instruction, asking themselves, "What are our key teaching points for the coming week?" and then the next week asking, "Were we successful?" and if so, "How do we build on students' learning?" These meetings are all about fine-tuning instruction to make all students successful. Neuman and her colleagues saw some of this kind of collaboration in the New York City schools – but not enough.

• *Broaden the definition of data*. Defining it as "recorded information on student learning" is too narrow, Neuman came to believe. Teachers should be looking for "the looks on students' faces, the tenor of a rich discussion, or the smiles and signs of joy when students are learning something new," she says. "For the highly capable teacher, these observations *are*

data. In fact, these observations may be the most valuable data for helping us understand what students – especially struggling readers – are telling us."

"Code Red: The Danger of Data-Driven Instruction" by Susan Neuman in *Educational Leadership*, November 2016 (Vol. 74, #3, p. 24-29), http://bit.ly/2e0jmn0; Neuman can be reached at sbneuman@nyu.edu.

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3. Suggestions for Supporting a Person Who's Lost a Loved One

In this *New York Times* article, author Bruce Feiler says that 90 million sympathy cards are sold in the U.S. every year, but many people haven't mastered the art of writing a condolence note. These days, he says, "the rules of expressing sympathy have become muddied at best, and concealed in an onslaught of emoji at worst. 'Sorry about Mom. Sad face, sad face, crying face, heart, heart, unicorn.'" For those who are inexperienced or out of practice at expressing sympathy about a loss, Feiler has these suggestions:

• *Being tongue-tied is okay*. A rabbi told Feiler, "Admitting you're at a loss for words is far more caring and helpful than writing pithy statements like 'he's in a better place' or 'your child was so perfect, God wanted her to sit beside him.'" After Chanel Reynolds lost her 43-year-old husband in a bicycle accident, she became so impatient with inappropriate sentiments (including "At least he died doing what he loved" and "At least you weren't married for so long that you can't live without him") that she started a website called GYST – short for Get Your S--- Together. Her advice: "Zero platitudes. If you're feeling the urge to panic-talk and fill the air with clichés, don't."

• *Share a positive memory*. After poet/professor Kevin Young lost his father, he especially cherished notes from people who shared a recollection of a specific interaction. "At the time," says Young, "you're only thinking of your own relation to the loved one. You realize this person had impact beyond you. That was comforting."

• *No comparisons*. It's tempting to bring it back to yourself – "I know what you're going through." "I couldn't sleep all night long." "I cried so hard." – but everyone experiences grief differently and "this is not about you," says Reynolds. "You can absolutely express your sadness and sorrow, but remove yourself from the conversation."

• *Don't dodge the 'D' words*. "Passed on" "Carried away" "Resting peacefully" "Lost" and "Expired" are words of denial, says Feiler, and the last one is more appropriate for a driver's license and can sound disrespectful. Don't be afraid to use simple, straightforward language – dead, died, death.

• *Get real*. Grievers hear so many empty phrases that "a little straight talk can often be a welcome relief," says Feiler. He believes the three-part format from Millicent Fenwick's 1948 book of etiquette is still appropriate today:

- An expression of sympathy – "I was sorry to hear…"
- A few words about the deceased;
- An expression of comfort.

A blunter approach from Jane Lear, who has studied condolence etiquette over the years, is a note she got from one of her closest friends when her brother died: "My dear Jane, IT STINKS."

• *Facebook is not enough*. Social media may be the way we hear about a death, but everyone Feiler spoke to agreed that posting a comment or dashing off an e-mail is not a substitute for a condolence note. Millicent Fenwick's book said, "A letter of condolence to a friend is one of the obligations of friendship." The current online iteration of Emily Post agrees: an e-mail is a nice first gesture, but should be followed "with a handwritten note and, whenever possible, attendance at the funeral or visitation."

