Marshall Memo 781

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 8, 2019

In This Issue:

Quotes of the Week

"It is time to regenerate our commitment to the promise of the *Brown* decision and remind all who doubt its importance why it still matters."

Pedro Noguera (see item #1)

"The cold, hard fact is that everything in education can and will be gamed by the affluent and privileged. That's what privilege *is*. Utopian fantasies to dismantle it by persuasion, public shaming, and technocratic manipulation are naïve, unworkable, or illegal. You can't eliminate or embarrass privilege; you can only limit its influence."

Robert Pondiscio (see item #2)

"When people think about racism, they're thinking about bigots. But you don't have to have a moral failing to act on an implicit bias."

Jennifer Eberhardt, author of *Biased* (Viking, 2019) in an "8 Questions" interview with Belinda Luscombe in *Time*, April 8, 2019, https://bit.ly/2uSmzwv

"Gender and racial performance gaps often emerge on high-stakes mathematics tests."

Marla Sole (see item #3)

"By grade 5, children are aware of racial stereotypes that associate Asians with math ability."

Marla Sole (*ibid.*)

"[W]hen a student burns two hours listening to sound clips so he can make a photo of Langston Hughes zoom into his PowerPoint slide to the sound of screeching brakes, well, he's probably not doing much thinking about the Harlem Renaissance."

Jennifer Gonzalez (see item #4)

1. Pedro Noguera on School Integration

(Originally titled "Why School Integration Matters")

"Is integrated schooling in the United States a goal still worth pursuing?" asks Pedro Noguera (University of California/Los Angeles) in this article in *Educational Leadership*. Given the increasing *de facto* racial isolation of many schools across the nation, and the reluctance of political leaders to prioritize this issue, the answer might seem to be no. But Noguera believes that because of the increasing and irreversible diversity of the nation, "our lack of commitment to racial integration poses a major threat to the cohesiveness and stability of American society." Many students are experiencing what Noguera calls "double segregation… Poor children of color across America not only increasingly attend schools that are separated by race and class, but they are also most likely to be assigned to schools that are profoundly unequal." The issues that accompany poverty and segregation – homelessness, hunger, violence, and trauma – pose extraordinary challenges for educators.

Noguera's own story makes a vivid point about school integration. When he was in third grade, his parents moved from New York City to the suburbs in search of better schools. But because of their Spanish surname, Noguera and his older brother were placed in special education classes where no meaningful academic work was taking place (this despite the fact that they were fluent in English). The boys' father, who was a New York City police officer, visited the school, saw what was going on, and demanded that they be transferred to other classes. "Flustered and unsure of how to deal with this angry policeman," says Noguera, "the school administrator explained that before we could be moved, we would have to be assessed. After a short, standardized exam confirmed what my family knew all along, my brother and I were immediately taken out of special education and placed in gifted classes." This completely changed their lives: Noguera ended up at Brown, his brother at Harvard.

But there was more to the story than that. Throughout his suburban schooling, Noguera was one of only a few children of color in most of his classes. He had to deal with racial taunts (there were a few fights along the way), as well as pushback from some black and Latino students who questioned his "loyalty" for being in different classes, but he befriended and came to understand his white classmates. It helped that Noguera had solid support from his family, and that he was involved in basketball, soccer, and track, providing a social arena in which he could interact with a wide range of peers.

College was intimidating at first, with classmates from rich families and elite prep schools (including John F. Kennedy Jr., son of the late president). "However," says Noguera,

"after a few months on campus, I began to realize that unlike many of my affluent classmates, I knew how to work hard in the face of challenges, and how to work with people from different backgrounds… Despite my working-class background, attending racially integrated schools had provided me with a valuable form of social capital that made it possible for me to advocate for myself and others, navigate rules and barriers to pursue my goals, and form strategic alliances with mentors, friends, and associates based on recognition of our common interests." One white professor became a mentor and opened doors of opportunity that Noguera had no idea existed. These experiences are not atypical for students of color who attend integrated schools, says Noguera, pointing to research on students in the Boston-area METCO program, which buses inner-city students to suburban schools.

"It is time to regenerate our commitment to the promise of the *Brown* decision and remind all who doubt its importance why it still matters," Noguera concludes. "We live in a prosperous, multiracial society and we must redouble our commitment to integrated educational opportunities for all… [T]oo many of our children are growing up unprepared to participate in our increasingly diverse society. Many have inadequate knowledge about the diverse racial and ethnic groups that now make up our country and they are not gaining experience in how to live and work successfully in a society where soon no racial or ethnic group will constitute a majority."

"Why School Integration Matters" by Pedro Noguera in *Educational Leadership*, April 2019 (Vol. 76, #7, p. 20-28), https://bit.ly/2G4d4AR

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2. The Role of Tests in the Meritocracy

In this *Education Gadfly* article, Robert Pondiscio weighs in on current news stories about affluent parents cheating to get their children into elite colleges and the racially skewed enrollment of New York City's selective high schools ("All the black students offered a seat this year at New York City's ultra-selective Stuyvesant High School could carpool together in an SUV," says Pondiscio). The question under debate is whether tests should be eliminated as a key criterion for who gets into the best schools and colleges. But doing so would make the admission process more subjective, says Pondiscio – which would benefit those with access to more extracurricular activities, athletics, travel, counseling, and other class-based advantages that would be part of a non-test-based admission process.

"The cold, hard fact," says Pondiscio, "is that everything in education can and will be gamed by the affluent and privileged. That's what privilege *is*. Utopian fantasies to dismantle it by persuasion, public shaming, and technocratic manipulation are naïve, unworkable, or illegal. You can't eliminate or embarrass privilege; you can only limit its influence."

So how might that happen? Pondiscio quotes recently elected Congresswoman Alexandria Ocasio-Cortez at a recent town hall meeting in Queens: "It wasn't until I took a high-stakes test where I scored in the 99th percentile across the board where they figured out I did not need remedial education. It took a test instead of understanding the child in front of

them." The question, she continued, is "why every school isn't a Brooklyn Tech-caliber school." That's what parents and city leaders should be fighting for.

Pondiscio agrees: "A sane and equity-minded public policy would seek to maximize elite educational opportunities and increase their number, not to ration them or water them down, and would seek to extend them to every qualified low-income student who can do the work." And the most equitable gatekeeper, he argues, is well-constructed tests.

"It's an unsatisfying challenge to defend the meritocracy," Pondiscio concludes; "it is a weak defense to say only that the alternatives are far worse. But they are foreseeably far worse. When you remove merit from the system, dismiss any hope of identifying it or pretend it does not exist at all, the advantages accrue to those who do not need to rely on merit to advance their interests. Every argument for subjectivity is an argument for aristocracy. Likewise, it is completely understandable that those who hunger for social justice would attack the various institutions and mechanisms that appear at a glance to prop up privilege. But in doing so, they risk ceding even more to a ruling class and fighting over their crumbs."

"Slouching Toward Aristocracy" by Robert Pondiscio in *The Education Gadfly*, April 3, 2019, https://fordhaminstitute.org/national/commentary/slouching-toward-aristocracy

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3. Counteracting Negative Stereotypes About Mathematics

In this article in *Mathematics Teacher*, Marla Sole (CUNY Guttman Community College) says there is a widespread belief that mathematics ability is largely innate, with some groups having less ability than others. This misconception seems to be supported by data – for example, women and students of color score less well on the math section of the SAT than males and whites. Negative stereotypes about math ability are both created and reinforced by patterns of enrollment in honors and non-honors classes. All this can discourage some students from applying themselves and pursuing STEM courses and careers.

"By making modest changes," says Sole, "teachers can help create a more-equitable environment that clearly expresses their belief that all students can excel in mathematics." Her suggestions:

• *Stereotype threat* – "Gender and racial performance gaps often emerge on high-stakes mathematics tests," says Sole. When students are aware of negative beliefs about their group's ability, those stereotypes get inside their heads and sabotage performance. Researchers have identified two strategies that teachers can use just before a test to counteract stereotype threat:

- One study showed that women's performance on a math test improved when students were told that the test was unbiased and had not previously shown gender differences.
- Another study found that African-American students' performance improved when students were told that the test would teach them something new, reframing it as a challenge rather than a diagnosis.

Students who might be affected by stereotype threat will also do better if teachers highlight the accomplishments of diverse mathematicians throughout the school year, and mention that gender and racial gaps can stem from factors other than innate differences.

• *A growth mindset* – The performance of underperforming students can be enhanced by telling them that if they apply themselves to any task and use effective strategies, their intelligence and ability can improve. Sole asks her college statistics students to read an article about mindsets and write a reflective paragraph relating the research to their own experiences. This, along with praising effort and use of effective strategies rather than ability, has brought about marked improvements in performance.

• *Participation* – "By grade 5," says Sole, "children are aware of racial stereotypes that associate Asians with math ability." Beliefs are definitely at work as students decide whether to raise their hands and teachers decide whom to call on. Studies show that teachers tend to involve boys more than girls, so boys often dominate class discussions. Teachers also tend to rate girls' performance lower than boys, even if they are doing equally well. In addition, beliefs about students with disabilities influence how much they participate in classes. "To guard against unintended stereotypical views influencing the learning environment," says Sole, "teachers may find it beneficial to monitor students' participation closely." In her own classes, she keeps track of students who come up to work on problems at the board, raise their hands, and help classmates, and has seen a steady increase in participation by all students.

• *Problem-solving strategies* – The way teachers ask questions can inadvertently convey the message that there is one way to solve a problem – for example, abstractly, the way the teacher just demonstrated, or as quickly as possible. Sole suggests that asking open-ended questions is a better approach because it encourages students to find the strategy that works best for them. This also conveys that mathematics is a creative field with many different ways to solve problems.

"Who Can Excel in Mathematics?" by Marla Sole in *Mathematics Teacher*, April 2019 (Vol. 112, #6, p. 468-472), available for purchase at https://bit.ly/2U75CIF; Sole can be reached at marla.sole@guttman.cuny.edu.

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4. Jennifer Gonzalez on Low-Value Classroom Projects

In this *Cult of Pedagogy* article, Jennifer Gonzalez describes how a young student teacher she was supervising taught a five-day curriculum unit on ancient Greece. His seventh graders read a textbook chapter, answered end-of-chapter questions, and took a quiz matching ten vocabulary terms (including comedy, tragedy, urn, Olympics) with definitions. In the second, third, and fourth days of the unit, students created Grecian urns, wrapping balloons with papier-mâché, painting them in the style of the ancient Greeks, and presenting their urns to the class.

Asked about the standards covered by this unit, the student teacher found the relevant part of the curriculum: *Students will demonstrate an understanding of the complexity of culture by exploring cultural elements (e.g., beliefs, customs, traditions, language, skills, literature, and arts) of diverse groups and explain how cultures served to define groups in world civilizations prior to 1500 A.D. and gain unique perspectives*. Aware that the unit barely

touched on the standards, the teacher shrugged and said his cooperating teacher had always taught it this way and the kids loved it, especially doing the Grecian urns.

As a teacher, supervisor of student teachers, and parent, Gonzalez has seen lots of Grecian urn-type projects – supposedly hands-on, project-based, integrating arts and technology, but lacking any real substance. Sadly, these classroom activities can look impressive to administrators and others making superficial visits to classrooms. Worst of all, says Gonzalez, "because these activities are often time-consuming, they take away from other tasks that would give students the chance to wrestle with more-challenging stuff."

To spot "Grecian urn" activities and eliminate or improve them, Gonzalez suggests the following look-fors:

• *Excessive coloring and crafting* – "This doesn't mean you should never ask students to color, cut, paste, sing, act, or draw," says Gonzalez, "but every time you do, ask yourself if that work is contributing to learning. If not, there may be a way to cut down the time it takes." For example, rather than illustrating vocabulary words in color on posterboard, maybe just have students sketch in their notebooks.

• *Excessive tech bells and whistles* – For example, students spending lots of time searching for images, making digital drawings, adding animations or effects, or doing sound effects or special titles. "[W]hen a student burns two hours listening to sound clips so he can make a photo of Langston Hughes zoom into his PowerPoint slide to the sound of screeching brakes," says Gonzalez, "well, he's probably not doing much thinking about the Harlem Renaissance."

• *Low-level thinking* – This is the lowest level of Bloom's taxonomy – rearranging and regurgitating basic facts and definitions. An example: students learning about the food pyramid by cutting out magazine photos of different kinds of food and creating a mobile in the shape of a pyramid. A better alternative: having students write a three-day eating plan that applies the key principles of the pyramid, and then spending ten minutes adding a few embellishments like a border with cool fonts.

• *Big points for "creativity"* – If a significant part of the grade for a project is for creativity or attractiveness, it might qualify as a Grecian urn. "And by the way," says Gonzalez, "I'm a big design snob. I think presentation is important. But if more than 10 percent of a grade is based on these things – and I even think 10 percent is pushing it – we're not measuring learning that's supposed to be taking place."

• *Word search* – These might be marginally defensible to reinforce letter recognition, decoding skill, and language development in the very early grades, says Gonzalez. Otherwise, "Drop the word searches and you just bought yourself and your students at least 30 extra minutes a week."

All that said, Gonzalez acknowledges that some classroom activities can be just for fun, especially those that build relationships with students, create a family-like atmosphere, and make the classroom a place students love to be in. This might include students playing with the drawing apps on their iPads or creating a collage as a thank-you gift for a departing student. There's also what she calls the "sanity loophole." If a teacher is feeling ill, just got some bad

news on the phone, or there are just six minutes of class time remaining, or students "have driven you to the absolute brink and you're about to start throwing things," then "good old-fashioned busywork is like manna from heaven. That's when you have them color. That's when you pull out the word searches."

