Marshall Memo 136

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 15, 2006

In This Issue:

Quotes of the Week

"All too often, recognition and appreciation go unstated, or accomplishments are indirectly credited to those in formal leadership roles."

Christopher Steel and Elizabeth Craig (see item #2)

"Fresh bagels in the teachers' lounge on a Friday morning, words of encouragement and thanks on the daily bulletin, and a bouquet of flowers for the director of the school musical may be mere tokens when compared to the actual amount of work and commitment they acknowledge, but they can validate teachers in a powerful way and provide them with important sustenance."

Steel and Craig (*ibid.*)

"When administrators fail to provide positive feedback regularly or fail to engage in informal conversation regarding teaching practice (which can happen innocently, given the immense demands on school leaders' time), teachers quickly learn to interpret any communication from administrators as critical rather than supportive."

Steel and Craig (*ibid.*)

"People who cannot write and communicate clearly are less likely to be hired than people who have these skills and, if hired, they are unlikely to last long enough to be considered for promotion."

Gene Budig (see item #6)

"It is critical to help struggling readers develop an accurate belief that they can do well in reading if they make the effort to learn and apply what they are taught."

Karen Wood et al. (see item #4)

1. Grades That Really Inform Students and Parents

University of Kentucky professor Thomas Guskey starts off this lucid *Kappan* article by profiling two students who attend the same high school and take many of the same classes:

• Michael is super-bright – but also stubborn. He gets high marks on classroom quizzes and tests, but he rarely turns in his homework and is often late to class. Although his compositions and reports are brilliant, teachers mark him down because he usually turns them in two or three days late.

• Sheila is a hard-working, dedicated student who turns in every homework assignment, comes to class on time, does extra-credit work, and attends special study sessions offered by her teachers. But despite her efforts, Sheila scores poorly on classroom quizzes and tests, and her compositions, although well-organized and always turned in on time, are superficial and lack insight.

When it's time to take the state accountability tests, Michael scores at the highest levels and qualifies for an honors diploma. Sheila scores so low that she may qualify only for an alternative diploma. But within the high school, Michael and Sheila receive almost identical grades – Cs – and they are very close in class ranking.

Guskey says that this scenario – students with very different knowledge and skill levels getting similar grades – is common in American high schools. It's the product of a marking system that tries to squeeze too much information into a single letter grade. Here are some of the factors that teachers use, to varying degrees, to decide what grades to give their students:

- Major exams or compositions
- Class quizzes
- Reports or projects
- Student portfolios
- Exhibits of student work
- Laboratory projects
- Student notebooks or journals
- Classroom observations
- Oral presentations
- Homework completion
- Homework quality
- Class participation
- Work habits and neatness

- Effort
- Attendance
- Punctuality submitting assignments
- Class behavior and attitude
- Progress made

Some teachers base their grades on two or three of these; others use evidence from as many as 16. When teachers try to combine multiple criteria into a single A or C or F, the result is what Guskey calls a "hodgepodge" grade that often does a poor job of communicating vital feedback to students, parents, and the community – and produces anomalous grades like Michael's and Sheila's.

How can this mess be straightened out? Guskey says that we need to be much clearer about the purpose of grades, and then we need to present grades in a way that is more informative to everyone.

• *Getting clear on why we give grades* – There are really three different messages that most teachers want to send when they give grades:

- Product – Telling students their summative achievement based on final exams, reports, projects, overall assessments, and other culminating demonstrations of learning.
- Process – Giving students feedback on how they worked in the class, based on classroom quizzes, homework, punctuality handing in assignments, class participation, or attendance.
- Progress – Giving students feedback on how much they gained from the learning experience – the "value added" or improvement delta over a specified period of time.

Most teachers are loath to use only product criteria, believing this might damage some students' motivation, self-esteem, and peer relationships. Instead, teachers combine product, process, and progress criteria in an attempt to be fair to all students. The answer to the question "Why do we give grades?" is that teachers want to tell students how they are doing in all three areas. Teachers also want to hold higher-achieving students accountable for working hard (not coasting) and avoid discouraging low-achieving students from working hard.

But clearly there are problems when the three criteria are combined in one hodgepodge grade. How can parents, students, administrators, and community members make sense of such grades? "A grade of A, for example," says Guskey, "may mean that the student knew what was intended before instruction began (product), did not learn as well as expected but tried very hard (process), or simply made significant improvement (progress)." Clearly, the more teachers use process and progress criteria, the more subjective grades become. And yet there are good reasons for taking these two elements of student performance into account.

• *Splitting apart the components of grades* – The solution, says Guskey, is to give three separate grades for product, process, and progress. This allows teachers to give explicit feedback on all three aspects of a student's work – and not water down the all-important mark on academic achievement. Some high schools in the U.S. have begun to split apart their grades, and the practice is quite common in Canada. The usual approach is to mark academic achievement with a percent or letter grade:

A = advanced

B = proficient

C = basic

D = needs improvement

F = unsatisfactory

Grade-point averages and class rank are computed from these achievement or product grades, which are based on explicit learning goals for the course.

For process and progress grades, teachers most commonly use a 4-3-2-1 scale, backed up by a rubric. Some schools divide process grades into homework, class participation, punctuality of assignments, effort, learning progress, etc. Here's a sample rubric for homework grades:

4 = All homework assignments completed and turned in on time.

3 = Only one or two missing or incomplete homework assignments.

2 = Three to five missing or incomplete homework assignments.

1 = Numerous missing or incomplete homework assignments.

Teachers who have tried giving multiple grades report that it actually saves time, while providing much more explicit feedback. The worry of estimating how to weight the different subcomponents for a single grade is gone, and everything is clear and explicit to students and parents. Teased-out grades also send more meaningful and helpful messages. For example, if a parent questions a C achievement grade, the teacher can point to other grades and suggest that perhaps if the child did homework, showed up on time, and participated more in class discussions, the product grade might improve.

Split-apart grades also provide college admissions officers and prospective employers more detailed information on students' work ethic and overall status. "The transcript thus becomes a more robust document," says Guskey, "presenting a better and more discerning portrait of students' high-school experiences." He also predicts that schools that decide to present grades in this way will have a much higher correlation between letter grades and students' scores on state tests.

What's critical, concludes Guskey, is being explicit about the criteria for product, process, and progress grades. "Teachers must be able to describe exactly how they plan to evaluate students' achievement, attitude, effort, behavior, and progress," he says. "Then they must clearly communicate these criteria to students, parents, and others." No surprises, no excuses.

"Making High School Grades Meaningful" by Thomas Guskey in *Phi Delta Kappan*, May 2006 (Vol. 83, #9, p. 670-675) no e-link available

2. What Principals Can Do to "Grow" Their Teachers

In this stirring *Kappan* article, New Jersey curriculum administrator Christopher Steel and Connecticut fifth-grade teacher Elizabeth Craig suggest ways to change the hierarchical, egg-crate school paradigm that isolates and disempowers so many American teachers. They

acknowledge that there is a certain appeal to being left alone in the classroom, and having a principal whose chief responsibility is making sure that the building runs smoothly has its advantages: when something needs to be fixed, you know where to go.

But Steel and Craig believe that the traditional model contributes to the extraordinarily high rate of teacher attrition in the U.S., with half of new teachers leaving the classroom within five years.

Here are their recommendations for revamping the way principals work with teachers, aimed at producing a better professional climate, more effective schools, and less teacher attrition:

• *Trust: show confidence in teachers' professional judgment.* Teachers certainly need to earn their principal's trust, but principals must also reach out by involving staff in school improvement and other meaningful roles. "Teachers who know that they are trusted by administrators," say Steel and Craig, "have a sense of increased credibility and are more open to taking risks and, in turn, to pursuing professional growth."

• *Listen: acknowledge the relational nature of schools.* Principals need to make a point of having face-to-face conversations with teachers every day, often on a human versus professional level. This kind of contact builds a bond and increases a principal's influence on substantive matters, especially when it's time for tough decisions.

• *Validate: recognize contributions from all levels.* "All too often," say Steel and Craig, "recognition and appreciation go unstated, or accomplishments are indirectly credited to those in formal leadership roles." It makes a world of difference when a teacher is called in and thanked for a job well done and made to feel like an integral part of the overall effort. "Fresh bagels in the teachers' lounge on a Friday morning," they write, "words of encouragement and thanks on the daily bulletin, and a bouquet of flowers for the director of the school musical may be mere tokens when compared to the actual amount of work and commitment they acknowledge, but they can validate teachers in a powerful way and provide them with important sustenance."

• *Communicate support: give feedback other than criticism.* Too many principals fall into a pattern of giving mostly critical feedback to staff. "When administrators fail to provide positive feedback regularly," say Steel and Craig, "or fail to engage in informal conversation regarding teaching practice (which can happen innocently, given the immense demands on school leaders' time), teachers quickly learn to interpret any communication from administrators as critical rather than supportive." Teachers thrive on positive comments, and they can make all the difference in classroom performance – and on their openness to school improvement initiatives. "Without clear, consistent feedback on new classroom practices," say Steel and Craig, "teachers can justifiably become jaded when they encounter administrators' calls for improvement and directives for change."

• *Expect growth: support teachers as learners.* While always looking for and praising what's positive in classrooms, principals should also be aware of teachers' flaws and organize ongoing, job-embedded professional development. "Continuous learning," say Steel and Craig, "counteracts the deadly tendency toward professional stagnation that so desperately needs to be

eliminated from the profession. Expecting professional growth cultivates an environment in which faculty members feel consistently challenged and motivated to develop their individual capacity."

• *Facilitate collaboration: work to reduce teacher isolation.* The principal controls the master schedule, and scheduling teacher team collaboration and grade-level and subject-area meetings during the school day is something only the principal can do. But it's not enough for teachers to have time to talk. These conversations will produce far more if the principal gives a clear sense of purpose, pops in on meetings, looks at interim student assessment results, regularly visits classrooms, and gives each team a sense of its contribution to the overall mission.

• *Empower: encourage leadership beyond the classroom.* Principals should encourage talented teachers to get involved in curriculum writing, mentorships, and professional development. "Teachers need to hear and understand that their participation and leadership beyond the classroom are essential," write Steel and Craig, "and administrators need to act with diligence in making the structural and operational changes in schools that make these roles sustainable." These broader contributions are vital to keeping teachers professionally alive, enhancing their classroom teaching, and boosting the overall effectiveness of their schools.

"Reworking Industrial Models, Exploring Contemporary Ideas, and Fostering Teacher Leadership" by Christopher Steel and Elizabeth Craig in *Phi Delta Kappan*, May 2006 (Vol. 83, #9, p. 676-680) no e-link available

3. Teacher Researchers in North Carolina

In this thoughtful *Kappan* article, staff developer Steven Bingham and several colleagues describe how the Triangle Leadership Academy in Raleigh, NC trains teachers to do action research in their schools. Participants are classroom teachers who hold master's degrees and would prefer not to become school administrators. They initially go through two days of intensive training and have ongoing sessions throughout the two-year program. Each teacher decides on an action research project, formulates a question, gathers and analyzes data, and develops an action plan for school improvement (the principals and assistant principals of participating schools join sessions periodically to ensure follow-up).

One hurdle that the program had to overcome initially was teachers' level of intimidation and anxiety about research with a capital R – the type of university studies they plowed through in graduate school. Teachers needed to be persuaded that on-the-ground action research was every bit as significant – and might even change their schools for the better.

Here's an example of one action research project. A teacher named Miriam decided to experiment with literature circles to find out if they improved her students' reading performance and attitudes. She tracked the students who participated in the project and found that they surpassed their grade-level peers on a standardized reading test three years later. Miriam helped other colleagues use literature circles and was eventually tapped by her principal as a literacy specialist. "Miriam moved from her role as a pleasant, comfortable, and

secure team member," write Bingham and his colleagues, "to that of a high-profile advocate for change who could successfully apply theory to improving instruction and student achievement."

An evaluation of the first two cohorts of teacher researchers turned up some very positive results. More than 86 percent said their action research project had increased student achievement. Seventy-one percent had read more research and increased their awareness of classroom dynamics and educational issues. Over 64 percent reported more frequent collaboration with colleagues, greater reliance on data to inform instruction and an increased desire to stay in education. Teachers said the two biggest barriers to doing action research in the future were lack of time and lack of resources. One teacher suggested that it might be a good idea to conduct action research projects with several colleagues rather than individually. "It is too easy to become overwhelmed when you're not working with a team," she said. The leaders of the program agreed, emphasizing the need to involve colleagues and administrators to prevent isolation and burnout.

Bingham et al. are highly enthusiastic about their project and report that the findings from each action research study are being collected and disseminated, creating a knowledge base for a larger audience within North Carolina. Teacher research is the best form of professional development, they believe, since it's job-embedded, ongoing, data-driven, instructionally focused, and enhances teachers' sense of efficacy and professionalism. They report that the teacher researchers "naturally begin to acquire the habits and characteristics of teachers in PLCs [professional learning communities]: self-reflection, shared and lifelong learning, decision making based on data, heightened expertise, and pride in helping to create a body of craft knowledge."

"The Teachers as Researchers Academy: Building Community, Expertise, and a Knowledge Base for Teaching" by Steven Bingham, Sammy Parker, Pamela Finney, Jack Riley, and Janet Rakes in *Phi Delta Kappan*, May 2006 (Vol. 83, #9, p. 681-688) no e-link available

4. Motivating Middle-School Students to Read

In this *Middle School Journal* article, education professor Karen Wood and three North Carolina colleagues suggest strategies for addressing the decline in the reading motivation and performance among many middle-school students (a NAEP study found that the average middle-school student reads less than five minute a day for his or her own pleasure). The researchers unpack reading motivation into these components, all of which need to be addressed if a middle-school reading program is to be successful:

- *A belief in one's competence in reading:*
  - Self-efficacy – the belief that one can be successful at reading; without this, students tend to avoid reading, creating a self-fulfilling prophecy;
  - Challenge – willingness to take on difficult reading material
- *Intrinsic (learning) reasons for reading:*
  - Curiosity and interest in reading about a particular topic of interest;
  - Enjoyment from reading literary or informational texts;

- The belief that reading is important and valuable.

• *Extrinsic (performance) reasons for reading:*

- Recognition for reading success;
- Grades;
- Desire for a teacher's approval;
- Competition – the desire to outperform others.

• *Social reasons for reading:*

- Sharing meanings gained from reading with others;
- Compliance – reading to meet the expectations of others.

Middle-school students tend to have less intrinsic motivation to read, but respond to extrinsic rewards. Citing research on what successful readers do, Wood and her colleagues suggest that teachers should downplay extrinsics and work on boosting students' intrinsic motivation by:

- Increasing students' autonomy through self-directed learning activities;
- Building competence through effective strategy instruction;
- Giving real-world interaction through hands-on classroom activities;
- Increasing social support by using collaborative/cooperative learning activities;
- Having students set personal learning goals for reading;
- Increasing confidence and self-efficacy ("It is critical to help struggling readers develop an accurate belief that they can do well in reading if they make the effort to learn and apply what they are taught… [T]eachers must work hard to change students' 'can't do' attitudes about reading into 'can do' attitudes").

Wood and her colleagues then suggest two classroom strategies to address some of these issues. They report that these strategies are "doable" and highly motivational:

• Questioning the author – After reading a passage, students respond to these questions (a student's sample answers from a chapter in *To Kill a Mockingbird*):

- *What is the author trying to tell me?*
    - The changing weather – change in town
    - Muddy snowman – covered with snow – still a snowman
    - Fire at Ms. Maudie's – changing again
    - Focus on one thing – fire and miss another – Boo
- *Why is the author telling me this specific information?*
    - The changing weather and fire change the focus of the story.
    - The snowman – a snow man is a snow man just like a person is a person, black or white
    - Boo Radley isn't so bad - blanket
- *Am I getting what the author is saying? (jot down any words you don't know)*
    - Morphism?
    - Is there symbolism dirt/snow?
    - Sin/pure?

    - How could Scout not know what snow is?
- *If I wanted to tell someone else about this information, how would I say it?*
    - I think this chapter marks the change in the story. Before the snow and the fire the town is one way, now there are changes coming. Plus, the whole town came together over the fire.

It's a good idea for teachers to walk students through the steps and model good answers before asking them to do it on their own or in small groups.

• The 3-2-1 strategy – After reading a passage, students write their answers to these three questions (sample answers to a different book are given after each question):

- What are three things you *discovered* in this passage?
    - That Steve was not the person who was bad during the whole show.
    - His family was very supportive of him while he was in jail.
    - And he did not kill the guy in the book.
- What are two things you found *interesting*?
    - That the guy in prison was upset and was trying to kill himself with his shoestrings.
    - The judge was too strict. Steve almost went to jail for something he didn't do.
- What is one *question* you still have?
    - Why didn't Steve just stay home that night?

"Motivation, Self-Efficacy, and the Engaged Reader" by Karen Wood, Anne Tope Edwards, Patricia Hill-Miller, and Jean Vintinner in *Middle School Journal*, May 2006 (Vol. 37, #5, p. 55-61), no free e-link available

5. Interview Questions to Spot Data-Savvy Teachers

In this article in the May issue of *Principal Leadership*, Georgia Southern University professor Susan Trimble suggests interview questions to find out if teacher candidates know how to use assessments to monitor and improve student learning and if they can backwards-design curriculum. Here are her questions for a prospective middle-school teacher – and what interviewers should be looking for as candidates answer:

• *What did you notice about our school when you came in?* Trimble says this question reveals whether the candidate's primary interest is people or tasks. She suggests looking for a balanced answer that shows the teacher is aware of all aspects of the learning environment, including students and staff, student work on bulletin boards, and other visible artifacts.

• *For this job, you will be teaching seventh-grade math. How will you go about planning a unit on algebraic equations?* This question is designed to see if the candidate knows how to backwards-design curriculum, align with state standards, think about outcomes, and do a baseline assessment to find out what students know before beginning to teach.

• *Our reading test scores in sixth grade aren't the best. Take a look. How would you use these numbers in your teaching?* Trimble suggests looking for the candidate's attention to

three areas: (a) Which students are performing poorly in which skills? (b) Which sub-groups of students are having trouble? (c) How can the data be put to work in the classroom?

• *Our school is thinking about using project [xxx]. As you probably know, it includes software for math practice. How do you see yourself involved with this project?* Interviewers should look for experience with schoolwide programs and assessment software. Is the candidate more focused on instruction or record-keeping? How knowledgeable about using software to generate assessments? For new teachers, how oriented to continuous learning?

• *The students in our eighth-grade are heterogeneously grouped. What are ways you might help them learn?* Look for the teacher to see the need to identify desired outcomes, gather baseline data, use a variety of teaching strategies attuned to students' needs, and tap ongoing "dipstick" assessments.

Trimble also recommends that candidates be asked to submit samples of unit plans, lesson plans, final and interim assessments, and student learning results. Even brand-new teachers should have a portfolio with some or all of these artifacts. Interviewers should look for alignment with state standards, a clear link between teaching strategies, assessments, and student learning, and the candidate's own learning from teaching experiences.

"Hiring Savvy Teachers: Questions to Ask About Assessments" by Susan Trimble in *Principal Leadership* (High School Edition), May 2006 (Vol. 6, #9, p. 35-37), no e-link available

6. Writing As a Key Vocational Skill

In this *Kappan* article, former American League Baseball and three-time university president Gene Budig beats the drum for more effective teaching of writing in K-12 schools. "Without question," says Budig, "most of the new and meaningful jobs that will be available in the years ahead will emphasize writing."

The College Board's National Commission on Writing, on which Budig serves, recently questioned 120 human resource directors and issued a report entitled *Writing: A Ticket to Work – Or a Ticket Out.* Here are some of the main points:

• Employers definitely screen for writing ability. "People who cannot write and communicate clearly," says Budig, "are less likely to be hired than people who have these skills and, if hired, they are unlikely to last long enough to be considered for promotion."

• Almost all companies in the service, finance, insurance, and real estate sectors, which have the greatest potential for growth in the years ahead, look at writing when they hire. "Applicants who provide poorly written letters wouldn't likely get an interview," said one insurance executive.

• Two-thirds of salaried employees in large American companies need to write as part of their job responsibilities.

• Almost half of companies need to offer remedial writing courses.

"Writing: A Necessary Tool" by Gene Budig in *Phi Delta Kappan*, May 2006 (Vol. 83, #9, p. 663) no e-link available

7. Short Items:

a. A new assessment of three high-school programs – This MDRC study examined three successful high-school improvement models: Career Academies, First Things First, and Talent Development, and concludes that structural changes (e.g., creating small learning communities) need to happen in tandem with instructional improvements to get lasting gains in student achievement. The full report, "Meeting Five Critical Challenges of High School Reform" by Janet Quint (May 2006), is at http://www.mdrc.org/publications/428/full.pdf.

"High School Models' Lessons Summed Up" by Debra Viadero in *Education Week*, May 10, 2006 (Vol. 25, #36, p. 16), no free e-link available

b. Virtual field trips – In this helpful *Kappan* piece, Buffalo State College students Brad Gubala and Kelly Acer report on a number of websites that provide the next best thing to a field trip to a variety of high-profile locations:

• http://www.whitehouse.gov/kids - The White House for younger students. The history of the White House, the current administration's pets, and other facts, as well as interactive games, puzzles, and videos.

• http://www.whitehouse.gov/history/whtour - The White House for older students. A virtual tour of the White House, biographies, events, and traditions. Clicking on images during the tour brings up more detailed information.

• http://www.nasa.gov/home/index.html?skipIntro=1 - National Aeronautics and Space Administration (NASA). Video reports from the Mars Reconnaissance Orbiter and movies of the space shuttle and various space missions.

• http://www.pbs.org/wgbh/nova/easter/textindex.html - Easter Island and its lost civilization and stone carvings, including QuickTime virtual reality movies of most locations on the island.

• http://www.fullscreenqtvr.com - Grand Canyon, Mars, the Vatican, and other sites. Each QuickTime movie appears in full screen and uses high-resolution images.

• http://www.vthawaii.com - Hawaii, a virtual tour, including text information, QuickTime movies, and photographs.

• http://www.coldwar.org - Cold War Museum, including exhibits, photo galleries, and stories about the standoff that lasted more than a generation. The Berlin Wall, Cuban Missile Crisis, the KGB, and more.

• http://www.museumofworldwarii.com - World War II Museum (a partial rendering of the full museum).

• http://www.msichicago.org/exhibit/U505/index.html - German U-Boat tour, featuring the submarine at the Museum of Science and Industry in Chicago; photos and a panoramic movie tour.

• http://www.louvre.fr/llv/commun/home_flash.jsp?bmLocale=en - The Louvre Museum in Paris, including sculpture, architectural views, decorative arts, and more.

• http://www.riverdale.k12.or.us/~pnelson/56team/sthelens/tour.html - Mt. St. Helens as seen through the eyes of a fifth-grade class in Oregon. Each clickable picture shows its location on a map and has a short description.

"Research: Are We There Yet? Virtually!" by Brad Gubala and Kelly Acer in *Phi Delta Kappan*, May 2006 (Vol. 83, #9, p. 721)

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.marshall8@verizon.net

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 36 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 44 carefully-chosen publications (see list to the right), sifts through scores of articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2004-05).

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
- Why the Marshall Memo?
- Focus topics
- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

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

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Update
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Jimmy Kilpatrick
Journal of Staff Development
Language Learner
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership (High School Edition)
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
Theory Into Practice
Times Educational Supplement