• *There's no time limit on sympathy*. There are even advantages to sending condolences weeks or months later, when things quiet down and the bereaved is alone with his or her thoughts. Other delayed-action ideas:

- Taking the person out for lunch, coffee, or dinner;
- Sending a note on the deceased's birthday, the couple's anniversary, or some other meaningful occasion;
- Taking the person's pet for a walk, running an errand, or offering to pick up a relative at the airport;
- Sending food, even if it's by mail. Kevin Young says, "Cookies are great. You've got to eat."
- Sending someone else's words, perhaps "Clearances" by Seamus Heaney, "Funeral Blues" by W.H. Auden, or "Inform" by Gwendolyn Brooks.

"The Art of Condolence" by Bruce Feiler in *The New York Times*, October 2, 2016, http://www.nytimes.com/2016/10/02/style/how-to-express-sympathy.html?_r=0

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4. Some Leadership Do's and Don'ts

"Authority, position, and title won't make you a leader," says Dan Rockwell in this *Leadership Freak* article. "Don't worry about being a leader. Worry about being the kind of person others want to follow." Here are some leader types that don't inspire followers:

- Tippy-toe leaders who live by fear;
- Hand-holding leaders who coddle rather than challenge;
- Finger-pointing leaders who never take responsibility;
- Face-saving leaders who protect their image at the expense of others;
- Butt-kissing leaders who change their behavior when top brass is around;
- Truth-shading leaders who bend the facts for personal advantage;
- Dark-cloud leaders who see only problems;
- Big-boss leaders who love telling people what to do;
- Glory-hound leaders who love praise and steal credit;
- Motor-mouth leaders who love the sound of their own voice.

And here are descriptions of leaders who inspire colleagues to do great things:

- He saw things in me I didn't see in myself.

- She cared about people *and* ran a tight ship.
- I was confident she had my back.
- He had competencies I aspired to gain.
- She's always pressing forward.
- She gave me opportunities to talk.
- She was humble.
- He expected a lot out of me and himself; he walked the talk.
- He's passionate to learn.
- He or she has good character.

For aspiring leaders, Rockwell has these suggestions:

- Focus on adding value, not gaining followers.
- Become the person you would choose to follow.
- Share your inner best intentions; authenticity is more compelling than talent, skill, or competence.
- Honor people; people choose leaders who make them feel they matter.

"10 Ways to Be a Leader People Choose to Follow" by Dan Rockwell in *Leadership Freak*, October 30, 2016, http://bit.ly/2fmBxFW

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5. Effective Use of Google Docs in Colorado Middle Schools

In this *Teachers College Record* article, Soobin Yim and Mark Warschauer (University of California/Irvine) and Binbin Zheng (Michigan State University) note that only 40 percent of U.S. teachers report using computers frequently in their classrooms (mostly for presentations, administrative tasks, and class preparation), and only 9 percent say they use more innovative Web 2.0 technologies like blogs and wikis. Yim, Warschauer, and Zheng report on their study of middle-school ELA teachers in Littleton, Colorado who bucked this national trend and made extensive use of net-based Google Docs in their classrooms.

The year before the study, this district invested heavily in netbooks, then proceeded to give every student in grades 4-12 a Google account and encouraged the use of Google Docs to further improve students' writing skills. Middle-school students made extensive use of Google Docs, with the two top activities being writing and revising their own compositions and collaboratively writing and revising texts with classmates (they also made presentation slides, chatted online with peers, filled in teacher templates, took class notes, and worked on spreadsheets).

Teachers said the quantity and quality of students' use of computers increased markedly because of the easy access and user-friendliness of the Google platform. Teachers were especially impressed with the way Google Docs got students immersed in the process of drafting, revising, and peer editing. Classrooms developed a strong sense of community and audience as students used the commenting and chatting features to read, revise, and discuss each others' writing. One student commented, "With this program, people can help me with

my writing. When I share with a friend, they give me constructive feedback… so if you have questions, you can ask and they can help you understand what is wrong with your paper."

Teachers liked the fact that students could choose the peers from whom they would get comments (versus working with anonymous critics) and were empowered to decide whether or not to accept comments on their writing. Another positive feature was that Google Docs recorded the time, date, and content of each entry into a document, making students accountable for their contributions to a group effort. This made it easier for teachers to hold students accountable for their work in collaborative groups. In addition, the ability to highlight and annotate in a cloud-based document made revision easier and more effective for students and teachers. Students were excited to start writing and produced finished products more quickly than when they were using paper or word processing.

