Marshall Memo 730

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 2, 2018

In This Issue:

Quotes of the Week

"The truth is, public schools are a critical lifeline for low-income students and families. When they are open, students of different income levels – rich, poor, and middle class – achieve at roughly the same rate. When they are closed, achievement gaps widen and a variety of academic, health, and social-emotional outcomes decline. So why are schools closed in the summer?"

> Sarah Pitcock in "The Case for Summer Learning: Why Supporting Students and Families All Year Is Vitally Important" in *American Educator*, Spring 2018 (Vol. 42, #1, p. 4-8, 39), https://www.aft.org/sites/default/files/ae_spring2018_pitcock.pdf

"I've seen classrooms where teachers deliver instruction overwhelmingly through worksheets, or packets of worksheets. I have seen my own kids' schoolwork come home, and I have asked friends, other parents with school-age kids, and colleagues who consult in lots of schools, and nearly all of them tell me that a lot of our students' instructional time is being spent hunched over some kind of worksheet. That's a problem."

> Jennifer Gonzalez (see item #5)

"School psychologists who are more integrated into a school system are more likely to have a greater comprehensive role and are less likely to burn out before their full influence can be realized."

> Ashley Enz and Charcelor McCullum (see item #6)

"They worked hard. But they worked hard to turn me into a trained monkey."

> Saul Chandler, formerly violin prodigy Saul Lipshutz, on his teachers (see item #1)

1. A Supremely Talented Young Musician Finds Another Life

In this *New York Times* article, Alex Vadukul tells the life story of Saul Lipshutz, who in the 1960s was one of the most promising violin prodigies in New York City. When he was 9, Lipshutz entered the elite Juilliard School of Music, and before he was 11, he had performed at Carnegie Hall. But when he was 16, Lipshutz suffered a nervous breakdown and vowed never to pick up his violin again. He worked as a truck driver, moved to New Orleans, changed his name to Saul Chandler, came back to New York, ran a seedy hotel in Times Square, studied math at NYU, and then became a successful actuary calculating risk for groups like the American Cancer Society. In the 1980s he got married and had two children, but continued to eschew music. When one of his sons practiced a violin for school, Chandler would leave the house.

Vadukul, the reporter, paid several visits to the now 70-year-old man and got him talking on the record (he'd refused interviews in the past). The story that emerged was of a super-talented child musician who took to the violin at age 6 and rapidly achieved mastery, diving into the intensely competitive and pressured world of practice and performance. He took great pride in getting a better grade than the teenage Itzhak Perlman in a Juilliard competition and traveled around Europe playing a Haydn concerto. "They loved me in Yugoslavia," he recalls.

Interviewed by Vadukul, one of the prodigy's contemporaries says, "I don't think he knew how gifted he really was." Another, now a composer, recalls, "Saul was very mystical in the way he interpreted music. He went somewhere else when he played. He was a poet." But he continues, "I remember feeling there was not a lot of joy in Saul's life."

Lipshutz studied with a legendary, hard-driving teacher with a thick Russian accent whose typical comment at the end of a lesson was, "That was better. But it was not good." Remembering those lessons and six hours of daily practice, Chandler now says with bitterness, "I hated him more than anybody… It was terror. A master class in terror. There was nothing worse. Many of us were not sane." In the end, he was literally driven crazy by the pressure of his teachers, parents, and peers: "They worked hard. But they worked hard to turn me into a trained monkey." Looking back on the reason for his collapse, Chandler feels he was robbed of time: "I didn't see myself. Childhood was lost. Time was lost. Then one day I finally saw myself and I thought: 'That's it. There has to be more.' But I lost everything realizing that. So many of us had talent, then we just disappeared. They never see who they are. They don't know what they are."

Chandler's actuarial work has given him the money to indulge in a lifelong passion: boats. His father had read him books about sailing when he was a child, and on breaks in violin practice, they built boats together. Now Chandler loves constructing and fixing boats and owns several. He has crossed the Atlantic and made other long ocean voyages dozens of times, mostly alone. "The only thing that has ever truly been constant for me in my life is boats," he said. "When I build a boat, at least I can make it better. I can fix it."

