Marshall Memo 476

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 11, 2013

In This Issue:

Quotes of the Week

"There is no better cure for the social ills of our community and no better process for the education of an immigrant class than providing a great teacher, a core curriculum, a disciplined school culture, and strong accountability."

> Juan Rangel in "Emphasize Civic Responsibility and Good Citizenship" in *Education Next*, Spring 2013 (Vol. 13, #2, p. 51-56), http://bit.ly/YDQ7pk

"It takes time for kids to learn a second language, but if you talk to them in baby talk all the time, they'll never learn."

> Nedda DeCastro (quoted in "Diving Into Deeper Learning" by Robert Rothman in *Harvard Education Letter*, March/April 2013 (Vol. 29, #2, p. 1-3), www.edletter.org

"Perhaps no students experience school mobility as much as the 2 million American children growing up in military families, some of whom move as many as nine times before finishing high school."

> Linda Jacobson in "Addressing the High Costs of Student Mobility: Military-Connected Schools Show How to Ease the Burden of Frequent Moves" in *Harvard Education Letter*, March/April 2013 (Vol. 29, #2, p. 4-6), www.edletter.org

"The best antidote to bad advice is a trustworthy, decent, supportive, shrewd, and politically powerful mentor."

> David Perlmutter (see item #3)

"Sex education is typically reduced to what's called 'disaster prevention': how to avoid pregnancy or STDs."

> Richard Weissbourd and Rebecca Givens Rolland (see item #4)

1. Handling Seven Interpersonal Challenges with Skill and Grace

In this article in *Psychology Today*, Mary Loftus says that "it is one of the operating principles of social psychology that even the most minute encounters can have large effects on our thoughts, feelings, and behaviors… If there is a unifying theme to the findings, it is that the most successful encounters accommodate, even anticipate, the respondent's point of view. That is, if we want something only another person can give – friendship, acceptance, forgiveness – we need to factor in the other person's mindset into our requests and behaviors." Here are a few examples:

• *Getting an honest answer* – "When you want to hear the unvarnished truth, you have to ask for it," says Loftus. General questions (*What can you tell me about this job?*) yield little useful information and may even elicit a misleading response. Positive-assumption questions (*There aren't any problems in this school, are there?*) are equally unhelpful. Researchers have found that negative-assumption questions, communicating that you assume there will be difficulties and drawbacks (*What are the worst parts of this job? What mechanical problems does this car have?*) are the best for getting the truth.

• *Framing criticism* – People don't like to be told they've messed up, and even constructive criticism is often met with defensiveness, says Loftus. "There is mounting evidence that criticism can be damaging to all relationships and individual mental health… We are social creatures, and the way we say things has real power. To show care when choosing how to phrase something is a way to honor, and safeguard, any relationship." So skip the complaining and go straight to the explaining, advises psychologist Susan Heitler. With children, it's better to say what you would prefer them to do rather than criticizing what they have not done or done incorrectly. Compare these two approaches by a parent concerned about a messy playroom: "This place is a mess! What have you been doing? You haven't picked up one thing. No one is coming over this weekend until this room is spotless." versus "I'd love to see your playroom cleaned up by this weekend so you and your friends can have fun downstairs."

• *Responding to a compliment* – There are three internal questions when someone says something like, "That's a beautiful sweater": (a) Do we agree or disagree with the statement? (b) Do we accept or reject it? and (c) How can we avoid seeming proud or conceited if we accept the compliment? Studies reveal that two-thirds of people respond inappropriately to positive comments, says Loftus, and people tend to respond better to compliments from men than from women. Here are some possibilities:

- The praise upgrade: "Yes, it really brings out the blue in my eyes."
- The follow-up: "Do you really think so? Do you want to borrow it?"
- Deflecting: "It was on sale at Walmart, and they didn't even have the color I wanted."
- Rejecting: "It's itchy; I hate it."
- Adding a relevant, related comment: "Thanks, it's my favorite too."

"But nothing tops a smile, looking the complimenter in the eye, and saying, 'Thank you,'" says Loftus.

• *Giving praise* – "Praising someone's ability to work hard is more effective than gushing about how brilliant she is," says Loftus. People who are praised for ability don't try as hard at future tasks because they come to believe that success should come naturally and having to work hard shows a lack of innate ability. Praise for talent and "smarts" can also lead to people going to pieces when they encounter frustration, setbacks, or failure. "The ideal is to help someone think positively but realistically about achieving goals while praising their hard work," she says. "When praised for persistence, those who think the path ahead will be difficult invest more effort."

• *Persuading people* – To change someone's mood, mind, or willingness to do something, we shouldn't think in terms of winning an argument, says Loftus. Think instead of how to win agreement without stirring up bad feelings. Avoid the undebatable, focus on goals, watch for persuadable moments, express similarities and shared values, show you have their best interests at heart, cite peers who have taken this route, and be agreeable.

• *Apologizing* – It's hard to say you're sorry, and simply bringing yourself to apologize when you've made a mistake is the most important step, says Loftus. Insincere apologies are worse than none at all. The best apologies have five components:

- A simple expression of regret – for example, "I'm sorry."
- An explanation of the cause – "I forgot to call you the other day with the information."
- Taking responsibility – "I blew it."
- A promise of forbearance – "I promise nothing like this will happen again."
- An offer of repair – "What can I do to make it up to you?"

The more of these elements an apology contains, the better. But don't apologies result in negative consequences? Apologizing certainly makes it clear that you did what you did, but researchers have found that it reduces sanctions, anger, and negative evaluations. Do women apologize more than men? Yes, say social psychologists Karina Schumann and Michael Ross (University of Waterloo in Ontario). Why? Because men seem to have a higher threshold for what constitutes offensive behavior.

• *Complaining* – "Both direct observation of experts and psychological research point in one direction," says Loftus: "A successful complaint usually boils down to being really nice and staying very calm, but never settling for less than you believe is fair." Ideally there are three components:

- Say something positive – for example, "This is one of our favorite restaurants."
- Make your complaint or request – "But tonight the cheese bread was burned. Could we possibly get another order that is less crisp?"

- Follow up with a statement of gratitude – "Thanks so much, you're a dear."

This approach is most likely to get the problem solved and maintain good relationships.

"Smooth Encounters" by Mary Loftus in *Psychology Today*, April 2013 (Vol. 46, #2, p. 69), no e-link available

Back to page one

2. Fourteen Traits of Good Leaders

In this *Chronicle of Higher Education* article, Rob Jenkins (Georgia Perimeter College) says that while he and his colleagues often grouse about ineffective leaders, they actually don't mind being led. "It's just the kinds of leaders we'll tolerate," he says. "Being led is one thing, but we don't want to be dictated to, we don't want to be treated like wayward children, and we don't want to be sold a used car." Here is Jenkins's list of desirable leadership qualities:

• *Listening* – "A good leader doesn't think he or she knows everything, or always knows better than other people," he says.

• *Inclusiveness* – Effective leadership includes hearing from lots of different people before deciding.

• *Delegation* – It's important for a leader to give up control in areas where others know more and/or bear primary responsibility.

• *Sincerity* – "A good leader doesn't just pretend to listen or pretend to delegate," says Jenkins, "…or attempt to manipulate the process for personal gain."

• *Decisiveness* – When everyone has been heard from, leaders make up their minds and accept responsibility.

• *Accountability* – "A good leader is not constantly pointing fingers or blaming others for problems – even if they actually created them," he says.

• *Optimism* – Being positive (at least publicly) is a winning trait. "A good leader can respond to issues openly and frankly without spreading doom and gloom," says Jenkins.

• *Realism* – On the other hand, good leaders are objective about challenges.

• *Frankness* – "A good leader tells it like it is," says Jenkins. "He or she does not pat faculty and staff members on the head and assure them that everything's going to be OK when it might not be. On the other hand, good leaders are not unnecessarily unkind.

• *Self-effacement* – Deflecting praise and credit to others is an attractive trait. "A good leader does not always have to be the one in the spotlight – and, indeed, may actually shun the spotlight," says Jenkins. "The best leaders want others, and the institution, to look good."

• *Collegiality* – The good leader doesn't place him or herself above rank-and-file colleagues.

• *Honesty* – "No lies, no dissembling, no double-talk or administrative-speak," says Jenkins. "If the situation warrants, a good leader simply says, 'I can't comment on that right now.'"

• *Trustworthiness* – The best leaders keep confidences and follow through on what they say they will do.

• *Morality* – "When all is said and done," Jenkins concludes, "a good leader can be counted on to do what he or she believes is right and best for all concerned, even if it is unpopular in some quarters."

"What Makes a Good Leader?" by Rob Jenkins in *The Chronicle of Higher Education*, Mar. 8, 2013 (Vol. LIX, #26, p. A43),
http://chronicle.com/blogs/onhiring/what-makes-a-good-leader/36725

Back to page one

3. How to Deal with Bad Advice

In this helpful article in *The Chronicle of Higher Education*, David Perlmutter (University of Iowa) offers suggestions for dealing with off-the-mark advice from colleagues – and situations where two people give you different advice. He wrote this with a university setting in mind, but it definitely applies to K-12 teachers and administrators.

• *Investigate before you commit*. "Unless you are advised to 'Duck!' because an errant fraternity football is zooming toward your head, you should never immediately employ any recommendation, no matter its apparent merits," says Perlmutter. "So sit back, gather more data, accumulate more wisdom, and ponder before you plunge."

• *Triangulate contradictory advice*. If the colleagues offering you different advice aren't too prickly, you might reach out to both of them and ask for their help resolving the differences.

• *Hear out even seemingly useless advice*. One assistant professor had a negative reaction to a mentor's suggestion to find a quiet carrel in the library for serious work. But then she tried it and greatly appreciated the solitude – nobody could find her, she turned off her cell phone and e-mail, and could really concentrate.

• *Plead "busy" and just say no (thanks)*. This is a good strategy when you're asked to take on an additional project that's not on mission. People understand the word *busy*.

• *Don't assume that an off-the-cuff suggestion is a "must do."* A lot of advice by mentors is given in the spirit of "you might" rather than "you must."

• *Seek out a champion*. "The best antidote to bad advice is a trustworthy, decent, supportive, shrewd, and politically powerful mentor," says Perlmutter. "When someone else offers a suggestion that seems to be a waste of your time and energy, your champion should be someone who will say, 'Don't worry; I'll handle it,' and then does."

• *If possible, flee*. A few bosses enjoy making underlings miserable. They make you feel bad, feel stupid, put themselves forward as the only source of wisdom, the only one you can trust, blame you for failure, and don't take responsibility for bad advice. "Don't get caught up in the pressure or drama of a moment," says Perlmutter. If you're the victim of bullying, get out of the relationship.

"The advantages of learning to discern good advice from bad will not just flow to you," he concludes, "but will make you a good advisor to your own mentees, and so uphold the best values…"

"Avoiding Bad Advice from Your Colleagues" by David Perlmutter in *The Chronicle of Higher Education*, Mar. 8, 2013 (Vol. LIX, #26, p. A35-36)
Back to page one

4. Should Schools Teach About Love?

In this *Harvard Education Letter* article, Richard Weissbourd and Rebecca Givens Rolland (Harvard Graduate School of Education) say that schools need to do a better job preparing young people for adult love relationships. "Widespread failure in romantic love – divorce (which ends nearly half of all first marriages), constant marital conflict, and quieter marital misery or the inability to even form a relationship – has clear, high human costs," they say. "The consequences of troubled relationships, including alcoholism, workaholism, and domestic abuse, as well as the legions of therapies, mediation, and legal settlements designed to handle relationship failures, take an exorbitant financial and emotional toll." Freud believed that work and love are the two things that matter most in life, but our schools focus on preparation for work and spend almost no curriculum time on love.