Yim, Warschauer, and Zheng also note several downsides to this approach to writing instruction. First, there was the danger of students becoming dependent on the software to correct their spelling mistakes and their peers to clean up sloppy drafts, which prevented some students from learning self-monitoring skills and taking responsibility for producing high-quality work on their own. Second, some students were uncomfortable having others see their writing as it took shape on the screen or having others reading unpolished drafts. Third, there were some technical glitches with editing and printing that interfered with the writing process in some cases.

These downsides were addressed to a greater or lesser degree in district PD around the Google applications. Some teachers took the training and ran with it, setting up informal support groups (one was dubbed Google Gals) and using Google Docs extensively in their classrooms. Others held back and used technology less frequently.

"Google Docs in the Classroom: A District-Wide Case Study" by Soobin Yim, Mark Warschauer, and Binbin Zheng in *Teachers College Record*, September 2016 (Vol. 118, #9, p. 1-32), http://bit.ly/2erm8zy; Yim can be reached at soobiny@uci.edu.

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6. A Syllabus That Invites Students Into a Course

In this *Chronicle of Higher Education* article, Kevin Gannon (Grand View University) says the purpose of a course syllabus should be to invite students to become active learners of the content and provide the tools with which they can do just that. Here are his syllabus desiderata, which could apply to high-school courses:

• *Who I am and how we can interact* – Students should have the instructor's e-mail address, phone number, and office hours, as well as a sense of how office hours work so students feel welcome to use them effectively.

• *My pedagogical approach to the course* – "Sharing our philosophical approach with students via the syllabus allows them to see the course as a product of careful decisions intentionally made," says Gannon. "That helps them see who we are as instructors, and gives them insight into the type of environment we're hoping to create in the classroom." Student-led discussion? Socratic dialogue? Problem-based learning? Lectures?

• *What students will get out of the course* – Where will it take them? What will they build? What lasting value will they gain for the rest of their academic careers and lives? Framing the course around these questions is much more powerful than a list of "student learning outcomes."

• *A road map* – Students need a thorough and specific calendar of topics and assignments and how the components of the course fit together: general topics, specific issues, and guiding questions (for example, *What's more important, race or class? Is there a link between education and health?*) "Students should be able to look at the calendar and know not only what's due for a particular day, but where that class session fits into the larger framework of the course," says Gannon.

• *Clear and assessable outcomes* – "At its root, assessment is how we determine if students have reached the places we promised they would be in our course goals," he says. "Do they learn what we say our courses will teach them? Assessment is nothing more than the tools we use to answer that question."

Gannon concludes, "If there's one recurring theme here, it's putting student learning (not institutional policy) at the heart of the syllabus… The overarching theme here is one of *invitation*."

"What Goes Into a Syllabus?" by Kevin Gannon in *The Chronicle of Higher Education*, October 28, 2016 (Vol. LXIII, #9, p. A40), http://bit.ly/2f96GYt; Gannon can be reached at kgannon@grandview.edu.

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7. Using Correct Mathematical Language Through the Grades

In this article in *Teaching Exceptional Children*, Elizabeth Hughes (Duquesne University) and Sarah Powell and Elizabeth Stevens (University of Texas/Austin) give an example of how even a well-meaning teacher can further handicap a student with a mathematics disability. During a fractions unit, Jack's teacher refers to the numerator as the "top number" and the denominator as the "bottom number." When Jack takes the end-of-chapter test, one item asks, *What is the least common denominator of 1/2 and 2/5*? Jack answers, "1." When questioned about his incorrect answer, he says, "I know how to find the least common bottom number!"

Despite hundreds of hours of multi-tiered support each year, students like Jack continue to score in the bottom quartile on standardized tests. Hughes, Powell, and Stevens believe using imprecise or oversimplified mathematics language may be part of the explanation. By the end of first grade, there are over 105 novel math vocabulary terms that children are expected to know. By fifth grade, there are more than 325. "Mathematics vocabulary is often difficult for children because many terms have meanings in general English and meanings specific to mathematics," say the authors – for example, *factor* and *product*. "Children should learn mathematics skills in accurate contexts that provide a solid foundation on which to build more complex skills in later grades… Because clear and concise mathematical language sets children

up for success, educators in subsequent grade levels may not have to reteach so many misconceptions related to language and rules."

