Marshall Memo 175

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 5, 2007

In This Issue:

Quotes of the Week

"Without a goal, you are not a team."
Rick DuFour et al., quoted in item #1

"All teams have conflict. Bad teams ignore it, while good teams work through it."
Rick DuFour et al. (*ibid*.)

"Teachers are now asked to peel away facades, admit vulnerabilities, share precious insights, ask tough questions, compromise, and give colleagues real help."
Laura Pappano (*ibid*.)

"Being able to read proficiently is the crucial prerequisite to becoming educated."
Ronald Wolk in *Teacher Magazine*, March/April 2007 (p. 56)

"For complicated reasons, some kids lose their mojo when they get to fourth grade."
Terri Bollinger, Illinois principal (see item #8)

"The secret to motivating a student with autism is to broaden the student's fixations into useful activities. Fixations are great motivators, and it is often a mistake to stamp them out."
Temple Grandin (see item #6)

"If an e-mail exchange is getting heated, stop the madness and go talk to the person."
Nora Carr (see item #7)

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1. Keys to Creating a Professional Learning Community

In this *Harvard Education Letter* article, writer Laura Pappano explores what's involved in getting teachers to collaborate productively. It's not enough for principals to schedule common planning time and encourage teachers to share ideas and materials, she says. This often results in congenial teacher chit-chat, which is not a total waste of time but does little to improve student achievement. Without leadership, structure, and goals, teacher meetings can easily get sidetracked. Teams need specific tasks that require collaboration, such as:

- Identifying what students must know and be able to do by the end of the year;
- Writing common interim assessments;
- Looking together at the results of those assessments;
- Reflecting on which classroom practices produced the best results;
- Adopting the most effective practices.

Principals also need to structure meetings, drop in to keep teachers on track, look at interim results, and offer ongoing feedback.

Do principals really need to be that actively involved? Yes, says Papppano, because true collaboration is a fundamental shift from the way most teachers are accustomed to working. Standards, high-stakes tests, and disaggregated data are shining a bright light on students who are not learning, and collaboration – "professional learning community" is the buzzword – is increasingly seen as the most effective way to improve achievement for all students. "Teachers are now asked to peel away facades, admit vulnerabilities, share precious insights, ask tough questions, compromise, and give colleagues real help," writes Pappano.

Compromise and humility seem to be key words. "I was originally all about, 'This is my lab, this is my way of doing things,'" said Michelle Roy, a sixth-grade teacher quoted in the article. But attending mandatory team meetings with two colleagues and working together on a common curriculum sequence led her to change her independent ways, including the sequence in which she taught the content: "I liked my way, but I said, 'Okay, let's do it. They are professionals.'"

Pappano notes the following teamwork suggestions from a new book by Rick DuFour et al., *Learning by Doing: A Handbook for Professional Learning Communities* (Solution Tree, 2006):

• Make student learning the center of collaboration: "Focus on the learner instead of the teacher."

• Ask team members to enunciate ground rules up front, including who is responsible for what.

• Set goals that can only be accomplished by collaborating. "Without a goal, you are not a team," says DuFour.

• Set goals that are about learning results versus teaching process. For example, doing more hands-on science labs is a process goal, whereas raising the percent of students who earn As on final lab reports is a results goal. The latter is far more powerful.

• Set a timeline, decide on a metric, and track results throughout the year.

• When conflicts arise, insist that collaboration will continue. "All teams have conflict. Bad teams ignore it, while good teams work through it," says DuFour.

"More Than 'Making Nice': Getting Teachers to (Truly) Collaborate" by Laura Pappano in *Harvard Education Letter*, March/April 2007 (Vol. 23, #2, p. 1-3), no e-link available

2. Math Fundamentals in the Primary Grades

In this highly substantive *Harvard Education Letter* interview, Clark University professor Sharon Griffin touches on some key issues in early math learning:

• *Essential early understandings* – It is very helpful, says Griffin, for children to know these basic math skills before they enter school:

- Being able to use the counting words in sequence ("one, two, three…");
- Understanding that the counting words are a sequential system; if you are counting in order, you can't leave anything out and can't say anything twice;
- Being able to count with one-to-one correspondence;
- Understanding that "this reliable sequence of words only gets meaning by being attached to quantities: 'We're going shopping and we're going to get *two* boxes of cereal.' 'You can have *two* cookies but not three.' To link these words to quantities that give them meaning is the crucial thing," explains Griffin. "Then they can use the counting words by themselves without even needing to see the objects they are counting. That frees children up do math in their heads."
- Identifying differences in real-world quantities, for example, taller/shorter, heavier/lighter, nearer/farther, hotter/colder. "If children are not paying attention to height or weight or distance," says Griffin, "then they're not going to be able to map numbers onto those dimensions very readily." This "vocabulary mapping onto the world of quantity," continues Griffin, "helps kids understand the quantitative world in a global way. It makes all these quantitative differences salient, so that when they have a grasp of numbers, children can start mathematizing those quantities."
- Understanding that in our culture, numbers can be represented as *objects* (2 means two things); in *patterns* (as on dice); as position (in hopscotch, moving one more position in space from where you started); in *vertical line representation* (as in a thermometer, where numbers indicate quantity on a continuous scale); and in a *dial* (a clock, in which quantities increase as you move clockwise).

• *Social-class differences and what kindergarten teachers must do* – Research has found that most higher-SES children enter kindergarten with these essential understandings about counting and quantity, but many low-SES students don't. If teachers jump straight into abstract symbols (4 + 2 =), these kids won't understand what's going on. "By the time these children get to second grade," says Griffin, "it's not surprising that many of them hate math!" Kindergarten teachers must establish the link between numbers and counting before moving into more abstract math, she says: "[W]ith proper, explicit instruction that gives kids exposure to the ways [the concept of] number is represented and allows them to figure out the link between number and quantity, they can catch up with and even surpass their peers." The key is for students to consolidate one level of understanding before moving to the next.

• *The challenge in first-grade* – "The business of first grade is to integrate the world of counting numbers and the world of quantity with the world of formal symbols," says Griffin. But some teachers do this backwards, putting 5 + 3 = on the board and telling children to use manipulatives to solve the problem. If kids don't know what the number symbols mean, they won't know how to represent them with objects, and the activity will only confuse them. For children who haven't yet linked number words and quantities, teachers should first get them solving problems with real objects (cubes, weights, or steps on a number line) and talking about what's happening: "How many cubes do you have now? What happened – you got three more? Now how many do you have altogether? How did you figure that out?" Griffin says it's vital for teachers to get students talking about adding and subtracting with real objects ("I had five, and I gave three away. Now I have two.") before introducing abstract symbols. "I believe very firmly that the only way you can teach for understanding is to start your instruction from where the child is," says Griffin.

• *Counting on fingers* – Griffin says that we shouldn't discourage students from using their fingers to solve single-digit math problems. "To make them embarrassed about doing this or to insist that they do the math in their heads deprives them of a wonderful tool for making sense of numbers," she says. "Counting on fingers doesn't hinder cognitive development, it helps it. Children will abandon this tool quite naturally when they no longer need it."

• *Telling time in first grade* – Griffin says that first grade is too early to require students to tell time in hours and minutes, and such requirements cause needless frustration. By second grade, she says, children's cognitive development allows them to grasp quantity in two dimensions (tens and ones, dollars and cents, hours and minutes), and at this point, it's pretty easy to learn how to tell time.

• *Spiraling curriculum* – Griffin is suspicious of some math programs' reliance on cyclical repetition: "…if kids don't get a concept the first time it is taught, they are even less likely to get it the second or third time, when it's usually taught at a higher level," she says. "Spiraling prevents the teacher from consolidating knowledge at each level before moving on, which is a basic principle of effective practice."

• *Math standards and time* – Griffin believes that many teachers need to devote more time to math every day. But even with more time, there are too darn many standards, says Griffin. She believes that NCTM's narrowing-down of standards in the 2006 Focal Points

document is a big step forward. "You don't have to do everything in every grade level," she says. "Let's do the critical things first and do them well." Here is Griffin's list of core skills for each level:

Preschool:

- Reciting counting words (1-5 or 1-10) in sequence;
- Counting with one-to-one correspondence;
- Making global quantity comparisons (more/less, taller/shorter).

Kindergarten:

- Knowing that small numbers mean a little and big numbers mean a lot;
- Knowing that the next counting word in a sequence means one more;
- Using numbers to compare quantities (two fewer cookies, six more steps);
- Using numbers to make quantity determinations without using objects.

First grade:

- Recognizing numerals and associating them with counting words;
- Grasping the meaning of operational symbols: + - =
- Forming number sentences to express quantitative relationships (e.g., 7 - 2 =5).

Second grade:

- Understanding place value;
- Telling which two-digit number is bigger;
- Mentally solving two-digit addition and subtraction problems;
- Solving problems involving hours *and* minutes, dollars *and* cents, weight *and* distance.

Third grade:

- Applying understandings to a broader range of concepts;
- Understanding multiplication as a relationship between two groups (e.g., three cards with four wheels each).

(from "The Development of Math Competence in the Preschool and Early School Years" by Sharon Griffin in *Mathematical Cognition*, J.M. Royer)

"Interview With Sharon Griffin: 'Doing the Critical Things First'; An Aligned Approach to PreK and Early Elementary Math" in *Harvard Education Letter*, March/April 2007 (Vol. 23, #2, p. 4-6); for more information on this series, go to http://www.hel-earlyed.org

3. Parrot Math versus Real Math

In this strongly-worded article in *Education Week*, veteran math educator T. C. O'Brien expresses sadness over the continuing "math wars," particularly the strident, ideologically-driven tone of some who attack what they call "fuzzy math." One anti-reform journalist even suggested that people should "slap the face" of any principal who supports constructivist mathematics.

But does traditional math in the elementary grades prepare students well? A few years ago O'Brien and a colleague conducted an experiment. They asked a group of traditionally-prepared fourth, fifth, and sixth graders to solve 6 x 3. Almost all of the students came up with the right answer. But when they were asked to give a real-life story for 6 x 3 = 18, only 15% to

25% could do so. Here is a typical response: "On Monday, I bought six doughnuts. On Tuesday, I bought three doughnuts. How many doughnuts did I buy altogether? Eighteen, because six times three equals 18."

These students were proficient at pure computation but didn't understand the numbers they were spouting. O'Brien, quoting Alfred North Whitehead, suggests that their math knowledge was "inert" – that is, it had been received by their minds "without being utilized, or tested, or thrown into fresh combinations." Clearly these students were not prepared for higher-level mathematics.

Yes, students need to know their math facts, says O'Brien. "But to know them (or to know anything) in the same way that a parrot says 'six times three is 18' is a waste of everyone's time," he continues. "The education of children (especially their mathematical education) should be concerned with activities like explaining, justifying, predicting, comparing, conjecturing, representing, inventing, classifying, ordering, inferring, logically multiplying, reasoning propositionally, reasoning causally, thinking combinatorially, reasoning probabilistically and proportionally, keeping all but one variable constant to assess its effect, visualizing, and so forth. These are the basics. And this is not parrot stuff."

"Mathematics and the Pure in Heart: Not Yet Ready to 'Make Nice' in the Math Wars" by T.C. O'Brien in *Education Week*, Feb. 28, 2007 (Vol. 26, #25, p. 30-31), no e-link available

4. Critical Reviews of Reports from Ideologically Driven Think Tanks

In this important article in *Education Week*, education professors Kevin Welner and Alex Molnar express grave concern about a stream of policy reports emanating from various private think tanks. Many of the reports are as full of holes as Swiss cheese, they say. "Often written by people with little discernible expertise and invariably not subjected to peer review, these reports consistently end with a findings section that supports the ideological preferences of the research sponsor." What's worse, many of the reports don't follow standard rules of good social-science research.

Most academics have been turning up their noses at think-tank reports and not bothering to review them critically. But Welner and Molnar became increasingly concerned as they saw these slickly-produced reports being accepted at face value by the public. "To a remarkable degree, they shape and drive news coverage of key education topics in state legislatures and Congress, as well as in the press (including *Education Week*). Their findings become part of the conventional wisdom without ever having been subject to expert review… Imagine if doctors or NASA engineers based their decisions on studies so poor that they could never survive the scrutiny of peer review by experts in the field."

So Welner and Molnar launched the Think Tank Review Project to analyze the policy briefs published by think tanks (see http://www.thinktankreview.org). The project, which is based at the Education Policy Research Unit at Arizona State University and the Education and the Public Interest Center at the University of Colorado at Boulder, reviewed 13 think-tank

reports in 2006 – and found that only one or two minimally passed muster. The same flaws cropped up over and over again:

- The empirical analysis was "shockingly shoddy."
- Findings and recommendations consistently extended beyond the analysis.
- The ideological beliefs of the authors "appear to have distorted the methods used, shaped the literature reviewed, and determined the results and recommendations."

After the project's first year, Welner and Molnar created the Bunkum Awards in Education for the lowest-quality think tank reports:

• *Grand Prize: Caveat Emptor Award* – The Lexington Institute for a report that claims to show the success of California's Proposition 227 (which mandated English-only teaching of bilingual students). The review found "a smorgasbord of bad data, severely flawed methodology, and a willful disregard of a large body of conflicting research evidence." An impartial review of the facts, said the review, would have revealed that students in the English-only districts were doing the *worst*.

• *First Runner-Up: Truthinesss in Education Award* – The Thomas B. Fordham Institute for reports on state standards and trends in charter-school authorizing. "For each," say Welner and Molnar, "Fordham authors collected data, analyzed it, and then presented conclusions that their own data and analyses flatly contradicted."

• *Second Runners-Up: Damned Lies Award for Statistical Subterfuge* – Harvard's Program for Education Policy and Governance for its report on the public-private school achievement debate, and the Manhattan Institute for its two reports on Florida's student-retention policy. "All three of these reports," say Welner and Molnar, "demonstrated a flair for the resolute use of statistics to achieve a desired outcome."

• *Honorable Mention* – The Cato Institute for a report on teacher quality. "After sensibly describing the importance of high-quality teachers," say Welner and Molnar, "its authors take a leap of faith, ungrounded in their own research or the larger body of existing evidence, to conclude that choice and vouchers offer the best strategy for recruiting and retaining high-quality teachers."

"Truthiness in Education" by Kevin Welner and Alex Molnar in *Education Week*, Feb. 28, 2007 (Vol. 26, #25, p. 44, 32), no e-link available

5. Dealing with an Angry Parent

In this article in *Principal Leadership*, two Missouri educator/consultants, Judy Brunner and Dennis Lewis, share advice on dealing with an irate adult:

• *Stay calm and listen*. "Think of the angry parent as a client, rather than an adversary," say Brunner and Lewis. "Remember that you will not be able to solve the real problem until both parties can communicate openly, honestly, and without malice."

• *Take a few deep breaths and think before you speak*. Even if this causes an awkward pause in the conversation, it's a good idea to calm yourself down and choose your words carefully.

• *Don't say "Calm down," "I understand," or "I know what you're going through."* These can come across as condescending, arrogant, and even insulting.

• *Don't interrupt*. Trying to correct or rebut inaccurate statements can make matters worse, say Brunner and Lewis. Wait until the person is finished before giving the school's perspective on the facts.

• *Don't take anything personally*. Angry people exhibit the symptoms of stress, including faster heart rate, difficulty listening, and tunnel vision. It's best to give them the same kind of "learner leeway" one would give an angry student.

• *Watch your body language*. Maintain eye contact; keep your hands at your sides; don't point at the person; don't make quick movements; don't get into the person's body space; if they approach you, stand at a 90-degree angle, which is viewed as non-confrontational.

• *Speak softly*. Getting agitated and yelling back will only fuel the fire. Try speaking so softly that the parent has trouble hearing you.

• *Assure the parent that you are willing to consider all possibilities*. This may involve investigating the incident and giving periodic updates.

• *Move to a private setting*. Getting an angry person away from an audience is vital – but be sure to have a witness with you once you get to your office.

• *Ask permission to take notes*. "I want to be sure I understand all your concerns," you might say. "Do you mind if I take some notes?" This lets the parent know that you are serious about solving the problem – and also that what's said is being recorded. This can help de-escalate an angry person's tone and level of profanity.

• *Ask for the parent's help solving the problem*. If they feel they have been heard, aggrieved people can often be enlisted in problem-solving.

"De-Escalating an Angry Confrontation" by Judy Brunner and Dennis Lewis in *Principal Leadership* (Middle School Edition), March 2007 (Vol. 7, #7, p. 62-63), no e-link available

6. A Professor Reflects on Her Life with Autism

In this poignant *Educational Leadership* article, Colorado author/professor Temple Grandin writes about growing up with autism. "It has taken me almost 60 years to learn how different my brain is," she writes, crediting her mother for setting limits and tenaciously working on her social skills. Grandin has the following advice for teachers working with students on the autism spectrum:

• *Be firm and fair*. She remembers her own third-grade teacher's supportive discipline with particular fondness.

• *Give the student wait-time*. Grandin still recalls the frustration of being rushed by her kindergarten teacher on a confusing task.

• *Avoid (or write down) complicated verbal directions*. Grandin says that even now, she can't handle driving directions with more than three steps.

• *Respect particular sensitivities*. For example, Grandin says the bell in her elementary school was as jarring as a dentist's drill hitting a nerve.

• *Give concrete directions.* For example, it's too vague to tell a student with autism to get ready for the bus. More helpful directions, "You need to have your backpack, homework papers, and jacket with you before you go to meet the bus."

• *Develop students' strengths.* "The most successful adults with autism, Asperger's syndrome, dyslexia, or other learning problems had teachers who developed their strengths," says Grandin. "The bottom line is that skills are uneven, and encouraging students to excel in their strongest areas is better than trying to push for well-roundedness."

• *Help students develop skills through shared interests.* Grandin recalls how mercilessly she was teased in school; her only refuges in high school were horseback riding and a science teacher's electronics lab (students who gravitated to these activities didn't tease her). "Specialized activities or clubs, such as robotics, chess, spelling bees, art, music, or computer programming," says Grandin, "are wonderful for students on the autism spectrum." In situations like these, they can develop their social and academic skills.

• *Find – or be – a mentor.* Grandin is tremendously grateful to a high-school science teacher who gave her interesting projects and inspired her to become a scientist. "The secret to motivating a student with autism is to broaden the student's fixations into useful activities," she writes. "Fixations are great motivators, and it is often a mistake to stamp them out."

• *Make a gradual transition from school to employment.* When she was 13, Grandin worked for a dressmaker and in a science lab, and these jobs developed her self-confidence by teaching her how to get along with new people, be punctual, and follow directions.

"Autism from the Inside" by Temple Grandin, with a sidebar by Naomi Thiers, in *Educational Leadership*, Feb. 2007 (Vol. 64, #5, p. 29-32), no e-link available

7. Think Before You Hit "Send"

In this *American School Board Journal* article, Charlotte-Mecklenburg school communications officer Nora Carr has the following advice for avoiding e-mail embarrassments:

• Ask yourself if you would you be happy reading your e-mail in the next morning's newspaper. If not, don't send it! And keep in mind that your e-mails will last practically forever in other people's hard drives.

• Read over your e-mails to make sure they don't come across as curt, sarcastic, or uncaring.

• Don't argue by e-mail. "If an e-mail exchange is getting heated," advises Carr, "stop the madness and go talk to the person." Don't use e-mail to avoid face-to-face conversations.

• For important messages, write professionally and have someone else proofread a draft. Thumb-typing on a handheld is no excuse for poor grammar or spelling.

• Don't e-mail confidential information. Share touchy subject matter on the phone or over coffee.

• Check the "To:" and "CC:" fields to make sure of your recipients. "Reply," "Reply to All," and "Forward" will get your message to very different audiences!

• If you are replying to or forwarding an e-mail trail, scroll down to make sure you are comfortable sending all the previous messages and attachments. If not, send a fresh e-mail.

• Don't use your work e-mail to forward chain letters, urban legends, or "Hey Martha, can you believe this?" messages.

• Avoid passing along jokes, off-color commentary, and opinions about co-workers, parents, students, or constituents.

"Wired-World Mishaps" by Nora Carr in *American School Board Journal*, March 2007 (Vol. 194, #3, p. 48-49), no e-link available

8. What's Behind the Fourth-Grade Slump?

"For complicated reasons," says Illinois principal Terri Bollinger, "some kids lose their mojo when they get to fourth grade." This *Newsweek* article documents the concern of many educators and parents about the leveling-off of reading achievement that takes place after third grade. Why is this happening? Is it computer games? After-school activities? Exhaustion from too much NCLB testing? Whatever the reason, kids seem to be reading less: a study by Scholastic, Inc. found that 40% of lower-grade students read every day, but only 29% of fourth graders did.

Perhaps, says Boise State University reading expert Jeffrey Wilhelm, it's a narrowing of schools' curriculum – not giving students enough science and social studies content, a variety of reading materials, and a rich diet of new words. Without this crucial foundation of knowledge and vocabulary, the article speculates, students are not prepared for the greater concept-density, higher-order thinking, and more sophisticated concepts and abstractions that strike after third grade.

"Fourth-Grade Slump" by Peg Tyre and Karen Springen in *Newsweek*, February 19, 2007, p. 47, no e-link available

9. Short Items:

a. What's the difference between dribbling and reading? – If a young African-American boy cannot dribble a basketball well, says Shelby Steele in his new book, peers and adults will focus on the problem – poor dribbling. The boy will be told to "tighten his game," which means practicing more. But if the boy is not reading and writing well, he is unlikely to get the same message about practice, hard work, and personal responsibility. *What's up with that?* Steele wants to know.

Spotted in *PEN Weekly NewsBlast*, March 2, 2007, referred by Will Fitzhugh of *The Concord Review,* http://www.tcr.org. Steele's book is *White Guilt: How Blacks and Whites Together Destroyed the Promise of the Civil Rights Era* (HarperCollins, 2006, p. 66-7),

b. A jerk by any other name… In this sidebar within an *American School Board Journal* article, former North Carolina state superintendent Mike Ward shares these clues for spotting a "covert autocrat" in a school or district:

- Speaks first, speaks loud, and speaks long
- Takes for granted that everyone knows what they need to know
- Behaves as though empowerment is primarily about making his/her life easier
- Provides inadequate time and resources
- Conducts bad meetings
- Changes the rules late in the game
- Uses policies, rules, and laws as camouflage
- Keeps it in "the club"
- Says "I told you so"
- Takes credit for your hard work and success

"Practitioners and Practice" by Mike Ward in *American School Board Journal*, March 2007 (Vol. 194, #3, p. 26-29), no e-link available. These are taken from Ward's book (with Betty MacPhail-Wilcox) *Delegation and Empowerment: Leading With and Through Others*.

c. Stressed out in Belfast – A study at Queen's University, Belfast hooked teachers up to blood-pressure and heart-rate monitors and measured their stress level when shown different work-related events. Here were the top five triggers:

- Problems with the photocopier
- Confrontations with parents, either face-to-face or on the phone
- Dealing with difficult pupils
- Keeping up with paperwork, e-mails, and phone calls
- Having lessons observed

"Photocopier nightmares" in *Times Educational Supplement*, Sept. 16, 2007, p. 3, http://www.tes.co.uk

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
Edutopia
Elementary School Journal
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