Marshall Memo 174

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 26, 2007

In This Issue:

Quotes of the Week

"It is not only for what we do that we are held responsible, but for what we do not do."
Jean-Baptiste Molière, quoted by Howard Gardner (see item #12a)

"We believe that some principals are unable or unwilling to manage the reforms they initiate. It is not enough to promote organizational changes. Each change must be closely monitored to ensure that it is accomplishing what it is supposed to do."
Daniel Duke (see item #1)

"Self-contained special education is not the answer… The real world contains no self-contained stores, restaurants, hotels, and health clubs. To prepare everyone to live together successfully, we need to educate everyone together."
Patrick Schwarz in *Educational Leadership*, February 2007, p. 42

"Untreated or inadequately treated ADD often severely impairs learning, family life, education, work life, social interactions and driving safety."
Thomas Brown (see item #10)

"Endless reading and math drills are only exacerbating opportunity gaps based on race and economics."
Doug Reeves (see item #6)

"If it's important, you make the time."
Maureen Copeland, a Florida AP teacher on integrating the arts (see item #6)

1. Lessons from Virginia's "School Turnaround Specialist" Program

In this punchy *Education Week* article, University of Virginia professor Daniel Duke describes Virginia's "school turnaround specialists" initiative. Nine of the first cohort of ten principals trained in the program brought about significant student achievement gains in their schools within a year. What works and what doesn't work? "What we are learning confirms in some cases, and challenges in others, the conventional wisdom on what it takes to effect radical school improvement," says Duke. Here are his insights:

• *The principal is the key change agent.* In the 50 underperforming elementary, middle, and high schools that have been involved in the Virginia program so far, not a single school has turned around as the result of staff initiatives rather than a dynamic principal.

• *Literacy is the heart of the matter.* Every school in Virginia's program had major problems with student achievement in reading and writing. Therefore, says Duke, principals who want to turn around schools must be experts in literacy. "They must know, for example, how to assess the appropriateness of a commercial reading program, how to pinpoint specific literacy problems requiring attention, and how to adjust school schedules to provide additional time for reading instruction and remediation."

• *Principals need to get the right people in the right seats on the bus.* Every turnaround situation has difficult personnel issues that need to be addressed – uncertified teachers, improperly assigned teachers, underperforming teachers, a lack of qualified math and literacy specialists, difficulty attracting top-notch teachers. "To handle these personnel problems," says Duke, "school turnaround specialists must know how to closely supervise marginal teachers, draft defensible plans of assistance, and recruit capable and committed replacements when inadequate teachers must be released. They also need to understand the politics of personnel decisions and how to negotiate support from the central office and the teachers' union when such decisions become necessary."

• *Principals must <u>manage</u>.* Duke says that many ineffective principals promote the same reforms as effective principals – for example, asking teachers to work in teams, look at data, and help struggling students. So why don't the ineffective principals get better results? *Follow-through.* "We believe that some principals are unable or unwilling to manage the reforms they initiate," says Duke. "It is not enough to promote organizational changes. Each change must be closely monitored to ensure that it is accomplishing what it is supposed to do." Without good management, well-intentioned reforms can backfire, he contends. "Teacher teamwork, for example, can degenerate into excuse-making and collective resistance to change

if allowed to go unsupervised." Poorly managed staff development can waste teachers' time. Remediation can miss the mark if it's not targeted at students' specific needs. Interim assessment data is worthless if it's not accompanied by staff training and changes in instructional practices. "In short," says Duke, "every strategy or intervention that has the potential to improve performance also has the potential to accomplish nothing, or worse."

• *Every school is unique.* Underperforming schools share some common characteristics, and a few "best practices" are universal, but every situation is different. "Just as differentiated instruction is justified to address the varying needs of students in the same class," writes Duke, "differentiated leadership is called for to contend with the challenges of different low-performing schools." In addition, there are situations where one principal is the right person to start the change process and a different personality is needed to take it to the next level.

• *Business practices are transferable.* Virginia's turnaround trainees appreciated business case studies, *Good to Great*, and corporate tools like the "balanced scorecard" – but all of them needed to be adapted to school settings.

"Turning Schools Around: What We Are Learning About the Process, and Those Who Do It" by Daniel Duke in *Education Week*, February 21, 2007 (Vol. 26, # 24, p. 35, 37), no free e-link available

2. Using "Balanced Scorecards" in Schools

This *Education Week* article reports on the growing popularity of "balanced scorecards" to track key variables in school districts. Scorecards were originally developed as a management tool in the corporate world to balance the tendency to focus only on quarterly profits and losses – which can lead to shortsighted management and quick fixes that end up hurting the long-term health of the organization. Balanced scorecards get managers to focus regularly and systematically on certain key inputs or "leading indicators" that are known to create long-term value. The original scorecards measured three areas of business performance: customer satisfaction, internal operations, and the ability to continuously improve through innovation.

What do balanced scorecards look like in education? The schools in Monroe County, Georgia, which have been using them since 2003, measure staff turnover, the number of teachers trained in a new strategy, staff perceptions of central-office support, staff opinions about school safety, the difference between the budget and expenses, and other variables. A middle school, also in Georgia, includes data on homework-completion rates in its scorecard. Other districts include survey data on parent and student opinions.

School leaders who have used scorecards find that deciding what to put on a card forces them to think about how the various parts of the system serve the ultimate goal of student achievement – and how to measure whether each is working well. "Most organizations come up with a vision statement, mission, or that sort of thing," says James Pughsley, former superintendent in Charlotte-Mecklenburg, which was one of the first districts to adopt balanced scorecards, "but they get caught up with that, and don't know how to put it into place. This translates that into goals and objectives so that people can see the same picture."

"Districts Tracking Goals with 'Balanced Scorecards'" by Jeff Archer in *Education Week*, February 21, 2007 (Vol. 26, # 24, p. 10-11), no free e-link available

3. Anxiety and Its Effect on Students' Math Performance

Do students work better under pressure? Not in math, according to new studies reported in this *Education Week* article. A number of researchers, including Mark Ashcraft, a cognitive psychologist from the University of Nevada, theorize that anxiety undermines students' math performance by disrupting their working memory – their ability to keep numbers in their head and block out distractions and irrelevant information. This happens most often in math, the researchers say, and students' self-doubts play a major role.

"Math entails certain conceptual barriers that lead people to read the same passage over and over again and not understand it," says Robert Siegler, a Carnegie Mellon researcher. The effect is worse in math than other subject areas because math has so many concepts and procedures that are foreign to students. Ashcraft has found that anxiety is most destructive when students are working on math problems with large numbers, multiple steps, carrying, borrowing, and long division – all of which require working memory to be functioning well.

The more anxiety there is, the more students tend to rush through problems, which produces errors and more anxiety. Once students think they aren't grasping a math concept, the internal pressure peaks and their working memory goes to pieces.

Other studies have found that, when anxiety strikes, students with the best working memory suffer the worst deterioration in working memory. When researchers put students under extra pressure (harder problem, timed tests), these students choked worse than students with less impressive working memories. "Testing is hitting people who would normally perform the best, the hardest," said Sian Beilock, a University of Chicago psychologist who has studied this phenomenon.

Anxiety also gets cranked up when parents and teachers put unreasonably high demands on students, or get annoyed when students don't immediately master new concepts. And there's one more factor that increases students' anxiety – the *teacher's* anxiety and uncertainty. "It goes back to teacher preparation and knowledge of the subject matter," says Sheila Ford, formerly a math teacher, principal, and NAEP governing board member. "If the teacher's uncomfortable with the curriculum, it will be noticeable to the students."

But the news is not all bad. Beilock's studies have found that students can learn to overcome math anxiety. One strategy is lots of practice with math problems, which makes it easier to retrieve answers from memory. Another strategy is to have students take frequent timed tests so they get used to pressure.

"'Math Anxiety' Confuses the Equation for Students" by Sean Cavanagh in *Education Week*, February 21, 2007 (Vol. 26, # 24, p. 12), no free e-link available

4. What Brain Research Says About Early Reading Instruction

In this pointed *Educational Leadership* article, neurologist Judy Willis (who now teaches middle school in California), attacks the widely-touted "scientifically-based" contention that students who are struggling with early reading need narrowly-focused phonics instruction to become successful readers. It's much more complicated than that, she writes; yes, these students need to learn phonics, but it must be part of an instructional approach that includes positive experiences, real enjoyment, and rich children's literature.

Willis disagrees with phonics proponents' "brain glitch" theory, which goes like this: children who struggle with reading have abnormalities in the part of their brains that processes phonics inputs. The brain imaging studies on which this theory is based, says Willis, looked at the brain as each child read lists of rhyming nonsense words, not connected text. Naturally that part of the brain was activated by these phonics-type inputs, she says, and naturally phonics proficiency improved when these students were given intensive instruction in phonics. "But we cannot generalize from these findings," she says, "that *all* reading improves when the so-called phonics center becomes more active."

Willis uses an analogy to make her point. Suppose a man's right arm is paralyzed but he still has limited use of his right pinky finger. If he receives intensive physical therapy on that finger, the part of his brain that controls his finger will "light up" on a functional magnetic resonance imaging scan (fMRI), and more connections will be built around the neurons in that area. But this won't improve the functioning of the rest of his arm. "In the same way," says Willis, "it is faulty science to conclude that reading ability has improved just because phonics-intense instruction has produced changes in phonics-functioning brain regions and improved performance on phonics-weighted post-tests."

It is truly amazing what fMRI scans can "see" in the brain, says Willis, but we have to be cautious about the conclusions we draw from such findings; there is so much we don't know about the brain and about how reading is learned. "The implications of neuroimaging for education and learning research are still largely suggestive," writes Willis. "It is premature to claim that any instructional strategies are firmly validated by a solid combination of cognitive studies, neuroimaging, and classroom research… Policy-makers have erroneously used these conclusions to promote "one-size-fits-all, phonics-heavy reading instruction. A generation of student is paying the price."

Reading is an extremely complex process involving several areas of the brain, says Willis, and there isn't a silver bullet to solving the reading problems that afflict 20-35 percent of children. For now, she says, we must rely on the fragments of evidence we have, the art of teaching, and good common sense – which lead her to this conclusion: "Reading instruction that stimulates multiple brain areas is likely to be more successful for different styles of learners and more efficient in facilitating the multi-centric, dynamic process of reading." In this vein, Willis suggests the following promising areas of research and practice:

• *Emotions are crucial to learning* – Decades of research have established that positive emotions promote learning, says Willis, while anxiety, stress, boredom, confusion, and low motivation interfere with learning. New brain imaging studies suggest that positive feelings

actually "grease the skids" for learning. "This brain research supports educators' first-hand experience," says Willis, "which tells us that superior learning takes place when learning activities are enjoyable and relevant to students' lives, interests, and experiences." The opposite can be true when teachers are pressured to charge through rote, uninteresting reading activities without adequate support.

• *Motivation counts* – Willis cites studies that suggest that when people engage in intrinsically rewarding, positive experiences, dopamine is released in the brain, improving attention, memory, learning, and executive functioning. This occurs even when a person is looking forward to a pleasurable activity. Willis contends that most reading programs oriented around phonics don't give students enjoyable reading materials, don't pace lessons at comfortable speeds, don't give students a chance at self-satisfaction, and don't reward authentic achievement. "The decodable reading books in phonics-heavy reading systems are often overly simplistic," she writes, "and their language sounds unnatural because of the limitations of phonetically decodable vocabulary. Such books lack personal relevance or interest to many young readers. They do not stimulate students' intrinsic interest in reading."

Willis is not against teaching phonics. But she advocates embedding phonics in an instructional approach that uses literature as a medium through which "motivated, engaged students can enjoyably learn reading skills and strategies."

"The Gully in the 'Brain Glitch' Theory" by Judy Willis in *Educational Leadership*, Feb. 2007 (Vol. 64, #5, p. 68-73), no e-link available

5. Phonics Advocates Respond

In this retort to Judy Willis's article in the same issue of *Educational Leadership*, Sally Shaywitz and Bennett Shaywitz (professors who co-direct the Yale Center for the Study of Learning, Reading and Attention) say that Willis is not aware of the latest research in brain imaging and misunderstands or misrepresents research on early reading. They do not specifically respond to Willis's arguments, but cite technical information about the brain and affirm that effective reading programs have five components: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. "The goal," they write, "is for children to develop the skills that will enable them to read and understand the meaning of both familiar and unfamiliar words they encounter so that they may learn to read effortlessly and look forward to a lifetime of enjoyment as readers."

Shaywitz and Shaywitz tout the encouraging evidence on the impact of "evidence-based" reading interventions, but admit that the research so far has focused on the primary grades and has little to say about what helps older children read better.

"What Neuroscience Really Tells Us About Reading Instruction: A Response to Judy Willis" by Sally Shaywitz and Bennett Shaywitz in *Educational Leadership*, Feb. 2007 (Vol. 64, #5, p. 74-76), no e-link available

6. Integrating the Arts Into the Core Curriculum

In his monthly column in *Educational Leadership*, author/consultant Doug Reeves bemoans the fact that many students are missing out on a rich, varied curriculum. "Endless reading and math drills," he says, "are only exacerbating opportunity gaps based on race and economics."

The choice between academics and the arts is a false dichotomy, he says. "[R]ecent research suggests a direct and systematic link between art experiences and literacy skills." Reeves describes Maureen Copeland, a veteran teacher in Florida, who teaches AP European History to a diverse population and has an 80 percent pass rate, with more than 30 percent of students earning fives. Copeland infuses the arts throughout her teaching, says Reeves. Asked how she finds time in a jam-packed AP curriculum, Copeland says, "If it's important, you make the time."

Reeves has three suggestions for giving all students a rich experience with the arts without sacrificing academic opportunities:

• *Call a truce*. "Establish a norm that there is no such thing as a 'nonacademic' class in school and that every subject, including the arts, is worthy of the thought and discipline that we associate with academic study." This means bringing rigor to all subjects.

• *Make it a two-way street*. If it's a good idea for music and art teachers to integrate reading and writing, it's also a good idea for history, math, English, and science teachers to infuse music, art, and dance to help students learn their content.

• *Refuse to settle for a limited curriculum for any student*. "If you were the headmaster of an elite private school and some students were behind in reading and math, parents would expect you to provide necessary academic interventions and also deliver a rich and engaging arts curriculum… Does any public school student deserve less?"

"Academics and the Arts" by Douglas Reeves in *Educational Leadership*, Feb. 2007 (Vol. 64, #5, p. 80-81), no e-link available

7. Ideas for Implementing a Co-Teaching Model

In this *Educational Leadership* article, University of North Carolina professor Marilyn Friend sings the praises of two-teacher partnerships – a regular-education teacher working with a special-education teacher in the same classroom of 25 or so students, with the latter focusing on the process of learning and the former on academic content. Students benefit when these two types of expertise are blended, says Friend, and quotes an enthusiastic teacher: "Why didn't we do this years ago?"

But the author is aware of the ways that co-teaching can go awry, including the following:

- The special-needs teacher doesn't know the curriculum, is uncomfortable participating in instruction, and feels like a fifth wheel.
- The regular-education teacher tells the special-education teacher to keep silent during instruction and go around helping only special-needs students afterwards.

- Common planning time is not provided.

Clearly it takes administrative support, professional development, and careful planning for co-teaching to fulfill its potential. Here are Friend's pointers:

• For starters, teaching partners need a good briefing on the co-teaching model, and should visit successful co-teaching classrooms to get the "look and feel" of the model.

• Friend believes that principals should cluster special-needs students in a limited number of classrooms to maximize the efficiency of co-teaching, but not put so many students in a class that teachers can't maintain the rigor and pace of the curriculum; she suggests that special-needs students shouldn't be more than a quarter of elementary and a third of secondary classrooms.

• Friend also suggests that special-needs teachers should not be assigned to too many classrooms so they can develop good working relationships with their co-workers and get to know students better.

• Regular planning time is a must, says Friend – ideally every day, but at least once a week. Principals need to make this happen and monitor meetings to make sure that interactions between co-teachers are productive, nipping any problems in the bud. Friend says principals should encourage co-teachers to experiment with different instructional and grouping strategies.

• Co-teachers need to establish common expectations for discipline and ground rules to maximize the participation of both instructors throughout each lesson. One useful rule is for both teachers to work with all students, while addressing individual needs.

• Co-teachers need common expectations for grading, and might want to grade students' papers independently to make sure they have the same standards and expectations.

• Teachers may also want to give interim assessments and look at results to track progress and intervene where necessary.

• Friend says that principals need to pay regular visits to co-taught classrooms to show support and monitor effectiveness.

• Principals should gather data on student learning and behavior and celebrate successes in co-taught classrooms. "When the parent of a student with a disability calls to say her son has never had a better school year," writes Friend, "congratulate the teachers. Share the successes with the entire faculty."

"The Co-teaching Partnership" by Marilyn Friend in *Educational Leadership*, Feb. 2007 (Vol. 64, #5, p. 48-52), no e-link available

8. Differentiating Instruction for a Student Five Years Below Level

This *Educational Leadership* article, University of Vermont professor Michael Giangreco describes how a veteran fifth-grade teacher differentiated instruction for Chris, a mainstreamed student who was performing academically at the kindergarten and pre-kindergarten level.

• She stuck with her long-standing belief that "the core of teaching and learning was the same, regardless of whether a student had a disability label."

• She drew on a team that included special education teachers, Chris's parents, and Chris himself.

• As she had done with special-needs students in the past, she constantly checked in with Chris during the busy school day.

• She crafted a multi-level curriculum, tailoring academic expectations to Chris; for example, in a social studies unit on the Revolutionary War, other students were responsible for learning the political and economic causes of the war, while Chris was to become familiar with historical people, places, and events. When students played a historical board game as part of this unit, Chris pulled cards from a special deck geared to his learning expectations and had them read aloud to him. The distracters on the multiple-choice questions were made more challenging as he became more proficient.

• She used curriculum overlapping, which meant that Chris, while working on academic content, also pursued individual learning goals such as discriminating between different symbols and photos, following one- and two-step instructions, responding to questions, and describing events, objects, and emotions.

Giangreco concludes by noting that multi-level curriculum goals and curriculum overlapping can also be used with students functioning well above the level of their classmates. "Students with disabilities bring educators a challenge to make our teaching practices more inclusive," he writes. "Meeting the challenge invariably improves the way we teach the broader range of students who don't have disabilities."

"Extending Inclusive Opportunities" by Michael Giangreco in *Educational Leadership*, Feb. 2007 (Vol. 64, #5, p. 34-37), no e-link available

9. Answers to the Quiz on ADD/ADHD Myths In Last Week's Memo

Item #3 in Marshall Memo 173 listed ten myths about ADD/ADHD from an article by Thomas Brown in *Educational Leadership*, and readers were invited to spot the fallacy in each one. Here are the "answers" from Brown's article. (Note that he uses ADD interchangeably with ADHD and ADD/ADHD.)

• *ADD is just a lack of willpower. People with ADD focus perfectly well on things that interest them.* Quite the contrary, says Brown. ADD is a "chemical problem in the management system of the brain."

• *ADD is a problem of being hyperactive or not listening when someone is talking to you.* It's much more than that, Brown says. "ADD is a complex disorder that involves impairments in focus, organization, motivation, emotional modulation, memory and other functions of the brain's management system."

• *The brains of people with ADD are overactive and need medication to calm down.* The opposite is true; the brain's management system need to be stimulated, which is what the right medications can do.

• *ADD is a label for behavior problems; children with ADD just refuse to sit still and are unwilling to listen to teachers or parents.* Many students with ADD don't have behavior problems, says Brown. But their attention problems often cause serious, lasting learning and relationship problems.

• *Those who have ADD as children usually outgrow it as they enter their teens.* Actually, ADD becomes noticeable in adolescence for many young people, and it can be more of a problem for this age group than it is for grade-school children.

• *Unless you have been diagnosed with ADD as a child, you can't have it as an adult.* Not true; many adults have serious problems caused by ADD that were never properly diagnosed.

• *You can't have ADD and also depression, anxiety, or other psychiatric problems.* Wrong again, says Brown. "A person with ADD is six times more likely to have another psychiatric or learning disorder than most other people are. ADD usually overlaps with other disorders."

• *If a child has severe stressors in his or her life – divorce, parents losing jobs, poverty, multiple relocations – those are probably the cause of school achievement problems.* ADD is more common in families undergoing stress, says Brown. But this is no reason for explaining away the achievement problems of these young people – or refraining from treating the disorder.

• *Medications for ADD are likely to cause longer-term problems with substance abuse or other health concerns.* ADD medications are among the best-researched in the field, says Brown, and the risks of not using them are far greater than the risks of using them.

• *ADD doesn't really cause much damage to a person's life.* Baloney, says Brown. "Untreated or inadequately treated ADD often severely impairs learning, family life, education, work life, social interactions and driving safety. Most of those with ADD who receive adequate treatment, however, function quite well."

"A New Approach to Attention Deficit Disorder" by Thomas Brown in *Educational Leadership*, Feb. 2007 (Vol. 64, #5, p. 22-27), no e-link available.

10. The Differential Impact of Not Getting Enough Sleep

In this summary of a recent study, *Education Week* reports that the achievement of African-American and low-income students who got enough sleep and had consistent sleep schedules was similar to that of other groups. But when their sleep was disrupted, black children from all income levels and lower-income children from all racial groups suffered a drop in achievement – while more affluent and white students maintained their achievement in spite of disruptions in their sleep. The study held true even when asthma and other sleep problems were taken into account. Joseph Buckhalt, the principal author of the study, says this differential impact of sleep is not yet understood, and issues a call for more research.

"Sleep-Loss Impact Tied To Race" by Linda Jacobson in *Education Week*, February 21, 2007 (Vol. 26, # 24, p. 7), no free e-link. The original article is "Children's Sleep and Cognitive

Functioning: Race and Socioeconomic Status as Moderators of Effects" by Joseph Buckhalt et al. in *Child Development*, January/February 2007

11. Short Items:

a. Nipping unethical behavior in the bud – In this interview in the *Harvard Business Review*, Harvard professor Howard Gardner focuses on ethical issues in the business world and quotes Jean-Baptiste Molière: "It is not only for what we do that we are held responsible but for what we do not do." He stresses the importance of confronting possibly unethical behavior in subordinates in its earliest stages. Gardner says this requires having a clear sense that what you are doing is best for the organization and not waiting for the behavior to become egregious. "As soon as you – or others – see warning signs," he says, "you confront them, not in an accusatory fashion but in a fact-finding mode. If the person has been warned or counseled, it is much easier to take action the next time a wrong is identified."

"The Ethical Mind: A Conversation with Psychologist Howard Gardner" in *Harvard Business Review*, March 2007 (Vol. 85, #3, p. 51-56), no e-link available

b. School-family-community-partnerships toolkit – The New Mexico Public Education Department has just completed a toolkit to foster improved collaboration among schools, families, and community partners. It has three sections: Teacher Tools, Family Tools, and Professional Development Tools. The toolkit is available online at:
http://www.ped.state.nm.us/div/rural_ed/toolkit/toolkit.htm

Spotted in *PEN Weekly NewsBlast*, February 22, 2007. The document, created by the Center for the Education and Study of Diverse Populations, is entitled "Working Together: School-Family-Community Partnerships, A Toolkit for New Mexico School Communities"

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).

Subscriptions:

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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
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Harvard Business Review
Harvard Education Letter
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JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
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Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
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Teacher Magazine
Teachers College Record
TESOL Quarterly
Theory Into Practice
Times Educational Supplement, Magazine