Hughes, Powell, and Stevens provide specific suggestions for precise language in five areas of the mathematics curriculum. For their detailed explanations, please see the full article linked below.

Counting and cardinality:

- Instead of *1 is the first number*, say *Let's start counting with 1 or 0*.
- Instead of *And the last one is 10*, say, *…8, 9, 10. We'll stop counting there, but we could count more*.
- Instead of *…7, 8, 9, and 10*, say *…7, 8, 9, 10…*

Numbers and operations in base 10:

- Instead of *What number is in the tens place?* say *What digit is in the tens place? What is the value of the digit 4 in the tens place?*
- Instead of *Five hundred and twenty-nine*, say *Five hundred twenty-nine*.
- Instead of *Make up* or *Break apart*, say *Compose* or *Decompose*.
- Instead of *The alligator eats the bigger number*, say *Less than* or *greater than*.
- Instead of *Bigger number* or *Smaller number*, say *Number that is greater* and *Number that is less*.
- Instead of *Equals*, say, *The same as*.
- Instead of *When adding, your answer is always bigger, when subtracting, your answer is always smaller*, ask children to predict and reason.
- Instead of *Carry* or *Borrow*, say *Regroup* or *Trade* or *Exchange*.

Numbers and operations with rational numbers:

- Instead of *Numbers in the fraction,* say *This fraction is a number*.
- Instead of *Top number* and *Bottom number*, say *Numerator* and *Denominator*.
- Instead of *2 over 3*, say *Two-thirds*.
- Instead of *Line*, say *Fraction bar* or *Slash*.
- Instead of *Reduce*, say *Rename* or *Find an equivalent fraction*.
- Instead of *Three point four*, say *Three and four tenths*.
- Instead of *Move the decimal point over*, demonstrate the process within Base 10.
- Instead of *Three out of four*, say *Three to four*.

Geometry:

- Instead of *Box* or *Ball*, say *Square/rectangle* or *Circle*.
- Instead of *Square* (for any rectangular shape), say *Rectangle*.
- Instead of *Corner*, say *Angle*.
- Instead of *Side* or *Angle* (to describe 3D shapes), say *Edge, Face,* or *Vertex/Vertices*.
- Instead of *Point*, say *Vertex*.
- Instead of *These are the same shape*, say *These shapes are similar*.
- Instead of *These shapes are the same*, say *These shapes are congruent*.
- Instead of *Flips, Slides,* and *Turns*, say *Reflections, Translations,* and *Rotations*.
- Instead of *Stretch* or *Shrink*, say *Dilation*.

Measurement:

- Instead of *Long hand* and *Short hand*, say *Minute hand* and *Hour hand*.
- Instead of *Less versus Fewer*, say *Less or Fewer*.
- Instead of *Bigger* or *Larger*, say *Greater*.
- Instead of *This is 2 centimeters long*, say *The length of this side is 2 centimeters*.
- Instead of *Weight and mass* (used interchangeably), say *Weight* (for the pull of gravity on an object) or *Mass* (the amount of matter in an object).
- Instead of *Capacity and Volume* (used interchangeably), say *Capacity* (liquid measurement) *and Volume* (the space of an object).
- Instead of *Chart and Graph* (used interchangeably), say *Chart* (presents data in an interpretable manner) and *Graph* (presents exact numerical data).
- Instead of *Picture and pictograph* (used interchangeably), say *Pictograph* (a graph with pictures to represent a single or multiple items).

"Supporting Clear and Concise Mathematics Language" by Elizabeth Hughes, Sarah Powell, and Elizabeth Stevens in *Teaching Exceptional Children*, September/October 2016 (Vol. 49, #1, p. 7-17), http://bit.ly/2dUVkLH; Hughes is at Elizabeth.murphy.hughes@gmail.com.

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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 Gadfly
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)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics 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 Journal of the Learning Sciences
The Language Educator
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine