Marshall Memo 501

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 9, 2013

In This Issue:

Quotes of the Week

"Why are we doing this?"

> What Jyothi Bathina had on the board in her high-school classroom throughout the year; "Unless I could answer [this] question, I had no right to teach the material," she says. From "Before Setting a Course to Learn, Know Thyself" in *Phi Delta Kappan*, September 2013 (Vol. 95, #1, p. 43-47), www.kappanmagazine.org

"I see what is right with you, despite your struggles. And I believe what is right with you is more powerful than anything that is wrong."

> The message communicated by a teacher, counselor, nurse, bus driver, school secretary, or volunteer that makes the difference to a student, quoted in "Havens of Resilience" by Nan Henderson in *Educational Leadership*, September 2013 (Vol. 71, #1, p. 22-27); www.ascd.org Henderson can be reached at nhenderson@resilience.com.

"OMG, increases vocabulary, increases paraphrase ability, increases student confidence about tackling difficult material. Opens up universal themes, increases cultural appreciation. Allows students access to material that challenges their reading/emotional maturity/academic rigor. Too much more to specify!"

> A teacher's response in a survey on teaching Shakespeare, quoted in "Shakespeare and the Common Core: An Opportunity to Reboot" by Laura Turchi and Ayanna Thompson in *Phi Delta Kappan*, September 2013 (Vol. 95, #1, p. 32-36), www.kappanmagazine.org; the authors advocate exploring selected scenes through evocative questions, competing interpretations, and mini-performances.

"Once someone starts talking about verb moods, dangling whosits, and misplaced whatsits, I squirm. When I try to struggle through their prose explanations, my brain hurts."

> Rachel Toor (see item #6)

1. Can Teacher Evaluation Power School Improvement?

In this important article in *Educational Researcher*, Joseph Murphy (Vanderbilt University), Philip Hallinger (Hong Kong Institute of Education), and Ronald Heck (University of Hawaii/Manoa) analyze how teachers have been evaluated over the years and whether new ideas will make things better. "Teacher evaluation for most of the twentieth century had very little influence on much of anything of substance," they say. "It provided little more than a patina of symbolism, a layer of organizational legitimacy to buffer the core technology of education." Nor have recent ideas on teacher evaluation introduced in the last 15 years done any better, judging by the fact that they never show up in studies of successful school turnarounds.

What's going on here? Murphy, Hallinger, and Heck step back and look at some occupational norms and organizational dynamics that make teacher evaluation so challenging:

• First, they say, "Teachers are influenced by those they perceive as credible sources of knowledge on instructional issues, especially those with content-based knowledge. School leaders rarely fall into this category… Managers, by and large, are not qualified to do this work. They are not 'head teachers.' Nor are they 'managing partners.'"

• Second, there are reasons school leaders might not want to exercise tight control over teachers, especially their work in classrooms. "Principals require the support of teachers to ensure that the school 'runs' well and that conflict is corralled inside classrooms, or at least inside the school," say Murphy, Hallinger, and Heck. "They know that a powerful way to garner that support is to provide teachers with autonomy over their individual classrooms. In addition, teachers have willingly participated in this exchange, trading influence over school-level activities for freedom in those classrooms… In the well-choreographed play called 'schooling,' leaders avoid interfering with the work of teachers, especially inside classrooms. It is a production they know is not wise to change in any substantive way."

• Third, even if administrators had the expertise to supervise and evaluate well and even if teachers were willing to open their classrooms doors, there's still the problem of administrators' hyper-busy jobs. "Recent studies reveal that the average principal spends around 18 percent of his or her time in the area of instruction and curriculum, and around 3 percent of total time on teacher evaluation, numbers largely unchanged after 30 years of concentrated efforts to increase them… This means that the average principal spends about 80 minutes a week on teacher evaluation, about 3 minutes per teacher per week… The resources

to do this well cannot be mandated or wished into existence." And the taxpayers are notoriously reluctant to pay for increases in administrative costs.

But what about recent insights on effective instruction and the idea of using test scores to evaluate teachers? Murphy, Hallinger, and Heck are skeptical: "Our investigations tell us that we should be cautious in accepting claims about the ability of teacher evaluation to power significant school improvement…" In fact, they say, "there is a robust body of empirical work that informs us that if school improvement is the goal, school leaders would be advised to spend their time and energy in areas other than teacher evaluation." These include establishing a sense of vision with a strong academic mission and challenging organizational goals and expectations; enhancing students' opportunity to learn; developing and using data systems to inform and monitor decisions; creating professional learning environments in which all students are cared for, participate, and feel connected; developing a school culture conducive to learning; and making sure all school actions are aligned and cohesive.

As for teacher supervision and evaluation, the authors suggest that administrators work through "facilitative channels," namely:

- Providing actionable feedback to teachers;
- Developing communities of practice in which teachers share goals, work, and responsibility for student outcomes;
- Offering abundant support for teachers' work;
- Creating systems in which teachers have regular opportunities to develop and refine their skills.

"A cardinal point here," they conclude, "is the primacy of the facilitative role of leaders, an approach with considerably more empirical linkage to learning outcomes than direct one-on-one teacher evaluation work."

"Leading Via Teacher Evaluation: The Case of the Missing Clothes?" by Joseph Murphy, Philip Hallinger, and Ronald Heck in *Educational Researcher*, August/September 2013 (Vol. 42, #6, p. 349-354), http://bit.ly/15N0YpB; the authors can be reached at joseph.f.murphy@Vanderbilt.edu, hallinger@gmail.com, and rheck@hawaii.edu.

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2. Will Value-Added Data Help Move Out Ineffective Teachers?

In this article in *Educational Researcher*, Marcus Winters (University of Colorado/ Colorado Springs) and Joshua Cowen (University of Kentucky) examine the efficacy of using value-added data to dismiss ineffective teachers. Drawing on retrospective test-score data from Florida, they come to two conclusions:

• First, students assigned to teachers who would have been dismissed one or two years earlier based on a single year of value-added data did significantly worse than students assigned to teachers with more positive data. In other words, value-added data can predict many teachers' future classroom performance.

• Second, the way value-added evaluation is being implemented – waiting for two consecutive years of data before taking job action – undercuts its effectiveness and results in

very few ineffective teachers being dismissed. "Consecutive-year policies that set relatively low percentile cutoffs for satisfactory performance will tend to remove very few teachers because even very bad teachers might score above the threshold in 1 of 2 years due to random fluctuation in the estimates of their effectiveness… and many ineffective teachers will remain unidentified," say Winters and Cowen. "[O]ur evidence also indicates that no system of evaluation will eliminate flaws from the measure of teacher ability."

Winters and Cowen conclude that implementing value-added evaluation of teachers will result in few if any improvements in the quality of teaching.

"Who Should Stay, Who Should Be Dismissed? An Empirical Consideration of Value-Added Teacher Retention Policies" by Marcus Winters and Joshua Cowen in *Educational Researcher*, August/September 2013 (Vol. 42, #6, p. 330-337), http://edr.sagepub.com/content/42/6/330.abstract; the authors can be reached at mwinters@uccs.edu and joshuacowen@uky.edu.

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3. Neuroscience Insights for Teachers

In this article in *Educational Researcher*, Janet Dubinsky and Sashank Varma (University of Minnesota/Minneapolis) and Gillian Roehrig (University of Minnesota/St. Paul) propose a set of neuroscience concepts that can directly inform teaching and learning. From their success working with K-12 teachers in a summer PD institute called *BrainU*, the authors are convinced that these concepts "have the potential to transform teacher preparation and professional development and to ultimately affect how students think about their own learning." Their goal is to get teachers to see themselves "*as designers of experiences that ultimately change students' brains*."