Shouldn't parents be doing this? In theory, yes, but for a variety of reasons, few have this conversation with their children – not least because kids don't want to hear advice from their parents about love, let alone sex. "This lack of modeling and conversation creates a dangerous vacuum," say Weissbourd and Rolland. Kids learn about love from their peers, the Internet, songs, films, and television, complete with lots of misogyny, sexual harassment, pornography, and harmful myths and misconceptions – that love is "an intoxication, an obsessive attraction, that love is about fulfilling one's needs, that deep, durable love is unmistakable and suddenly happens to you."

"Sex education is typically reduced to what's called 'disaster prevention': how to avoid pregnancy or STDs," continue Weissbourd and Rolland. "Making matters worse, sex or health education is typically taught by adults who have little or no training or support and are sometimes roped into it."

What is to be done? Spread good programs like Alabama's *Love U2: Increasing Your Relationship Smarts* and Boston University's *The Art of Loving Well*, highlight positive marriages (like the one between two of the main characters in *Friday Night Lights*), study relationships in history and great works of literature, train teachers better, and consider adopting exemplary programs such as those used in Norway, South Korea, Australia, and New Zealand.

"Learning About Love: How Schools Can Better Prepare Students for Romantic Relationships" by Richard Weissbourd and Rebecca Givens Rolland in *Harvard Education Letter*, March/April 2013 (Vol. 29, #2, p. 8, 6-7), www.edletter.org
Back to page one

5. Rethinking Schooling for the New Information Era

(Originally titled "Students First, Not Stuff")

In this lead article in *Educational Leadership*, author/speaker Will Richardson says the Web has upended our long-standing belief that school is where students learn the most important stuff. Now it's one of many sources of information – and often not the most compelling. "Welcome to what portends to be the messiest, most upheaval-filled 10 years in education that any of us has ever seen. Resistance, as they say, is futile."

How should schools handle the new reality? Not by buying expensive technology to put on top of the traditional curriculum, says Richardson, but by honestly addressing four big questions:

• *What do we mean by learning?* If the answer is higher test scores, change will be superficial – old wine in new bottles. Seymour Sarason said it best: effective education is a process that "engenders and reinforces wanting to learn more." That means transferring power from teacher to student – "it implies that students discover the curriculum rather than have it delivered to them," says Richardson. "It suggests that real learning that sticks – as opposed to learning that disappears once the test is over – is about allowing students to pursue their interests in the context of the curriculum… Teachers must be co-learners with kids, expert at asking great, open-ended questions and modeling the learning process required to answer those questions."

• *What does it mean to be literate?* It's much more than learning to read and write more proficiently. Now, according to the National Council of Teachers of English, it includes students and teachers being proficient with technology and being able to "manage, analyze, and synthesize multiple streams of simultaneous information" and share information globally.

• *What does it mean to be educated?* "Instead of helping our students become 'college ready,'" says Richardson, "we might be better off making them 'learning ready,' prepared for any opportunity that might present itself down the road." MOOCs (Massively Open Online Courses) will revolutionize higher education, opening up amazing, worldwide learning opportunities outside of classrooms.

• *What do students need to know?* The conventional knowledge curriculum was created for an era when information was scarce, says Richardson. But the world is different now. "The reality is that I no longer need to send my children to a school to learn algebra, U.S. history, or French," he says. Students who have "a self-directed disposition to learn" can take advantage of the material that's now freely available on the Web – for example, MIT's Open Courseware at http://ocw.mit.edu and Khan Academy at http://www.khanacademy.org. Of course students still need school to teach them to read and write, do basic math, and have a rudimentary understanding of science, history, and other areas. But the name of the game now is to develop kids' *self-directed disposition to learn*. "That means rethinking classrooms to focus on individual passions, inquiry, creation, sharing, patient problem solving, and innovation," says

Richardson. And that will not happen by buying a lot of fancy technology that just jazzes up the old, tired curriculum.

"Students First, Not Stuff" by Will Richardson in *Educational Leadership*, March 2013 (Vol. 70, #6, p. 10-14), www.ascd.org; Richardson can be reached at will@willrichardson.com.

Back to page one

6. With New Teachers, First Impressions Are Usually Accurate

In this *Education Week* article, Sarah Sparks reports on a University of Virginia/ Charlottesville study documenting that the most- and least-effective teachers show their colors at the very beginning of their careers. Researchers followed 7,600 incoming New York City math and English language arts teachers who were in fourth- or fifth-grade classrooms from 2000 to 2006. They analyzed data on their students' test scores, gender, ethnicity, home language, poverty, special-education status, absences, and suspensions, and drew two conclusions:

• The value teachers added to student achievement improved significantly in their first two years in the classroom (see the graphs included in the article at the link below).

• Teachers' positions in five quintiles of effectiveness rarely changed over five years.

"When you look at teachers who in the future are low-performing, very few of those come from the initially highest quintile of performance, and the same is true in the opposite direction," says Allison Atteberry, the lead author of the study. "We see that even more at the high end: Teachers who are initially highest-performing are by far the most likely to be in the highest quintile in the future."

Does this mean principals should fire teachers who aren't effective after two years? James Wyckoff, one of the study's authors, thinks not. Tim Sass of Georgia State University has found that most initially low-performing teachers, if they survive, improve to the average level after a few years.

The problem with the New York City study, says Steven Glazerman of Mathematica Policy Research, is that it looked only at teachers who remained in fourth and fifth grades for five years, missing 95 percent of new teachers – those who moved to different grades, moved to another district, or left the classroom. The amount of teacher mobility and attrition, he says, "makes it very difficult to study them using value-added measures."

"Study: Best and Worst Teachers Can Be Flagged Early" by Sarah Sparks in *Education Week*, Mar. 6, 2013 (Vol. 32, #23, p. 6),
http://www.edweek.org/ew/articles/2013/03/06/23teacher.h32.html

Back to page one

7. What Does the First Year of High School Say About Future Prospects?

In this article in *JESPAR*, James Kemple, Micha Segeritz, and Nickisha Stephenson (New York University) report on their study of entering ninth graders in New York City high schools from 2001 to 2010 to see if the district's way of spotting which students were on track

for graduating with a Regents diploma in four years was accurate. The city had been looking at whether a student earns 10 or more course credits in ninth grade, and Kemple, Segeritz, and Stephenson found that was quite a reliable indicator of being on track for a Regents diploma (those below this cut-off clearly need additional services).

The researchers found that adding another criterion – passing at least one Regents exam – brought about a significant improvement in the reliability of the on-track indicator. The 10 credits-plus-one-Regents indicator was reliable and stable across the seven cohorts of New York City high-school students and correctly predicted the graduation status of 85 percent of the students who entered ninth grade in 2007. This confirms earlier studies, indicating that, "regardless of their performance in elementary and middle school, students' engagement and performance in their first year of high school offer strong signals about their prospects for earning a diploma and being prepared for college 4 years later," say the authors.

The study also found significant differences in on-track performance among different racial, gender, and economic groups and between different high schools.

"Building On-Track Indicators for High School Graduation and College Readiness: Evidence from New York City" by James Kemple, Micha Segeritz, and Nickisha Stephenson in *Journal of Education for Students Placed At Risk* (*JESPAR*), January-March 2013 (Vol. 18, #1, p. 7-28), http://www.tandfonline.com/toc/hjsp20/current; Kemple is at james.kemple@nyu.edu.

Back to page one

8. Are Online College Courses Widening the Achievement Gap?

In this *Chronicle of Higher Education* article, Jake New reports on a Columbia University study of online courses taken by more than 40,000 community- and technical-college students in Washington state. The researchers found that students who struggled in traditional classrooms had even more difficulty in online courses. "We found that the gap is stronger in the underrepresented and underprepared students," said Shanna Smith Jaggars, one of the authors. "They're falling farther behind than if they were taking face-to-face courses." Those who did less well included African-American students, males, younger students, and those with lower grade-point averages.