"The Redemption of a Violin Prodigy" by Alex Vadukul in *The New York Times*, April 1, 2018, https://www.nytimes.com/2018/03/30/nyregion/redemption-of-a-lost-prodigy.html

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2. It's Not Enough to Praise Hard Work – Especially with Teenagers

"Teachers have long been told to praise students' effort, rather than simply saying they are 'smart,' as a way to encourage students to think of their intelligence as something that can grow over time," says Sarah Sparks in this *Education Week* article. "But teenagers can be a prickly, contrary bunch with a finely tuned skepticism for adults…" A new study by Jaime Amemiya and Ming-Te Wang (University of Pittsburgh) suggests that with adolescents, praising only effort to foster a growth mindset can backfire.

Why? Because in middle and high schools, schools often have academically tracked classes, publicized class rankings, academic "stars," and stratified social cliques. "There's a shift in the environment at this time," says Amemiya. "Effort isn't seen in such a positive light as we get older, especially in American culture. We really admire people who are effortless achievers; they just 'get math' or 'get science' without having to work too hard." When adolescents are told to work harder, they may wonder why they're being told that when some of their classmates put in less work and still do well. Maybe the person being told to work harder isn't smart!

Much more effective is teachers and parents praising the other process strategies that run parallel to effort, including persistence in the face of difficulty and tapping into the wisdom and example of classmates and mentors. Mary Murphy (Indiana University) says that students of all ages can lose trust in adults who praise them for effort without specifying what specifically was effective about their effort. Murphy believes educators can give students a better foundation for a growth mindset by:

- Providing assessment results that allow students to reflect on their own learning;
- Highlighting mistakes and emphasizing that it's wrestling with more difficult material (versus the easy stuff) that will produce the most learning.
- Having groups of students discuss what each person struggled with and exploring individual strategies.

"For Teenagers, Praising 'Effort' May not Promote a Growth Mindset" by Sarah Sparks in *Education Week*, March 27, 2018, https://bit.ly/2GUhzwv; the authors of the study can be reached at jaa141@pitt.edu and mtwang@pitt.edu.

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3. The Benefits of Students Staying with the Same Teacher for Two Years

In this article in *Economics of Education Review*, Andrew Hill (Montana State University) and Daniel Jones (University of South Carolina) report on their study of North Carolina students who were with the same teacher for a second year in grades 3-5. Only three percent of students had a second year with the same teacher, and only 10 percent of teachers were ever involved in a repeat student-teacher match over the study period – small percentages, but given the large size of the statewide database (more than 5 million student-by-year transitions), there were enough matches for Hill and Jones to draw valid conclusions.

(Three methodological notes: First, the researchers did not include students repeating a grade with the same teacher, which would have introduced another set of variables; most of the repeat matches were in sequential years. Second, very few of the same-teacher matches involved looping (a whole class moving up with their teacher). Finally, Hill and Jones used a variety of statistical methods to control for biases that might be introduced by higher-achieving students or more-effective teachers being involved in repeat matches.)

The researchers draw several conclusions from their data;

• *Student achievement* – There is "clear evidence," say the authors, "that students perform better in the second year they are matched with a particular teacher" than they did in the first year (as measured by reading and math standardized-test results). Gains were small but significant, of similar magnitude to within-school black-white achievement gaps, and more robust than the effect of having a teacher of the same race. Student gains were larger in math than reading, which is consistent with studies showing that math is more responsive to school inputs than reading.

Hill and Jones believe it's reasonable to conclude that the key variable in these academic benefits is an increase in teacher-student familiarity. Teachers and students knowing each other better plays out in several ways: teachers understand their students better in the second year (and vice-versa); teachers have more information about these students' academic and non-academic data; teachers see more potential in students they know better, resulting in higher expectations; teachers work harder for students with whom they have a more developed relationship (and vice-versa); and pedagogical and discipline methods get more traction with students in the second year together.

• *Racial subgroups* – Students of color made the biggest academic gains. Hill and Jones believe this was because most teachers in the study were white females, and an extra year with students of color (boys and girls) improved the initial "social distance." The authors elaborate: "Repeat student-teacher matches may allow teachers to develop a similar, if not better, understanding of their students than that provided by a race or gender match… [D]eeper student-teacher relationships may make minority students feel more understood and included in the classroom. Furthermore, if minority students are more likely to come from more challenging family environments (such as single-parent households), then teachers with better understandings of their specific backgrounds may be able to more adequately address needs arising outside the classroom."

• *Newcomers the second year* – In the second year of looping situations (when almost all students moved up with the same teacher), even students who were not there the first year did better than in a control situation. Hill and Jones believe this was because improvements in classroom climate, pedagogy, and expectations benefited all students.

• *Less-effective teachers* – Parents and administrators might well be concerned with students spending a second year with a mediocre or ineffective teacher; surely this would compound the negative impact of that teacher's pedagogy. One of the authors' most surprising findings was that students gained more when they spent two years with teachers who were generally less-effective (as measured by value-added data) than they did with more-effective teachers. The explanation: "[I]t may be the case that low-quality teachers perform better when they know their students and have developed relationships with them. In this case, looping and repeat student-teacher matches may actually be a relatively low-cost tool to improve teacher performance for less-effective teachers."

• *Implications for departmentalization* – When elementary teachers specialize by subject area (e.g., some teaching math, some ELA), that *reduces* teacher-student familiarity because students spend less time with each teacher. Other studies (e.g., Fryer, 2016) have found that elementary departmentalizing results in lower student achievement, and Hill and Jones believe this is because when students switch teachers from subject to subject, teacher-student familiarity suffers. "[S]o the results of this paper," say the authors, "serve as a caution for policymakers or school administrators implementing this increasingly-popular intervention."

The key variable, they conclude, is teachers and students knowing each other better. Repeat student-teacher matches "allow teachers to reallocate time and effort away from getting to know their students to tasks that directly increase student learning, which, interpreted more generally, helps us think about how other policies that affect the within-classroom allocation of teacher time and effort may impact student performance." Although very few of the classes in the study looped, Hill and Jones say their data have clear positive implications for the efficacy of looping.

"A Teacher Who Knows Me: The Academic Benefits of Repeat Student-Teacher Matches" by Andrew Hill and Daniel Jones in *Economics of Education Review*, June 2018 (Vol. 64, p. 1-12), available for purchase at https://bit.ly/2EeLT1Y; the authors can be reached at andrew.hill6@montana.edu and daniel.jones@moore.sc.edu.

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4. What Kinds of Math Errors Should Be Discussed with the Whole Class?

In this article in *Mathematics Teaching in the Middle School*, James Willingham (James Madison University), Jeremy Strayer and Alyson Lischka (Middle Tennessee State University), and Angela Barlow (University of Central Arkansas) say that students' mistakes can be fertile ground for promoting understanding – for all students, not just those who made the errors. But that depends on several factors:

- Setting classroom norms that value mistakes;
- Planning and selecting tasks that elicit mistakes;

- Structuring lessons to maximize student thinking and collaboration;
- Helping students focus on and discuss mistakes in helpful ways;
- The teacher following up effectively.

Here are the authors' suggestions for mistakes that merit a deeper dive, illustrated in a middle-school lesson on the Purple Paint Problem (mixing red, white, and blue paints in ratios that produce a particular shade of purple). First students were asked to think privately about their strategy, then work in groups of four with the teacher circulating, observing, asking guiding questions, and watching for problems worth discussing. The teacher decided to focus on several groups' errors, using these criteria:

• *The mistake is closely aligned with the goals of the lesson and moves the class toward solving the problem*. Students who made the first error chosen by the teacher were on the right track but revealed a misunderstanding of part-whole relationships. The teacher used a document camera to display the group's paper and had all groups discuss what was right and wrong with the solution and then share their insights with the whole class.

• *The mistake gives insight into students' understanding, fluency, and problem-solving*. The teacher displayed a second group's erroneous solution with the document camera and asked groups to discuss it. Students zeroed in on problems with the meaning of *percentage*, which allowed them to build on insights from the first error.

• *The mistake offers a novel approach to solving the problem*. "Sometimes after a class has come to some conclusions about the solution to a problem, it can be beneficial to challenge their thinking," say the authors. At this point in the lesson, the teacher displayed an incorrect solution in which students used dramatically different percentages than most of their classmates. The reasoning was incorrect, but the process was on the right track. The teacher asked the class to explain where this reasoning went wrong, and this allowed students to solidify their conceptual understanding and meet the goal of the lesson.

"By focusing on mistakes that meet these criteria," say the authors, "teachers can move the focus away from the fact that a mistake was made and toward the reasons why the mistake is mathematically meaningful for learning. It is our hope that as students gain expertise in examining meaningful mistakes, they will eventually regard this skill as one of the most important mathematical tools they have at their disposal when solving problems."

Of course not all student mistakes are worth discussing with the whole class. Some examples:

- Calculation mistakes – e.g., errors in long division;
- Mistakes that stem from a missing piece of information – e.g., not knowing that there are four quarts in a gallon;
- Mistakes from a failure to read or represent the problem carefully;
- Mistakes involving an inappropriate or incorrect application of a procedure.

Teachers should deal with errors like these in one-on-one or small-group conversations. "These personal interactions," say the authors, "can be used to help shift thinking into mathematically productive areas and avoid the negative reactions that students sometimes experience because

of mistakes of this nature." Teachers might also target such errors for follow-up lessons or tutorials for particular students.

"Examining Mistakes to Shift Student Thinking" by James Willingham, Jeremy Strayer, Angela Barlow, and Alyson Lischka in *Mathematics Teaching in the Middle School*, April 2018 (Vol. 23, #6, p. 324-332), https://bit.ly/2pXzBG4; the authors can be reached at willinjc@jmu.edu, jeremy.strayer@mtsu.edu, abarlow5@uca.edu, and alyson.lischka@mtsu.edu.

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5. The Scourge of Low-Quality Worksheets and How We Can Do Better

In this *Cult of Pedagogy* article, Jennifer Gonzalez shares a video of an 18-year-old high-school sophomore going off on his teacher about the "packets" she has students doing. "Yes, this student was disrupting class and his behavior was disrespectful," says Gonzalez. But she hears what he's saying about packets of worksheets being one of the lowest forms of pedagogy. "I've seen classrooms where teachers deliver instruction overwhelmingly through worksheets, or packets of worksheets," she says. "I have seen my own kids' schoolwork come home, and I have asked friends, other parents with school-age kids, and colleagues who consult in lots of schools, and nearly all of them tell me that a lot of our students' instructional time is being spent hunched over some kind of worksheet. That's a problem." Her observations:

• *Not all worksheets are bad*. There's a continuum from what Gonzalez calls *powersheets* to *busysheets*. At the powersheet end of the spectrum are graphic organizers that serve as a tool for research, pre-writing, and note-taking. There are also original source documents for close study and annotation; data sheets for a lab; planning sheets for group projects; aids to data analysis and reflection; and helpful formative assessments. At the busysheet end are low-level filling in blanks, multiple-choice questions, labeling, word searches, word scrambles, and doing coloring where coloring doesn't add to students' understanding. Packets are a bunch of worksheets stapled together. "They could contain a lot of powersheets," she says, "but when a student refers to them as frickin' packets, it's highly likely that they are mostly made up of busysheets."

• *Busysheets can be disguised in other formats*. For example, they might be computer programs or apps that have students doing the same thing as busysheets.

• *Busysheet teaching is not real teaching*. That's because a worksheet in which students answer several low-level multiple-choice or fill-in-the-blank questions on a short reading passage on Maya Angelou is disconnected from anything meaningful, isolating skills and knowledge from a broader context and higher-level thinking. Reading comprehension exercises like these don't make students better readers and are no substitute for getting them reading a real book in search of evidence that supports a particular idea. The same is true of busysheets that ask students to label or identify various grammatical constructions; we've known for a long time that teaching grammar outside of a meaningful context doesn't make students better writers, or even improve their test scores. The worst of all, she says, are word searches, word scrambles, and crossword puzzles, which might as well be a list of definitions with blanks next

to them. These are pure busywork, says Gonzalez, and have no instructional value. In addition, busysheets get students sitting still for too long and not interacting with each other or their teacher.

• *Busysheets use a lot of paper and give teachers more stuff to correct*. This is truly a double whammy! In addition, counting worksheet grades tells students that making mistakes and learning from classwork (assuming it's meaningful) is not part of the learning process.

Why do teachers use busysheets? From her travels in schools, Gonzalez has a long list: We don't have textbooks. Kids need skills practice. We have to differentiate. We're required to do the same work across our grade. We need substitute packets. Crowd control. Some kids like worksheets. We need bell-ringers and morning work. Students need fine-motor practice.

What to do instead of packets? Gonzalez suggests doing a worksheet audit, asking hard questions about where material falls on the powersheet-to-busysheet spectrum: is it contributing to student learning or just something to keep them busy? If the latter, then consider these higher-level classroom activities:

- Class discussions: think-pair-shares, gallery walks, philosophical chairs;
- Interactive experiences: simulations, role-plays, labs, escape rooms;
- Thought-provoking lessons: concept attainment, inductive learning;
- Group learning: jigsaw, reciprocal learning, games, icebreakers, maker challenges;
- Reading and writing: self-selected reading, research projects, journal writing, short writing challenges, long-term writing;
- Long-term projects: genius hour, project-based learning, service learning;
- Personalized learning: hyperdocs, stations or centers, listening to podcasts, blended learning.

"Frickin' Packets" by Jennifer Gonzalez in *Cult of Pedagogy*, March 26, 2018, https://www.cultofpedagogy.com/busysheets/

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6. Tapping School Psychologists' Full Potential

In this article in *Communiqué*, school psychologists Ashley Enz (in Kansas) and Charcelor McCullum (in Mississippi) say there is a tendency for school psychologists to be so wrapped up in their work with students and colleagues that they don't claim a seat at the table with key schoolwide issues. "School psychologists who are more integrated into a school system are more likely to have a greater comprehensive role," say Enz and McCullum, "and are less likely to burn out before their full influence can be realized." Here is a psychologist's-eye view of areas for involvement in a school's distributed leadership model:

• *Influence and facilitation of change*:

- Principals seek out my opinion when analyzing district or state assessment results to support instructional change.
- Teachers contact me when they are looking for ways to improve instruction for all students.
- I participate in advocacy efforts at the district or state level.

• *Visionary*:
  - I know how my school performs on key accountability measures and help teams understand them.
  - I helped design or implement the academic or behavior support system at my school.
• *Problem solving*:
  - I am an integral part of my school's problem-solving, intervention, or child study team.
  - Teachers at my school call, e-mail, or catch me in the hall to share concerns about students.
• *Passion and enthusiasm*:
  - I offer trainings and professional development to my school or district.
  - I participate in or lead open house, conference day, fundraiser, and other school-community events.
• *Competence*:
  - My school or district administrators seek my input about student needs – educational, physical, emotional, social.
  - I explain evaluation findings to teachers and parents clearly and with a focus on how the information can be used.
  - I seek out opportunities to improve my own practice – PD, conferences, committee work.
• *Personal character*:
  - Parents and teachers can trust me with confidential information.
  - I work with and advocate for students and families from a variety of backgrounds and needs.
  - When I am given an assignment or project, I follow through in a timely manner.
• *Communication and interpersonal skills*:
  - Parents at my school contact me, or are referred to me by school staff, when they have concerns about their children.
  - I have a system for communicating regularly with staff and families.
  - I explain and interpret complex evaluation results in a way that can be understood by families and staff.

"Securing a (New) Seat at the Table: Distributed Leadership and School Psychologists" by Ashley Enz and Charcelor "Chase" McCullum in *Communiqué*, March/April 2018 (Vol. 46, #6, p. 12, 14), available for NASP members at https://bit.ly/2uEOYsu

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7. What People May Not See When They Look at NAEP Data

In this *Education Gadfly* article, New York City CMO leader Ian Rowe shares a classic video by Christopher Chabris and Daniel Simons demonstrating people's ability to miss important but unexpected phenomena when they're focused on something else. If you haven't seen this video (see the link below), it's well worth watching. About 50 percent of people who watch it exhibit what researchers have dubbed "inattentional blindness."

Rowe's point in sharing the video? That when the latest NAEP results are released on April 10th, people may not pay attention to the "gorilla in the room" – changes in U.S. family structure in recent decades, especially the number of single-parent homes, that have a powerful impact on student achievement. "If we really want to cure our blindness and understand why our children are not making the progress we seek," says Rowe, "we must make this essential and predictive measure invisible no more."

"NAEP and Inattentional Blindness: You Can't Manage What You Don't Measure" by Ian Rowe in *The Education Gadfly*, March 28, 2018 (Vol. 18, #13),
https://edexcellence.net/articles/naep-and-inattentional-blindness-you-cant-manage-what-you-dont-measure

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8. Key Elements of an Effective Summer School Program

In this article in *American Educator*, Andrew McEachin, Catherine Augustine, and Jennifer McCombs (Rand Corporation) summarize current research on what makes some summer school programs work for students and schools:

- Small class size – capped at 20, preferably much smaller;
- Aligned to students' interests and needs – and also with school-year activities;
- Qualified teachers – quality and experience are key, and having taught students' sending or receiving grade is very helpful;
- High-quality instruction – an evidence-based curriculum, good pedagogy, instructional support and coaching for teachers, and professional development;
- Site culture – positive support, discipline, and an absence of bullying;
- Policies to maximize attendance and participation – enrollment deadlines, tracking attendance, and fun activities to keep students coming;
- Sufficient duration – at least five weeks or 70 hours of academic programming, with academic instruction every day broken into bite-size chunks.

"Effective Summer Programming: What Educators and Policymakers Should Know" by Andrew McEachin, Catherine Augustine, and Jennifer McCombs in *American Educator*, Spring 2018 (Vol. 42, #1, p. 10-11),
https://www.aft.org/sites/default/files/ae_spring2018_mceachin.pdf

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9. Online Summer Resources for Students

"While unstructured time for fun and play is valuable," says the AFT Share My Lesson Team in this *American Educator* article, "many students could also benefit from intellectual stimulation during the summer." For students who may not be able to take part in structured programs, they suggest these free online resources produced by the AFT:

- "Summer Learning at Home" – http://go.aft.org/AE118sml1
- "Baseball" – http://go.aft.org/AE118sml2
- "Celebrate Science" – http://go.aft.org/AE118sml3
- "Teacher Resources Inspired by Films" – http://go.aft.org/AE118sml4

- Storyline Online - http://go.aft.org/AE118sml5
- "Tap, Click, Read: Growing Readers in a World of Screens" webinar: http://go.aft.org/AE118sml6
- "Math Homework Help for Parents" – http://go.aft.org/AE118sml7

"Spark Self-Directed Summer Learning" by the American Federation of Teachers Share My Lesson Team in *American Educator*, Spring 2018 (Vol. 42, #1, p. 12)

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10. Short Items:

a. Science and math infographics – This site has detailed displays and short videos by Jessica Stewart unpacking the components of mathematics, chemistry, biology, physics, and computer science: https://mymodernmet.com/science-infographics-dominic-walliman/

"Helpful Infographics Visualize Complex Branches of Math and Science" by Jessica Stewart, *The Modern Met*, March 26, 2018

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b. Social mobility for U.S. subgroups – This extraordinary *New York Times* animated graphic shows what happens to the incomes of 20 million boys and girls from different racial/ethnic groups and different income groups as they enter the workforce: https://www.nytimes.com/interactive/2018/03/27/upshot/make-your-own-mobility-animation.html

"Income Mobility Charts for Girls, Asian-Americans, and Other Groups. Or Make Your Own" by Emily Badger, Claire Cain Miller, Adam Pearce, and Kevin Quealy in *The New York Times*, March 27, 2018

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c. Interview – This *Fishing for Answers* podcast is a two-hour interview with Kim Marshall by Matt Schneidman, covering the origins of the Marshall Memo and other topics: http://fishingforanswers.podbean.com/e/episode-8-kim-marshall/

"Fishing for Answers, Episode 8" by Matt Schneidman, March 30, 2018

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If you have feedback or suggestions,
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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant 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). Every week there's a podcast and HTMI version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Language Arts
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine