Marshall Memo 693

A Weekly Round-up of Important Ideas and Research in K-12 Education
July 3, 2017

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Quotes of the Week

"Since the beginning of time, children have not liked to study. They would much rather play, and if you have their interests at heart, you will let them learn while they play; they will find that what they have mastered is child's play."

Carl Orff, music education guru; for more information on the widely-used Orff method, see https://www.thoughtco.com/the-orff-approach-2456422

"Feedback is one of the hardest things for humans to get right. People will say, 'I like feedback. I don't get enough of it. But I only want feedback that's positive.' That's a natural human tendency. Even under the best of circumstances, we don't want feedback that feels, to us, judgmental."

Michael Fullan in an interview with Naomi Thiers in *Educational Leadership*, June 2017 (Vol. 74), http://bit.ly/2t7weiQ

"All leaders need a certain amount of guile and toughness."

Matt Vella in "What Silicon Valley Can Learn from Travis Kalanick's Fail" in *Time Magazine*, July 3, 2017, http://time.com/4826416/uber-travis-kalanick-hero-myth/

"Like so many others, I grew up believing that learning was all self-discipline: a hard, lonely climb up the sheer rock face of knowledge to where the smart people lived."

Benedict Carey in *How We Learn and Why It Happens* (Random House, 2015)

"I miss chalk."

Cindi Rigsbee in "Looking Back on 30 Years of Teaching: What Have I Learned?" in *Education Week*, June 28, 2017, http://bit.ly/2sEkOPZ with free registration

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1. What to Do in the Aftermath of a Difficult Conversation

In this *Harvard Business Review* article, consultant Dolores Bernardo feels the pain of anyone who has been through a workplace confrontation – a clash of opinions, strong emotions, voices raised, a lot at stake, your stomach in knots. Afterward, we're likely to feel, "Glad that's over. I never want to have to have that conversation again." But what happens after one of these dramas is crucial, says Bernardo. "What specifically should you do and say to make things less awkward and to move forward, while also making sure that you're actually making some progress on the points that were discussed?" Here are her suggestions:

• *Acknowledge that the conversation happened*. Putting it out of mind is a mistake because it leaves you powerless and also may leave the other person guessing what to do next. Better to thank your colleague for being willing to engage with a big issue and get it out in the open, acknowledge that the conversation was tough, and focus on the positive.

• *Find ways to take next steps*. Send a follow-up e-mail to summarize the substance and the outcomes you both want. "Clear communication around next steps proactively moves the conversation forward," says Bernardo. "A written record also tracks any differences in perspectives, memory, or understanding, and prioritizes accuracy. Also, importantly, new information almost always comes to light. That 'new' information might actually be the true hidden sticking point that had stalled progress or created conflict in the first place. This step creates a path forward, out of the conflict zone, and builds a shared understanding of the issue."

• *Focus on building the long-term relationship*. Put the past on hold and focus on how to positively shape the working relationship going forward. What are the outcomes you both seek? What constraints do you both have to put up with? What's important to you that your colleague might not be aware of? What does success look like in your partnership? A casual dinner after work, a one-on-one walk, or sharing time at an event can help connect as human beings and keep the common enterprise in mind. As former U.S. Army general Stanley McChrystal says, "It's not enough to be great; you have to be great together."

"You Just Had a Difficult Conversation At Work. Here's What to Do Next" by Dolores Bernardo in *Harvard Business Review*, May 29, 2017, http://bit.ly/2qAFLKs

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2. John Hattie Takes a Careful Look at Carol Dweck's Growth Mindset

In this article in *Education Week*, John Hattie (University of Melbourne) describes what he learned in conversations with Carol Dweck during her recent visit to Australia, for which he prepared by re-reading her academic research. Dweck said she was distressed about ways her work on mindsets has been misinterpreted. Her corrections:

- A person is not wholly fixed mindset or growth mindset.
- A growth mindset is not the same as having an open-minded or positive outlook on life.
- It's not all about praising and rewarding effort and believing everyone is smart.
- A fixed mindset is not an adequate explanation for failure; it's not a personality trait.
- Upbeat mission statements and "I can…" posters won't accomplish very much.

Misinterpretations of the concept may explain why meta-analyses of growth mindset programs haven't shown major gains, says Hattie: "too often the interventions are generalized rah-rah attempts to develop a language of growth vs. fixed with little or no attention to the conditions that optimally invoke the strategies of growth; too often the low effects reinforce just how hard it is to change long-developed coping strategies to failure, error, and challenge. The low effects do not mean we should ignore the power of understanding when to be growth and when it is okay to be fixed."

Dweck has never claimed that there is a "growth mindset" state of mind; it's not an attribute of a person but rather a way of thinking in a particular circumstance. We're all a mixture of growth and fixed mindsets, says Dweck, and her research has focused on identifying *when* and *where* a growth mindset is most helpful. Some examples:

- When we don't know the answer or feel we don't have the ability to do something;
- When we make an error, reveal deficiencies, or try to hide a mistake;
- When we are criticized, feel threatened, get defensive;
- When we experience failure or do poorly compared to others;
- When we are anxious or in conflict with peers, in "fight or flight" mode;
- When we are overconfident.

In these situations, a fixed mindset can produce suboptimal responses. Activating a growth mindset is a much more effective coping strategy, especially when the challenge is difficult but well defined and sustained effort and deliberate practice are likely to produce a successful outcome.

The corollary: having a growth mindset is less helpful for easy tasks, or with tasks that are novel and ill-defined and require both creativity and the willingness to abandon unsuccessful strategies. A growth mindset "may not help if it leads to more practice on a task using already failed strategies," says Hattie, "and seeking experts to provide alternative strategies may be more effective than believing that 'I can' and other growth notions." If you encounter a brick wall, a growth mindset may lead to a headache.

"Misinterpreting the Growth Mindset: Why We're Doing Students a Disservice" by John Hattie in *Education Week*, June 28, 2017, http://bit.ly/2tDFuM6 with free registration

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3. U.S. History Taught Badly – and Well

In this article in *The High Flyer*, Alli Aldis, a rising junior in an Ohio high school, reflects on the difference between her elementary and middle-school history classes, which she "despised," and a high-school U.S. history course. In eighth-grade history, Aldis and her classmates copied notes projected on the board as her teacher read them aloud, filled out worksheets pulled from a dry textbook, watched the movie *National Treasure*, came up with an African-American leader for each letter of the alphabet, and regurgitated memorized facts on tests. "Little to no analysis was ever done," she says. "We never focused on comprehending the cause and effect of critical movements or comparing past time periods to the modern era… [The class] offered no tools to aid true understanding. It gave us the how of the story but never the why… Apparently, it was far more important to know the names of all the generals in the Civil War." Aldis did her homework five minutes before each class, crammed briefly for tests, and got an A.

Then, in her sophomore year, she took AP U.S. History. Although superficially similar to classes in lower grades, this course had a number of features that set it apart:

- The teacher delivered daily lectures, but he was engaging and clearly explained why historical figures acted as they did and how their actions fit into the larger narrative.
- Students took notes from a projected screen but there were always a few lines written by the teacher to explain the overall story.
- There were vocabulary quizzes, but the terms were tied to essentials they were learning (as well as being aligned with the AP curriculum).
- Every night, students were expected to read textbook pages and review their notes, "laying a solid foundation of fact upon which he laid the cultural story the following day."
- Each day students were asked to identify information from the previous day's lesson or explain the relevance of a vocabulary term.
- Students read and analyzed primary sources in class that supplemented the textbook.
- They studied women, African Americans, and native Americans as an integral part of the ongoing narrative.
- Students engaged in debates (one pitted Alexander Hamilton against Thomas Jefferson) and completed projects that involved studying a time period through the eyes of contemporary figures.
- Each month, students completed a take-home packet using historical thinking skills, doing an essay-like analysis of primary sources, and identifying causation.
- At the end of each unit, students took an essay assessment and a multiple-choice test, both of which had them compare one time period to another, identify broader processes, and contextualize and comprehend why people thought as they did.
- "Perhaps most significantly," says Aldis, "A's were not handed out like candy."

"In AP U.S. History, we learned," she concludes. "We learned about history, we learned to exercise layered comprehension of multifaceted societies, and we learned how to develop an independent work ethic… I now see the people behind the events, and the deep and inseparable

humanity that accompanies them. For my entire life, I have been a reader and writer, loving how words paint a picture of the real world. AP U.S. History made that love of mine applicable to our past – and potentially to my future profession. I will always be grateful for that."

Aldis gives a lot of credit to the AP syllabus. "Having an achievable standard to work for is absolutely invaluable to education. Sure, participation and cooperation are important. General competence is a good bar. But at the end of the day, the most essential test of effective schooling is the question, 'What do you know and what can you do with it?'"

"My Experience with AP U.S. History: The Importance of Rigor in Bringing History to Life" by Alli Aldis in *The High Flyer*, June 22, 2017, http://bit.ly/2sZTL5u

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4. What Does It Mean to Forget Something?

Summer learning loss is a big worry for educators and parents, says Ulrich Boser (Center for American Progress) in this *New York Times* article: "The fractions they won't be able to multiply. The state capitals they won't be able to identify." Forgetting stuff would seem to be an inevitable byproduct of our long summer vacations. Of course adults forget things as well, and psychologists have some new insights on short- and long-term memory. They say the issue is not that we forget something, but rather that we can't retrieve it. "Memories don't fly out of our brains like sparrows from a barn," says Boser. "Instead, our brain will make memories more or less accessible." Many forgotten memories are like old files in your computer – they're there but we can't remember how to find them.

Of course nobody wants instant access to every daily experience; if our brains worked like that, our circuits would be jammed with names, random faces on the street, billboards, phone numbers, dates. "You want to remember where you parked your car today," says Robert Bjork of UCLA, "not yesterday or a week ago." The good news is that our brains de-emphasize information we don't need, filing it away (and eventually pruning what hasn't been retrieved for a long time). If you want to remember where you parked your car in a multilevel garage, the trick is to retrieve that memory – test yourself – until you've retrieved your car and driven away.

If we want something important to stay in long-term memory, we can't let too much time pass between retrievals – which is why our three-month summer vacations are indeed problematic. Periodic retrieval is essential, and if that's not happening over the summer, review at the beginning of the next school year needs to rebuild those neural connections.

One intriguing new insight from the research is that with deeper conceptual material, there is an upside to temporarily "losing" a memory. Boser says that "forgetting can help us gain expertise, and when we relearn something we couldn't recall, we often develop a richer form of understanding." How is that possible? Retrieving a filed-away memory can have the effect of engaging other associations, providing perspective, improving understanding, and producing better reasoning. Some practical applications of these research findings:

- Periodically retrieve important information.
- Read important information twice, with a long break in between.

- When writing a paper, start well before the deadline and return to it after leaving some time for ideas to percolate.

"Why It's Good to Forget" by Ulrich Boser in *The New York Times*, July 2, 2017, http://nyti.ms/2sdPlEE

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5. Six Ways High-School Students Can Get Engaged in School

In this *Education Gadfly* article, Amber Northern and Michael Petrilli affirm that student engagement is indeed a key factor in reducing the number of students who fail and drop out. What keeps students engaged? Engaging teachers, engaging subject matter, some specific instructional strategies, students' intrinsic motivation to learn, peers, and extracurricular activities and sports.

In a national survey of 2,000 grade 10-12 students, researchers commissioned by the Thomas B. Fordham Institute dug deeper and found that boredom in high school is not nearly as pervasive as is commonly believed: 83-95 percent of students reported being cognitively engaged – that is, motivated to apply themselves in school by thinking deeply, listening carefully, and completing assignments. The researchers went on to identify six student subgroups with distinct engagement profiles:

• *Subject lovers* (19 percent) – These students are more likely than their peers to say academic classes are their favorite thing about school; they're motivated by learning new and challenging material and many expect to attend four-year colleges.

• *Emotionals* (18 percent) – While not top academic performers, these students feel positively about school and often don't want to stop working at the end of a class. They thrive in smaller schools that foster connection.

• *Hand raisers* (18 percent) – These students apply themselves in the classroom and do fairly well but appear uninterested in other school offerings and homework.

• *Social butterflies* (16 percent) – These students enjoy the social aspects of school – sports, hanging out with friends – and are much more likely than other students to report feeling they belong at school, matter to others, and are generally understood and respected.

• *Teacher responders* (16 percent) – These students value close relationships with educators and thrive when they feel adults are invested in them academically and personally.

• *Deep thinkers* (15 percent) – These students listen carefully in class, like to figure things out on their own, complete assignments, and take tests seriously.

"Interestingly," say Northern and Petrilli, "how a student engages in school is not strongly associated with his or her gender, race, current school type, or socioeconomic background. In other words, students of all backgrounds fall within each of these engagement types." The study's findings suggest three conclusions:

First, the vast majority of U.S. high-school students say they are trying hard and want to do their best in school. Kids say they're working hard in class, paying attention to things they're supposed to remember, and following up when things don't make sense. "Teachers

should support and maximize this hard-wired desire on students' part to think and reason autonomously," say Northern and Petrilli.

Second, students engage in school for at least six different reasons. "Tailoring schooling and instruction to such needs, preferences, and tendencies," say the authors, "has the potential to pay dividends in greater engagement – and ultimately in achievement gains."

Third, engagement and choice go hand in hand; a one-size-fits-all system is bound to leave some students out, so educators should work to maximize choices of teachers, courses, delivery options, instructional strategies, programs, schools-within-schools, and schools.

"What Teens Want from Their Schools" by Amber Northern and Michael Petrilli in *The Education Gadfly*, June 28, 2017 (Vol. 17, #26), http://bit.ly/2tqOvZN; the full report, "What Teens Want From Their Schools: A National Survey of High-School Student Engagement," is available at https://edexcellence.net/publications/what-teens-want-from-their-schools

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6. An Better Way to Read a Novel Together As a Class

In two articles in *Education Week*, New York City middle-school language arts teacher and instructional coach Ariel Sacks describes the time-honored process for reading a novel: students read one chapter at a time for homework; they answer teacher-created questions as part of the homework; the teacher leads a discussion of each chapter the next day; and when the book is finished, students take an exam or write an essay.

Sacks identifies several problems with this approach: "One novel takes an entire marking period. It does not, for the majority of students, create engaged, lifelong readers. For students who struggle with reading, it doesn't help them to be more confident. For those who do not struggle, it limits their reading experience in school. Many students don't actually read assigned books in this model. Some students do read, but what they learn from it is the teacher's interpretation of the book, rather than to analyze books independently, which they need to be able to do in college."

There are two variations on this approach: reading the whole novel aloud in class, which takes up huge amounts of instructional time; and doing "close reading" of excerpts from novels, which deprives students of the full literary experience.

These and other problems with using whole-class novels have led some teachers to throw the practice overboard and embrace an alternative: student-chosen texts and literature circles. But Sacks believes that reading a novel together can be a powerful learning experience and needs to be part of the English language arts experience – if we let go of the chapter-by-chapter approach. Here's what she suggests:

• *Build a culture of independent reading*. "Every English language arts classroom," says Sacks, "should take on as part of its charge, helping students develop independent reading lives, in which they are supported in selecting books they want to read, reading and responding to those books, reflecting on their reading, and sharing with their classroom community… If reading books isn't an active part of your students' day-to-day experiences, they bring that lack of experience to the novel you hope they will read with the class."

• *Select a developmentally meaningful novel*. Although there will always be a variety of reading levels, interests, and background experiences in a class, students are usually at pretty much the same age and developmental stage, and will therefore have a shared interest in developmental issues common to their cohort. For example, seventh graders tend to be concerned with negotiating power dynamics with their peers, eighth graders with understanding the concept of a society and thinking critically about the structures and traditions within it. A book that addresses the big questions of an age group – and has literary merit – will engage every student. (See the links in the second article URL below for suggestions on books for each grade level.)

• *Let students read the entire book before pushing for analysis*. Novels are works of art, says Sacks. "Imagine being asked to analyze the corner of a painting without having seen the whole painting. Imagine that the person asking you to do so has seen the whole painting and keeps asking questions that hint at the meaning, which only becomes clear when you have seen the whole picture. That would be rather silly." Better to experience the whole book and then go back and look closely at what makes it work. To pull this off, teachers need to make a pacing chart (perhaps 10-25 pages a day); ensure that every student has a copy of the book; provide class time as well as homework time for reading; allow students to read ahead if they wish; teach students to annotate the text with sticky notes; and avoid pestering students with questions as they read.

• *Offer differentiated support for students*. Some will be fine reading independently; others need the support of reading aloud and conferring with a partner. Some should use audiobooks and some need small-group reading support from the teacher, with a focus on figuring out what's happening and sharing questions and reactions, not analyzing.

• *Let students drive discussion and analysis*. Sacks suggests splitting the class in half, and rotating between one group working on a creative writing assignment while the other holds a seminar-type discussion of the novel. In the discussions, which take three days for each group, Sacks asks every student to say something about the novel. When all have spoken, the discussion is open. "Questions and debates emerge," says Sacks, "which creates authentic purpose for turning back to the text for close reading." She acts as facilitator, drawing out quieter students, prompting students to dig deeper, having them go back to the text for evidence or to re-read passages for deeper understanding. Sacks types notes on everything that is said and gives them to students afterwards.

• *Have students write about the novel*. "After talking through so much of the book," she says, "students develop critical interpretations of themes, critiques of the author's craft, and other compelling ideas. They are ready to write. We create essay questions (not predetermined by me) based on the big ideas and questions that came up in discussions." The notes she gave students are a great support as they get to work.

"What Do We Do About the 'Whole Class' Novel?" and "Five Steps to Revolutionize Whole-Class Novels" by Ariel Sacks in *Education Week*, March 15, 2017 and April 5, 2017, available after free registration at http://bit.ly/2sjay05 and http://bit.ly/2sz7WPT; her book on this subject is *Whole Novels for the Whole Class: A Student-Centered Approach* (Jossey-Bass, 2013)

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7. Getting Students Reading, Writing, and Thinking in Each Content Area

In this article in *Primer*, author/consultant ReLeah Cossett Lent acknowledges the pushback from some content-area teachers when they're told to teach generic literacy skills in their classes. "Of course we want all students to read deeply, write with clarity and purpose, and use critical thinking to solve problems," says Lent, "but mandating programs or generalized solutions without asking teachers what makes sense in their content area rarely gets us moving in the right direction." There are big differences in how students read, reason, write, think, speak, inquire, and participate in different content areas, and the disciplinary literacy movement needs to acknowledge that. Here are Lent's suggestions for each subject:

Science:

- When scientists read, they…
  - Assume an objective stance;
  - Ask why;
  - Rely on data, sketches, and charts;
  - Make connections from known concepts to new concepts;
  - Determine validity of sources and quality of evidence;
  - Pay attention to patterns;
  - Make predictions;
  - Review and reflect;
  - Pay attention to vocabulary.
- When scientists write, they…
  - Use precise wording;
  - Compose in phrases, bullets, graphs, or sketches;
  - May favor the passive voice;
  - Seek exactness over craft;
  - Communicate in a systematic format;
  - Distinguish facts from opinions.
- When scientists think, they…
  - Allow curiosity to drive learning;
  - Look for connections;
  - Understand when they need more data;
  - Rely on prior knowledge or research;
  - Consider new hypotheses or evidence;
  - Propose explanations;
  - Create solutions.

History/Social Science:

- When historians read, they…
  - Identify bias;
  - Untangle conflicting perspectives and claims;
  - Corroborate information and sources;
  - Contextualize sources;

- Examine text structure;
- Compare and contrast events, accounts, documents, and visuals;
- Infer what is not explicit;
- Analyze and interpret.

• When historians write, they…
- Create timelines with accompanying narratives;
- Use information and evidence from multiple sources;
- Organize conflicting ideas or perspectives into a whole;
- Grapple with large quantities of information;
- Use the past as a mirror to the present;
- Summarize social or political consequences of an event.

• When historians think, they…
- Sift through fragments of information;
- Compare and contrast what they have been presented;
- Connect causes with effects;
- Synthesize events or ideas across long periods of time;
- Recognize bias;
- Think critically.

Mathematics:

• When mathematicians read, they…
- Isolate information they have been given and look for information they need;
- Identify patterns and relationships;
- Decipher symbols and abstract ideas;
- Apply mathematical reasoning;
- Seek accuracy;
- Analyze, formulate, and interpret;
- Evaluate data.

• When mathematicians write, they…
- Explain, justify, describe, estimate, or analyze;
- Use representations;
- Seek precision;
- Use real-world situations;
- Communicate ideas clearly;
- Draw conclusions.

• When mathematicians think, they…
- Use all available information to solve problems;
- Consider generalizations and exceptions;
- Bring forth previous understandings;
- Know when to estimate and generalize;
- Employ mathematical principles;
- Engage in conceptual understandings.

ELA or English:

- When students of English read, they…
  - Find meaning through literary techniques;
  - Identify underlying messages that evolve as a theme;
  - Recognize bias;
  - Use context to learn new vocabulary or words used in new ways;
  - Summarize, synthesize, and analyze;
  - Comprehend how devices such as tone, foreshadowing, or irony affect the text;
  - Question the author;
  - Make connections;
  - Pay attention to the craft of writing.
- When students of English write, they…
  - Use a process: drafting, revising, and editing;
  - Understand how to flexibly use organization, details, elaboration, and voice to enhance meaning;
  - Ask for feedback;
  - Avoid formulaic writing;
  - Employ literary techniques and devices appropriately;
  - Use evidence;
  - Avoid bias.
- When students of English think, they…
  - Use reflection as a tool for understanding;
  - Ask questions of the text;
  - Compare texts or themes;
  - Clarify through discussion;
  - Use their thinking in speaking or written form;
  - Make connections among texts, themes, or the real world.

Differentiating disciplinary literacy in this way, concludes Lent, "we can tap into the potential of every teacher to guide students in unlocking the mysteries of their content. No longer will teachers feel that someone has imposed literacy upon them, but they will discover the best literacy practices for their content, creating readers, writers, and thinkers who rely on their teachers' expertise to gain access to content-area knowledge."

"Disciplinary Literacy: A Shift in the Right Direction" by ReLeah Cossett Lent in *Primer* (from the Massachusetts Reading Association), June 2017 (Vol. 45, #2, p. 6-11), no e-link

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8. The Geography of Teachers' Room Assignments

In this article in *Education Week Teacher*, Kate Stoltzfus reports on a Northwestern University study (published in *Sociology of Education*) on the importance of the physical proximity of teachers' classrooms to effective collaboration. The researchers surveyed and interviewed more than 1,000 elementary-school teachers and administrators and looked at floor

plans and teacher assignments in schools over a four-year period. The closer teachers' classrooms were, and the more natural traffic to common areas brought educators in contact with each other, the more collaboration occurred – especially for teachers at the same grade level. While teams in these schools had regular meetings, teachers' informal encounters while information was still fresh on their minds – "Oh my God, you'll never guess what happened in math today" – were often more fruitful in dealing with day-to- day teaching issues. Even small distances made a difference: one fifth-grade teacher had more communication with a teacher through an adjoining door than with other teachers across the hall. Some suggestions for principals flow from the study:

- Locate same-grade teachers close to one another and close to common work areas.
- Teachers in leadership roles should be close to the colleagues they might influence.
- Teachers should also be close to those in contiguous grade levels – third to fourth grade, kindergarten to first – to encourage vertical alignment and communication.

"Location Can Determine How Successfully Teachers Work Together, Study Finds" by Kate Stoltzfus in *Education Week Teacher*, March 24, 2017, http://bit.ly/2sA4Uej

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9. Short Item:

A video on teaching the Declaration of Independence – Check out this Teaching Channel video in which Emma Katz-Nelson and Jason David grab the attention of their Los Angeles grade 9-10 students in a class right after lunch:

https://www.teachingchannel.org/videos/teaching-declaration-of-independence/?utm_source=newsletter20170701/

"Making the Declaration of Independence Come Alive" on Teaching Channel, June 2017

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If you have feedback or suggestions,
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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, consultant, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

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