Who benefits from online courses? Older students, those who perform well in traditional classes, and those who are juggling studying with raising a family; for them, the difference between the two formats is less pronounced and online courses might make sense. "They might do a little worse, but over all it's a pretty good trade-off for the easier access," said Jaggars.

Kathy Enger, a Minnesota educator who has been involved in online education for a decade, pushes back. She has found that online courses are helpful to minority students because they can speak up without having to worry about "micro-aggression" – snickering and eye-rolling when they speak up in predominantly white classrooms. "There's more freedom for students to express themselves and feel validated in an online environment," she says. Enger also believes that if some students are falling behind in online courses, it's because the

professors aren't using the format to best advantage. "If it's not working, find out what's not working," she says. "Then make it work."

Jaggars agrees: "We need a lot more teacher training, showing them tactics to use to try and reach out," she says. "I think it's difficult for faculty to know how to do that online. Not that they don't want to. It's just hard."

"Online Courses Could Widen Achievement Gaps Among Different Types of Students" by Jake New in *The Chronicle of Higher Education*, Mar. 8, 2013 (Vol. LIX, #26, p. A12); the original study is "Adaptability to Online Learning: Differences Across Types of Students and Academic Subject Areas" by Di Xu and Shanna Smith Jaggars, available at: http://ccrc.tc.columbia.edu/publications/adaptability-to-online-learning.html

Back to page one

9. Developing Students' Computational Literacy

In this *Educational Researcher* article, Shuchi Grover and Roy Pea (Stanford University) stress the importance of students developing computational thinking and share the following "big ideas" of computing (most pertinent to the high-school level) developed by the College Board and National Science Foundation (http://www.csprinciples.org):

- Computing is a creative human activity.
- Abstraction reduces information and detail to focus on concepts relevant to understanding and solving problems.
- Data and information facilitate the creation of knowledge.
- Algorithms are tools for developing and expressing solutions to computational problems.
- Programming is a creative process that produces computational artifacts.
- Digital devices, systems, and networks that interconnect them enable and foster computational approaches to solving problems.
- Computing enables innovation in other fields, including science, social science, humanities, arts, medicine, engineering, and business.

Grover and Pea point to several curriculum initiatives available online:

• Exploring CS, a 1-year college preparatory curriculum – http://www.exploringcs.org
• CS4HS – http://www.cs4hs.com
• Computing in the Core – http://www.computinginthecore.org
• Exploring Computational Thinking – http://www.google.com/edu/computational-thinking

"Computational Thinking in K-12: A Review of the State of the Field" by Shuchi Grover and Roy Pea in *Educational Researcher*, January/February 2013 (Vol. 42, #1, p. 38-43), http://edr.sagepub.com/content/42/1/38.abstract; the authors can be reached at shuchig@stanford.edu and roypea@stanford.edu.

Back to page one

10. Short Items:

a. Wealth Inequality in America – This powerful video by "Politizane" draws on a 2011 study by Dan Ariely and Michael Norton to show the difference between how Americans believe wealth *should* be distributed, what they believe the reality is, and what's actually happening: https://www.youtube.com/watch?v=QPKKQnijnsM. This is good material for high-school current-events, history, and economics courses and can serve as an exemplar of effective graphic display of quantitative information.

Published on YouTube Nov. 20, 2012

Back to page one

b. Electronic field trips – Colonial Williamsburg has a virtual tour for students in grades 4-8, broadcast one Thursday each month from October to April 10:00-1:00 EST. There will also be a "trip" on The Global Economy on March 14th and The Industrious Tradesmen on April 11th. For information, see http://www.history.org/history/teaching/eft.

"Bulletin Board" in *Principal Leadership*, March 2013 (Vol. 13, #7, p. 7)

Back to page one

Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, 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 42 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 64 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 the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions (with results of an annual survey)
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (also in Word and PDF)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

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
ASCA School Counselor
ASCD SmartBrief
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest