Marshall Memo 176

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 12, 2007

In This Issue:

Quotes of the Week

"I have learned how to construct an argument and then defend it."
An Arizona high-school student (see item #2)

"According to an extensive survey of human resource directors, employees must now write more than ever. In the fastest-growing industries, those who can't write well are less likely to be hired and far less likely to be promoted."
Mike Schmoker (*ibid.*)

"The bottom line is that, when teachers require all students to read the same book at the same time, English classes are neither standard-centered nor student-centered."
Douglas Fisher and Gay Ivey (see item #3)

"She's like my second mom."
Dane Laing, a New York City junior, of his advisor (see item #5)

"If you have trusting relationships, you can demand more of students academically, because they know that in addition to the demands we are making, there is the support."
Gerry House (*ibid.*)

"In too many cases, testing is used as the measure to judge whether change has occurred rather than as a mechanism to further enhance and consolidate learning by teachers or students… It is the feedback information and interpretations from assessments, not the numbers or grades, that matter."
John Hattie and Helen Timperley (see item #1)

1. The Power of Feedback

"Feedback is one of the most powerful influences on learning and achievement," write New Zealand researchers John Hattie and Helen Timperley in this *Review of Educational Research* article, "but this impact can be either positive or negative." Their research has produced a range of effect sizes from 0.04 for praise (almost worthless, they conclude), to 0.46 for feedback associated with progress toward stated goals, to 0.95 for detailed feedback on the specific task and the processes the student is using to master it. The key thing, say the authors, is for the student to have three questions in mind and for the feedback to be keyed to them:

• *Where am I going?* Teachers need to make the learning goals crystal-clear.

• *How am I doing?* Students need specific feedback on their status vis-à-vis the learning goals – on the gap between where they are and where they want to be.

• *Where to next?* Students need specific guidance on next steps to successfully attaining the learning goal.

Teachers can give students feedback at four levels; three of them have the potential to be helpful, if handled correctly:

• *Feedback on the task* – This is most powerful when it helps students get past misunderstandings and faulty interpretations.

• *Feedback on learning processes* – This is most helpful when it gets students to move away from wrong hypotheses and develop strategies for finding answers and moving on to more challenging tasks and goals with greater self-confidence.

• *Feedback on self-regulation* – This is most helpful when it encourages students to put more effort and engagement into the task, to enhance their sense of self-efficacy, and to feel that success is the result of effective effort and is deserved or earned.

• *Feedback on the self* – This kind of feedback is almost never effective. "When feedback draws attention to the self," explain Hattie and Timperley, "students try to avoid risks involved in tackling challenging assignments, to minimize effort, and have a high fear of failure to minimize the risk to the self."

It is not an easy thing for teachers to deliver feedback with this degree of sophistication, say the authors. Many other tasks in the classroom have to be "automated" and the teacher needs to provide rich learning opportunities for all students to create time for sensitive and individualized feedback.

It's also important for teachers to not do all the work. If students aren't part of the learning and feedback process, they won't "hear" teachers' feedback, no matter how skillfully

it is delivered. “Learning can be enhanced to the degree that students share the challenging goals of learning, adopt self-assessment and evaluation strategies, and develop error detection procedures and heightened self-efficacy to tackle more challenging tasks leading to mastery and understanding of lessons,” say Hattie and Temperley. “A major task for teachers and parents is to make academic goals salient for all students, because students who are prepared to question or reflect on what they know and understand are more likely to seek confirmatory and/or disconfirmatory feedback that allows for the best opportunities for learning.”

This research has direct implications for classroom tests, say the authors. Too many assessments fail give students or teachers information on learning problems. “In too many cases, testing is used as the measure to judge whether change has occurred rather than as a mechanism to further enhance and consolidate learning by teachers or students,” they write. “It is the feedback information and interpretations from assessments, not the numbers or grades, that matter.”

In the end, of course, it’s teaching that makes the biggest difference. “Feedback is what happens second,” say Hattie and Temperley. However, they continue, “Effective teaching not only involves imparting information and understandings to students (or providing constructive tasks, environments, and learning), but also involves assessing and evaluating students’ understanding of this information, so that the next teaching act can be matched to the present understanding of the students.”

“The Power of Feedback” by John Hattie and Helen Timperley in *Review of Educational Research*, March 2007 (Vol. 77, #1, p. 81-112), no e-link available

2. Closing the Achievement Gap with the Right Kind of Literacy Instruction

In this thoughtful article in the new *Kappan*, author/consultant Mike Schmoker describes what he sees in the schools he visits around North America: “In most classrooms, the majority of instruction consists of ‘stuff,’ with little or no connection to literacy skills.” Students spend far too much time on the “worksheet curriculum”, superficial cut-and-paste artwork, dioramas, posters, mobiles, and murals. “Such activities – and the culture that tolerates them,” he says, “may do more to explain the overall achievement gap than any other factor.”

Schmoker argues that the best way to improve authentic literacy (by which he means the ability to read, write, and think effectively) is to have students answer thought-provoking questions while reading good texts. From the lower grades through high school, he says, kids need *daily* opportunities to read for meaning, to weigh evidence, to test a proposition, to propose a solution to a pressing social or political problem, or to support an argument. “Close, strategic reading,” he says, “is the first step toward deep understanding.” The magic happens when teachers pose questions like these as students begin to read well-chosen books, chapters, articles, or Web material:

- Who would make a better friend: spider or turtle? (for children reading the Ashanti story “Hungry Spider and the Turtle”)

- Was Jack a hero or a rascal? (for "Jack and the Beanstalk")
- Compare the character traits of Old Dan and Little Anne (the hunting dogs in *Where the Red Fern Grows*)
- Was Columbus a great man?
- Were the Beatles or the Rolling Stones the greatest rock'n'roll band?
- Does Coke or Pepsi have the best advertising campaign?
- Should we drill in the Arctic National Wildlife Refuge?
- In the Civil War, what is the case for the South?
- As you read *The Catcher in the Rye*, consider what is wrong with Holden Caulfield.
- Who was a more effective president, Herbert Hoover or Franklin Roosevelt?

Even very young students get animated and intellectually engaged when given challenging, engaging questions, says Schmoker. They underline, jot notes, make graphic organizers, and read passages twice. They learn conventional reading skills (author's intent, genre, main idea) but go much deeper.

"This analytical, argumentative approach," he says, "is exactly what students need to succeed in college." He cites a recent study by David Conley that among the most important pieces of "college knowledge" are the ability to analyze texts thoroughly, critique an author's position, and use evidence to make an argument. Said an enthusiastic Arizona student, "I have learned how to construct an argument and then defend it."

This kind of teaching, Schmoker continues, forms a perfect segue to writing – which boosts students' thinking, their work in all subject areas, their test scores, and their college and workplace success. "Like close reading," he says, "writing is *thinking* – perhaps in its most powerful and intense form." Students should have "daily opportunities to respond in writing to good questions about the content they encounter in textbooks, articles, and literature," he says, and teacher teams should constantly be "sharing and developing stimulating questions for everything they teach, in every discipline."

Schmoker concludes with these words: "It is time to embrace and act on the evidence that authentic reading, writing, and discussion will promote higher scores, intellectual development, and a substantial narrowing of the achievement gap."

"Radically Redefining Literacy Instruction: An Immense Opportunity" by Mike Schmoker in *Phi Delta Kappan*, March 2007 (Vol. 88, #7, p. 488-493), no e-link available

3. An Alternative to Teaching Whole-Class Novels

In this provocative article in *Kappan*, language-arts professors Douglas Fisher and Gay Ivey take on one of the sacred cows of K-12 literacy: the whole-class novel. They question whether reading "classics" like *To Kill a Mockingbird*, *Old Yeller*, *Lord of the Flies*, *The Giver*, *The Iliad*, *Parrot in the Oven*, or *Looking for Alaska* is an effective strategy.

In the real world of classrooms, say the authors, this one-size-fits-all approach is often greeted by student reluctance and non-compliance. A lot of these books are difficult (even for adults) and don't captivate students' interest. Teachers struggle to make whole-class novels

work by giving students worksheets to make sure they keep up; giving oral summaries of the content; showing the film version; and reading the novel aloud to students for whom the text level is too difficult. But the whole exercise may undermine the stated goals of language-arts classrooms, say Fisher and Ivey. Students who are subjected to whole-class novels are likely to read less on their own and end up "less motivated, less engaged, and less likely to read in the future."

So why do so many teachers continue using an ineffective strategy? Is it the tyranny of state standards? Definitely not, say the authors, since standards typically focus on generic literacy skills (learning how to read and analyze a variety of texts, applying comprehension and writing skills) and don't require a specific canon of literature. Are these novels "good for students"? Not so much, say Fisher and Ivey; very few of the "classics" are the kinds of books students read with enthusiasm, and limiting kids to a few books actually narrows the variety, depth, and quantity of material they read. Do "grade-level" class novels boost students' reading skills? Quite the contrary, say the authors, since forcing below-level students to read material at their frustration level is totally the wrong way to improve reading proficiency. Shouldn't students be hearing the "correct" interpretation of the symbolism and literary devices of classic books from the sage on the stage? Nonsense, say the authors; this kind of pedagogy leads to student passivity, disinterest, and rebellion and is almost always a loser when it comes to the deeper goals of language-arts instruction.

"The bottom line," conclude Fisher and Ivey, "is that, when teachers require all students to read the same book at the same time, English classes are neither standard-centered nor student-centered… Radical as it may seem to some readers, to us it's only common sense to reconsider the use of the whole-class novel."

So what is a better way for reading and language arts teachers? Fisher and Ivey have the following suggestions:

• *Identify universal themes rather than individual books to guide instruction.* Some possibilities: Friendship and Responsibility; Discrimination, Racism, and Prejudice; The Hero's Journey; Matters of Life and Death; Are the Greeks and Romans Still With Us Today? "Big ideas pique students' interest," say Fisher and Ivey, "and allow every student in the class to engage with the topic using his or her own background, interests, and skills."

• *Teach writing and comprehension standards in context.* The best way for students to master state standards – drawing inferences, understanding literary devices, using writing skills, etc. – is by watching their teacher model the skills, applying them to appropriate and motivating texts from different genres, and getting feedback on their efforts.

• *Use a variety of books matched to the difficulty levels that students can handle.* "If our goal is to encourage students to read more and better," say the authors, "then we have to ensure that they are reading books they can read." These may well include some of the classics – for example, *Charlotte's Web* would be perfect as one of a medley of books for a unit on friendship, and Toni Morrison's *Remember: The Journey to School Integration* would be good for a unit on race relations. Fisher and Ivey emphasize that they are not against classic books – only against forcing them on the whole class as the only text.

• *Let students read engaging texts that address contemporary issues.* Students' motivation will be far greater if they read books about issues they care about. Fisher and Ivey say that theme units should open the door for students to read material in a number of genres and media, including graphic novels, manga, appropriate Internet sites, and informational texts. "Our experience," they write, "suggests that, when students read widely from books they have selected, they are more prepared to discuss books with their peers and write complex analyses of the themes and ideas."

• *Orchestrate instruction that builds students' competence.* When students are reading a variety of theme-based, level-appropriate books, teachers can move away from lectures and implement a more engaging, decentralized kind of pedagogy. A literacy block might start with a whole-class read-aloud or shared reading to give the teacher's thinking about a specific text and model comprehension skills. Then students might break into groups to read and discuss shared books and write and get peer feedback on their drafts, with the teacher moving around the class giving feedback guided instruction to individual students or small groups. "As students develop their understanding of the theme or response to the big idea or question," say Fisher and Ivey, "they are developing skills, building competence and confidence, and learning with and through texts." They are also becoming increasingly independent of their teacher – a vital long-term objective.

"Farewell to *A Farewell to Arms*: De-emphasizing the Whole-Class Novel" by Douglas Fisher and Gay Ivey in *Phi Delta Kappan*, March 2007 (Vol. 88, #7, p. 494-497), no e-link available

4. A Pen-Pal Program in Chicago and Washington, D.C.

In this *Kappan* article, a team of literacy specialists sings the praises of In2Books, a program being piloted in schools in Chicago and Washington, D.C. with encouraging initial results. The authors believe the program is an antidote to three common problems in many K-3 reading programs:

- Instruction is "mechanized and test-driven" rather than content- and meaning-driven.
- Teachers overemphasize the "basics" – phonemic awareness, phonics, and word recognition – at the expense of higher-level skills like vocabulary, comprehension, and writing.
- The curriculum shortchanges science and social studies, depriving students of vital content knowledge that can make them better readers and thinkers.

"If children are to excel in reading, writing, and critical thinking," say the authors, "they need to learn how to read different types of texts deeply and critically and learn how to write different types of texts in ways that clearly and powerfully communicate ideas." And this means teaching the "basics" and going beyond them into higher-level skills, including:

- Being able to interpret texts;
- Critically analyzing, evaluating, and synthesizing;
- Critiquing the usefulness of information in a text;
- Writing on a variety of topics and for many different audiences;

- Revising and editing ideas and forms of expression;
- Carrying out other higher-level processing involved in reading and writing.

This is how the In2Books program works. Students read and learn about five engaging, level-appropriate books from a variety of genres during the year, exchanging letters with an adult pen pal on each book. The pen pals are volunteers from businesses, government agencies, and nonprofits and are screened and trained by the program to write thoughtful letters that probe the deeper meanings and messages of each book. Each pen pal's letter is reviewed by In2Books staff and then sent to students, who receive them with great excitement. Students then work with their teacher to draft and refine their responses. Within each classroom, teachers use other texts on the same theme as the core books, making the most of the interactions between students and their pen pals and making instructional decisions based on what they see in students' draft letters.

An initial study of In2Books showed improved test scores compared to students who were not in the program – this despite the fact that the In2Books students had absolutely no test-prep exercises. The authors say that these are the features of the program that seem to be producing such impressive results:

• Teaching the full range of reading and writing skills in context;

• Engaging in authentic, purposeful, and challenging work that promotes critical thinking;

• Having a real audience for students' writing and thinking;

• Creating a supportive classroom community the nurtures students' skills;

• Teachers working closely with their colleagues to refine their practices.

"Getting Children In2Books: Engagement in Authentic Reading, Writing, and Thinking" by William Teale, Nina Zolt, Junko Yokota, Kathryn Glasswell, and Linda Gambrell in *Phi Delta Kappan*, March 2007 (Vol. 88, #7, p. 498-502), no e-link available

5. An Advisory Program in the Bronx

This *Education Week* article reports on a successful advisory program at the Bronx Lab School, where attendance, attrition, suspension rates, grades, and promotion rates compare favorably to those of other New York City high schools. Students in this expanding 300-student school are assigned to an advisory of about a dozen students and stay with the same group, with the same advisor, through graduation. Bronx Lab has overcome the problems that many other middle and high schools have had with advisories – the tendency for them to become little more than study halls or bull sessions. All teachers and administrators run advisory groups, and they are carefully trained in their special responsibilities.

Bronx Lab is using a distributed-counseling/advisory model developed by the Institute for Student Achievement, which has worked with 65 schools in the area. "If you have trusting relationships," says Gerry House, the Institute's director, "you can demand more of students academically, because they know that in addition to the demands we are making, there is the support."

Bronx Lab's advisories have four 45-minute meetings a week. Two of those are silent reading periods. In the other two, students and their advisor address a wide range of issues, from academic to personal. In a typical meeting, the advisor might give each student a personal letter that was part of an ongoing correspondence about the books they were reading, followed by a discussion of course choices for the coming semester and participation on a summer trip to Ecuador. Other topics might include discussing an embarrassing incident at a family dinner, balancing a checkbook, and what it will be like to leave home for college.

Many students forge close bonds with their advisors. "She's like my second mom," said Dane Laing, a junior, of his advisor. "I can talk to her about college, music, things with my girlfriend. I feel so attached to her. It helps me do everything I've got to do." This requires a special kind of teacher, and the school recruits and selects with this in mind – and then adds lots of training in the advisory/counseling process, both during the summer, in continuing sessions, and through individual coaching from the Institute.

One ongoing challenge of the advisory system at Bronx Lab is that teachers might assume that a student's advisor is handling a problem – and vice-versa. "We wanted to make sure that teachers didn't abdicate their responsibility because they figured the adviser would handle it, " said assistant principal Sarah Eustis.

A sidebar by consultant Rachel Poliner suggests the following steps to setting up an advisory program:

• *Plan*. Set up a team to study the research and visit schools with advisory programs.

• *Engage*. Get input from faculty, students, parents, and district leaders. "Be clear about what you want an advisory to accomplish," writes Poliner, "and let those goals drive its design."

• *Define*. Make sure everyone knows roles, responsibilities, and procedures.

• *Train*. Develop advisory skills through ongoing, on-the-job professional development.

• *Redesign*. Advisories have to be part of the overall school redesign that "facilitates strong relationships between students and adults and emphasizes personalized teaching and learning.

• *Size up your community*. "All the best planning and preparation can't guarantee a good advisory if regulations or attitudes in your community are inhospitable to the idea," concludes Poliner.

"An Advisory Advantage" by Catherine Gewertz in *Education Week*, March 7, 2007 (Vol. 26, #26, p. 22-25), no free e-link available

6. Monitoring Early Literacy Progress In Canada

In this *Kappan* article, a team of Canadian researchers report on an initiative to use a set of four assessments to monitor kindergarten and first-grade students' reading proficiency during the year and inform interventions with students who are having difficulty:

• Early Years Evaluation – Teacher Assessment (EYE-TA) to measure students' readiness to learn. Data for this comprehensive assessment are collected in the opening months of school.

• Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year (and more frequently for students having difficulty) to measure letter naming, initial sound identification, and syllable segmentation.

• Wechsler Individual Achievement Test Word Reading Subtest to measure emergent and early reading skills. This test is given in the fall of kindergarten and at the beginning of the year in grades 1, 2, and 3.

• Phonological Awareness Literacy Screening (PALS) for students who are having reading difficulty.

Data from these assessments are plotted on a spreadsheet and color-coded, with green cells showing skills that are at an appropriate developmental level, yellow meaning the child is having some difficulty and needs support in that area, and red meaning that there is significant difficulty and the child needs individual or small-group intervention. Teachers have found this color coding particularly helpful in organizing early intervention for students who are having difficulty. It's hard to ignore the red cells!

"Using Early Literacy Monitoring to Prevent Reading Failure" by Elizabeth Sloat, Joan Beswick, and Douglas Willms in *Phi Delta Kappan*, March 2007 (Vol. 88, #7, p. 523-529), no e-link available

7. Duking It Out on the Value of Homework

In the March issue of *Kappan*, Robert Marzano and Debra Pickering respond to an earlier attack by Alfie Kohn on their research on homework, and Kohn responds. A quick summary of 11 pages of dense argumentation: (a) Marzano and Pickering admit that they flubbed one of their references (for which they apologize) but stand by their conclusion that elementary-school homework has some value *if* it is structured in a way that students complete most of it and have a fairly high level of success; (b) Kohn totally disagrees, citing the same studies to reassert that homework at the elementary level has no proven value.

"Errors and Allegations About Research on Homework" by Robert Marzano and Debra Pickering and "Digging Themselves in Deeper: More Misleading Claims About the Value of Homework" by Alfie Kohn in *Phi Delta Kappan*, March 2007 (Vol. 88, #7, p. 507-513 and 514-517), no e-link available

8. More Thoughts on What Makes Homework Productive

This article by Villanova education professor Ray Heitzmann suggests that there are four reasons for assigning homework:

• *To practice* – Following up on the teaching of specific skills and procedures. "This kind of homework has the potential to be the most deadly boring," says Heitzmann, so teachers need to vary and individualize homework.

• *To prepare* – Giving students background information for an upcoming lesson. The problem here is if some students don't do the assignment. Heitzmann suggests varied levels and getting students actively involved.

• *To extend* – Activities that take students to higher-order thinking on a topic – cooperative learning projects, research papers, and oral presentations, for example.

• *As a creative outlet* – Open-ended projects that tap into this dimension and allow students to express themselves creatively.

Heitzmann believes that the research on homework says it *can* be helpful to student achievement, but only if it is *targeted*. By that he means:

- Geared to students' needs, learning styles, and achievement levels;
- Related to state standards;
- Integrated with the classroom curriculum;
- Using a wide variety of challenging assignments of varying length and difficulty;
- Explained fully before students leave school, so they have the tools to succeed;
- Students have enough time to complete the homework;
- All students are held responsible for completed assignments;
- Homework is assessed by the teacher;
- Students get prompt feedback.

Heitzmann is emphatic about what homework should not be: assigning homework as an afterthought; busy-work; having students answer the questions at the end of the chapter; assigning homework and then not checking on it; and giving unreasonable amounts of homework to placate parents.

"Target Homework to Maximize Learning" by Ray Heitzmann in *New Jersey Education Association Revie*w, January 2007 (spotted in *Education Digest*, March 2007)

9. Short Items:

a. Teaching geography in history classes – This *Kappan* article by a Florida professor notes the continuing distress about American students who "don't know Berlin from Baghdad" and suggests a simple solution: integrate a rich diet of geography in U.S. History courses.

"Geography in American History Courses" by Stephen Thornton in *Phi Delta Kappan*, March 2007 (Vol. 88, #7, p. 535-538), no e-link available

b. Indian education website – A *Kappan* reader from Arizona wrote to suggest the Indian Education Information for Teachers website as a supplement to a November article on Montana's Indian Education for All initiative: http://www.opi.mt.gov/indianed/teachers.html.

"Online Resources for Indian Education" – a letter from Jon Reyhner to *Phi Delta Kappan*, March 2007 (Vol. 88, #7, p. 560)

c. Websites on technology for special-needs students – This valuable *Kappan* feature has a number of websites with information on technology for students with special needs:

• http://atto.buffalo.edu/registered/ATBasics.php - ATBasics has a variety of modules on assistive technology.

• http://www.washington.edu/accessit/index.php - AccessIT gives educators, parents, and students with disabilities information on using technology.

• http://www.accessibletech4all.org/index.cfm - The Accessible Technologies for *All* Students Project is run by the Consortium for School Networking and is designed to build links between school technology leaders and special educators.

• http://www2.edc.org/NCIP/tour/toc.htm - This site gives a guided tour of two special-education classrooms that use technology well.

• http://www.sedl.org/rural/seeds/assistivetech/welcome.html - This site from the Southwest Educational Development Lab focuses on rural schools and their efforts to meet the needs of all students.

• http://www.setbc.org - This site by Special Education Technology of British Columbia has classroom resources and training modules for using assistive technologies.

• http://www.newhorizons.org/spneeds/inclusion/teaching/sax.htm - This site has the story of Joey, a student with cerebral palsy and the role that assistive technology played in his schooling.

• http://smarterkids.org/aboutus/index.asp - This site from the SMARTer Kids Foundation shares the potential of SMART Boards to help teach students with special needs.

• http://learngen.org/cohorts/spedclass - Learning Generation shares a report on using technology in two special-needs classrooms.

• http://letsplay.buffalo.edu/toys/computer-play/complay-contents.htm - This Let's Play site has links to learning devices and technology appropriate to special-needs classrooms.

"Web Watch: Technology for Individuals with Special Needs" by Gina Patrone and Robin Pettapiece in *Phi Delta Kappan*, March 2007 (Vol. 88, #7, p. 561)

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 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 (with occasional breaks; there are about 50 issues a year).

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Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Daily EdNews
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
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Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
TESOL Quarterly
Theory Into Practice
Times Educational Supplement, Magazine