Putting together the 160-hour curriculum for *BrainU*, the authors avoided getting into too much technical detail on neuroscience; instead, they focused on the proven plasticity of the human brain and how a few core concepts can help teachers understand learning, memory, and the best pedagogy for getting across classroom concepts. Follow-up assessments and observations confirmed that teachers were successfully putting their new insights to work in their classrooms: there were increases in students' higher-order thinking, depth of knowledge, substantive conversations, and connections to real-world contexts.

Drawing on a 2008 paper on neuroscience concepts, Dubinsky, Varma, and Roehrig suggest that the following points are most helpful for K-12 teachers:

- The brain is the body's most complex organ; it has more than 100 billion neurons and well over a trillion synapses. The brain's wiring is remarkably similar among all humans, with individuality coming from variations at the synaptic level.
- The brain's neurons use both electrical and chemical signals as they respond to stimuli from the five senses. All perceptions, thoughts, behaviors, and memories result from combinations of signals among neurons.

- Life experiences – a teacher's lesson, a movie, dancing, talking to a friend, texting, feeling stressed, using a drug – change the brain, growing new synapses and circuits and turning on nervous-system genes.
- Early-childhood experiences – behaviors, thoughts, and memories – shape different sets of associated synapses and neural pathways, which continue to change throughout life in response to every interaction.
- Synaptic pathways are loosely grouped into sensory, motor, emotive, homeostatic, attentional, and decision-making systems (among others) in the central nervous system.
- The brain is the foundation of the mind; intelligence arises as the brain reasons, plans, and solves problems. Intelligence is the accumulated history of synaptic activation among the myriad brain pathways.
- Using language to communicate with others enhances communication skills by exercising neural pathways.
- The brain is naturally curious as it tries to make sense of all incoming sensory information. It recognizes conflicts, makes predictions, and guides behavior.
- The salience of experiences determines how well they are retained; only experiences with an emotional stamp are committed to long-term memory.
- Communication among neurons is strengthened or weakened by patterns of use – the more stimuli, the more learning; the fewer stimuli, the less learning. The act of remembering something strengthens that specific memory.
- Learning strengthens a set of electrical and chemical imprints distributed throughout the brain. Mastery comes from repetition, rehearsal, application, and self-evaluation.
- Our physiological state – nutritional, hormonal, emotional, level of stress, adequacy of sleep, oxygen intake – will influence how well we learn, remember, and make decisions.
- Structured learning environments – schools, for example – provide opportunities to build our mental capacity and capabilities.

"Infusing Neuroscience Into Teacher Professional Development" by Janet Dubinsky, Sashank Varma, and Gillian Roehrig, in *Educational Researcher*, August/September 2013 (Vol. 42, #6, p. 317-329), http://edr.sagepub.com/content/42/6/317.abstract; the authors can be reached at dubin001@umn.edu, roehr013@umn.edu, and sashank@umn.edu.

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4. Mindsets About Failure and Effort

(Originally titled "Afraid of Looking Dumb")

In this thoughtful article in *Educational Leadership*, former teacher and principal Mark Jacobson describes one of his second-graders telling him she wasn't smart at math, was afraid of being teased, and mistrusted her teacher's reassuring words. "Do you want to change?" he asked. "Yes, but how?" she replied.

The key with students like this is changing the way they think about ability, says Jacobson. The goal of students fortunate enough to have a "growth" mindset (Carol Dweck's

term) is to *get smarter*. If they're having difficulty, they work on a better strategy. But the goal of students who have the "fixed" mindset is to *look smart*. For them, being in a classroom is like stepping onto a stage with all eyes on them. "The teacher owns one of the most important pairs of eyes," says Jacobson. "Fixed-belief students concern themselves with their teacher's every glance. They see the teacher not as a facilitator and resource for their learning but as a rewarder and punisher, as a judge and critic." These students constantly ask themselves, "Am I good enough? Am I smart? Am I right? Did I make a mistake? How will others see me? Does my teacher like me?"

"As long as students are driven by what others think of them, they're focused on the external," says Jacobson. "We teachers need to turn them inward, to refocus their attention on their own effort and abilities." If a student mutters the answer to a question and the teacher says, "What?", the student may say, "Never mind" or "I forgot." These students may rebuff an offer of help, afraid that accepting it will make them look incompetent, or they may become dependent on the teacher and stop trying. They tend to be overly sensitive to mild criticism or body language. "I think I'll throw this away," said one of Jacobson's students after classmates offered some suggestions on her story.

"We always ask students to try," he says, "especially when they believe something is really hard. However, for some students, 'hard' means 'impossible.'" Here are his suggestions for getting students to believe that effort really can make them smarter:

• *Have students rate how hard they are trying*. Jacobson routinely checked in with his students, asking them to self-assess on a 10-point effort scale and push themselves to try harder.

• *Give better feedback*. General praise like "Good job" is hollow and ineffective, says Jacobson. Feedback should be specific to the tasks or concepts being taught and reinforce incremental progress. "That was a good start, Jeffrey," a teacher might say and encourage the student to keep going.

• *Ask questions that don't have right/wrong answers*. Foster deeper thinking rather than speedy responses and stress accountable talk.

• *Engage the disengaged*. "Adrian, are you with us?" a teacher might ask in the middle of a discussion. "What are you thoughts?" The entire class can be enlisted in encouraging participation, effort, and risk-taking.

• *Investigate mindsets*. Jacobson did some action research in his second-grade class and found that half of the students had the fixed mindset. Teachers should reflect on their own mindset and how it manifests itself in school – and outside.

"Afraid of Looking Dumb" by Mark Jacobson in *Educational Leadership*, September 2013 (Vol. 71, #1, p. 40-43); www.ascd.org; Jacobson is at mjacob47@yahoo.com.

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5. Why Lotteries Get So Many People to Part With Their Money

In this article in *The Week*, Adam Piore analyzes the thought process of millions of Americans (57 percent of the U.S. population) who regularly buy lottery tickets, spending a

total of $78 billion in 2012. People go on buying tickets, says Robert Williams, a professor who studies lotteries, because they have no concept of what it means to have a one in 175 million chance of hitting the jackpot. "It's just beyond our experience," he says. "We have nothing in our evolutionary history that prepares us or primes us, no intellectual architecture, to try and grasp the remoteness of those odds." Our way-back ancestors dealt with the odds of being attacked by a predator in broad categories: Doesn't happen, happens sometimes, happens most of the time, always happens.

Williams uses this scenario to make low odds more vivid: To improve your chances of winning a recent Powerball jackpot, you would need to stand at the counter of your local convenience store filling out two-dollar tickets *twelve hours a day for 55 years* and plunk down a total of $172 million – and then you would still have a 50-50 chance of losing.

But people rarely envision things that way. "The lottery is a game where reason and logic are rendered obsolete," says Piore, "and hope and dreams are on sale… In the conceptual vacuum created by incomprehensible odds, people are likely to experience magical thinking or superstition, play a hunch, or simply throw reason out the window altogether… Our proclivity for fantasy makes us an easy target for advertising."

Rebecca Paul Hargrove, who runs the Tennessee state lottery, puts it this way: "It's not an investment. It's entertainment. For a very small amount of money, you might *change your life*." She's made several states' lotteries wildly successful by dangling the fantasy of instant riches in front of people (stacks of cash, stretch limousines, champagne), awarding smaller prizes to keep people in the game, and using marketing gimmicks to keep things fresh – for example, scratch cards with cute cats. Publicizing winners also activates powerful emotions among those who didn't win – or worse, didn't even play. "Fear and regret are the flip sides of hopes and dreams," says Piore. "All are powerful emotions that when tapped can cause us to relinquish rationality, to act on instinct, even to make decisions that might not be in our best interest."

Low-income people are especially susceptible to these fantasies. They spend a disproportionate amount of their money on this kind of gambling, which is a highly regressive tax. "The lottery is a way to raise the ceiling on what can happen to you," says psychology and economics professor George Lowenstein. There might be slim odds of winning the lottery, but the chances might seem better than landing a six-figure job. A 2006 study showed that 21 percent of Americans, including many of the poorest, thought winning the lottery was the "most practical" way to get rich. And so they keep playing.

"Selling a Fantasy" by Adam Piore in *The Week*, Sept. 6, 2013 (p. 44-45); excerpted from *Nautilus*, http://nautil.us/issue/4/the-unlikely/why-we-keep-playing-the-lottery

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6. Does Grammar Instruction Make Better Writers?

In this charming *Chronicle of Higher Education* article, Rachel Toor (Eastern Washington University/Spokane) says she went to a progressive elementary school that didn't spend much time on traditional grammar. When she arrived in junior high, the kids who had

gone to Catholic schools had a clear advantage. "They could drink without getting caught," says Toor, "and were able to name the parts of speech."

Toor never caught up, and to this day grammarians intimidate her. "Once someone starts talking about verb moods, dangling whosits, and misplaced whatsits, I squirm," she says. "When I try to struggle through their prose explanations, my brain hurts. I've learned enough to be able to explain basic things to my students about common writing mistakes, but I can't get technical. I refer to words ending with 'ing' as 'ing words.' (I know that they can be gerunds or participles, and that there's a difference.)"

But even with her grammar deficit, Toor believes she's developed tricks that help her write more effectively, and she passes these along to her students:

• *Write with strong nouns and verbs*. "We need to scrub dirty, flaccid bits from our sentences if we want to be read," she says. Don't turn verbs into fuzzy nouns – for example, *investigate* into *investigation*. She scans her own writing and replaces words that end in –tion, -ism, -ty, -ment, -ness, -ance, and –ence with a muscular verb or a concrete noun.

• *Use active construction*. "How many unnecessary uses of 'this,' 'that,' and 'there' can I lose?" she asks. "I go on search-and-destroy missions for the forms of 'to be'… and kick the suckers to the curb (when it makes the sentences stronger)."

• *Eliminate redundancies and junk phrases*. Trim "completely finish" and "consensus of opinion" and delete "in the event that," "on the grounds of," and "under circumstances which."

• *Chunk writing so it's readable*. Readers should be spared "boring blocks with long uninterrupted paragraphs made up of endless sentences," says Toor. One trick is to shrink a manuscript to 50% size on the computer and look at the overall graphic appearance. Is it too blocky or too fragmented?

• *Read your prose aloud*. "[C]lunky sentences sound a whole lot clunkier when you're forced to listen to them," says Toor.

• *Use the dictionary rather than the thesaurus*. John McPhee calls the thesaurus a "mere rest stop in the search for the *mot juste*." The dictionary can be more effective in finding just the right word.

• *Do a first draft in PowerPoint*. "You think about your article – or book – as a series of slides, come up with the right titles for each, list the main points you want to make, and then shuffle them to get the right order and flow," says Toor. "Your slides become cue cards to guide you in writing the full document."

• *Read Strunk and White*. Toor loves *The Elements of Style*. "I reread the little book frequently, because it always delights me and it never hurts to be reminded," she says. "I often decide to break their rules, and I'm OK with that. I bet White would be as well."

Toor says these simple tricks have worked well for her. "Grammarians can chastise me for my faulty education, lax attitude, and insufficient attention to the complexities of language," she concludes, "and they will probably do so in sentences that give me a headache… In the meantime, I'll keep looking for tricks to steal and then pass along to my fellow linguistically untutored writers so we can all try to make our sentences better."

"My Little Bag of Writing Tricks: How I Translate Grammar Directives Into Moves I Can Use to Make My Sentences Better" by Rachel Toor in *The Chronicle of Higher Education*, Sept. 6, 2013 (Vol. LX, #1, p. A58-59), http://chronicle.com/article/My-Little-Bag-of-Writing/141309/

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7. How Assignment Patterns Influence Student Learning

In this article in *Educational Researcher*, Demetra Kalogrides and Susanna Loeb (Stanford University) report on their study of how students were sorted across classrooms in 900 schools in several large urban school districts. They found that African-American, Hispanic, economically disadvantaged, and initially low-achieving students tended to be clustered together and have relatively inexperienced teachers. Because novice teachers are generally less effective at boosting student achievement, this assignment pattern tends to widen achievement gaps. What explains its prevalence in these districts?

• Many schools, especially at the secondary level, group students by prior achievement, reinforcing existing correlations between race and achievement.

• Teachers generally prefer to teach higher-achieving students and advanced courses, and those with seniority request and are often awarded such placements.

• The parents of more-advantaged students may pressure administrators to place their children with teachers they believe to be more effective and/or more experienced.

• Students (either directly or through their parents) may request placements with friends, and given segregated friendship networks, this could reinforce racially identifiable classes.

• Principals may place minority-group students with minority-group teachers because of a belief that they achieve better with same-race teachers.

"Different Teachers, Different Peers: The Magnitude of Student Sorting Within Schools" by Demetra Kalogrides and Susanna Loeb in *Educational Researcher*, August/September 2013 (Vol. 42, #6, p. 304-316), http://er.aera.net; Kalogrides can be reached at dkalo@stanford.edu

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8. The Annual *Kappan* Gallup Poll

Phi Delta Kappan has just published the results of its annual Gallup poll of U.S. attitudes on key issues in public education (see link below). Among the most important findings:

- Most Americans (62%) haven't heard of the Common Core, and those who say they are knowledgeable are misinformed on some key issues.
- There is significant push-back on standardized testing, with only 22% saying it helps make schools better.
- There has been a dramatic turnaround on the issue of using test scores to evaluate individual teachers: 58% now reject the idea, and 63% oppose newspapers publishing individual teachers' test results.

- On the other hand, a majority also believe teacher evaluations should be publicly available, along with those of doctors and police officers.
- The majority believe their children are safe in school and oppose the idea of giving firearms to teachers and principals.
- Charter schools get wide support (68%) and have a generally positive image.
- A growing majority (70%) is opposed to vouchers and spending public money on private schools.
- An overwhelming majority (94%) says band, drama, sports, and school newspapers are very important or somewhat important school activities.
- A strong majority (80%) says critical thinking skills are the highest curriculum priority, closely followed by communication skills (78%).
- Lack of financial support is seen as the biggest problem facing public schools (cited by 35%).
- Only 36% give President Obama an A or B for his education policies.
- A slim majority (55%) says the children of immigrants who are in the U.S. illegally should not have access to public education.
- As has been the case in previous polls, a strong majority (71%) gives an A or B to the school attended by their oldest child, but only 53% give a similar grade to their community's schools – and only 18% give an A or B to the nation's schools.

"Highlights of the 2013 PDF/Gallup Poll" by William Bushaw and Shane Lopez in *Phi Delta Kappan*, September 2013 (Vol. 95, #1, p. 8-25), www.pdkpoll.org

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9. Short Item:

Maps comparing geographic size – This Buzzfeed feature juxtaposes the 48 contiguous states with Alaska, Brazil, Argentina, Chile, Iran, Saudi Arabia, Libya, Sudan, Congo, Madagascar, Japan, North Korea, Vietnam/Laos/Cambodia, China, Russia, India, and Africa. Since countries' size is distorted in most maps, these graphics are quite illuminating: http://www.buzzfeed.com/hnigatu/19-maps-that-will-help-you-put-the-united-states-in-perspect

"19 Maps That Will Help You Put the United States in Perspective" by Heben Nigatu in *BuzzFeed,* September 2013

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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 43 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 a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
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
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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