"Is Your Lesson a Grecian Urn?" by Jennifer Gonzalez in *The Cult of Pedagogy*, October 30, 2016, https://www.cultofpedagogy.com/grecian-urn-lesson/

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5. An Alternative to Dreary Post-Mortems

In this article in *Mathematics Teacher*, Wayne Nirode (Miami University/Ohio) says that when he was a student, he hated when teachers said, "Okay, let's go over the test." What followed was a review of correct solutions on the board one by one with students passively watching. When Nirode became a teacher, he fell into the same pattern, but then stopped because he could see how uninterested students were. However, he realized that by not going over tests, he was missing a chance to clear up errors and misconceptions. That led him to devise the following alternative.

• First, he changed the way he corrected tests. Instead of marking each student's paper from start to finish, Nirode graded one question at a time, flipping through all students' papers marking question 1, then question 2, and so on.

• As he did this, he made notes about common student errors or misconceptions, and for items on which more than one-third of students had problems, he wrote probing discussion questions.

• When he returned test papers to students, he posted the discussion questions on a whiteboard and had students spent about ten minutes talking about them in small groups. (Students who had more-extensive problems with the test were invited to a one-on-one meeting with him after class.)

• As students discussed, Nirode walked around monitoring the chatter, answering students' questions, and intervening when necessary (this segment took about ten minutes).

• Back in whole-class mode, students shared their answers to the discussion questions and their thoughts on how the questions connect to the test (another ten minutes).

Nirode says this approach transformed the classroom dynamic, creating high student engagement and a much more productive processing of errors. It also led him to change the way he gave tests, shifting to shorter, weekly quizzes (15-25 minutes each) followed by small- and large-group discussion of problematic items. "I began to view almost all of my assessments as formative instead of summative," he says. In keeping with that approach, he told students they would have more than one chance to learn new content, that making mistakes was part of the learning process, and that their grades on later assessments would carry more weight than earlier ones.

"Going Over the Test" by Wayne Nirode in *Mathematics Teacher*, April 2019 (Vol. 112, #6, p. 422-425), available for purchase at https://bit.ly/2G6QbMR; Nirode can be reached at nirodew@miamioh.edu.

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6. The Difference Between a Plan and a Strategy

In this article in *Phi Delta Kappan*, Isobel Stevenson (Connecticut Center for School Change) says she recently looked at a school improvement plan with a section describing how instructional coaches would meet with teachers, run school data teams, and submit notes and agendas to the principal. What was missing, says Stevenson, "was concrete information about what those coaches were actually supposed to *do* to influence and improve instruction. Precisely what was supposed to *happen* when they met with teachers? What would they talk about? What sorts of practices would they demonstrate, and how? What practices did they aim to challenge, and why? What did they want teachers to learn, and how would they help them learn it?"

What this improvement plan lacked was a theory of action and a strategy, says Stevenson – "a tight, cogent set of ideas" about how to get from A to B, "providing context, goals, and priorities, giving people a sense of how they should implement the plan and what it will take to do so successfully." The school's test scores were flatlining, and it was only a matter of time before district leaders questioned the impact of instructional coaches and cut them from the budget. The coaches might take the blame, but the problem was the plan.

Stevenson lists seven common weaknesses in the way districts go about school improvement planning:

• *Compliance versus quality* – For example, schools might focus on including SMART goals without making sure the plan itself was smart and would succeed.

• *Writing plans in a hurry* – Under a tight deadline, principals and their teams might be intent on checking off all the boxes rather than thinking strategically about their theory of action.

• *Making too many assumptions* – For example, an improvement plan for instructional coaching might not include important details on how to select and train coaches so they will interact successfully with teachers.

• *Optimism bias* – Plans often implicitly assume things will be easy and quick to accomplish. Leaders need to get multiple perspectives and think through likely bumps in the road.

• *Trying to do too much* – Schools often have too many initiatives and need to simplify and focus on a few high-leverage strategies.

• *Not clarifying who will do what* – Logistical items might be included in the plan (who will meet with whom and when), but not the vital piece of what teachers will do differently in their classrooms as a result of the meetings.

• *Underestimating the need for PD* – In most schools, people are already doing the best they know how to do. The key is helping them see new and better ways of working that will really improve student learning.

All this can produce "improvement" plans that are 70 pages long – and likely to become tombstone writings. What's needed, says Stevenson, is a *logic model* that lays out the step-by-step actions to be taken in a causal chain, and how they will connect to the intended results. Six conditions are critical for a plan that will produce results:

- The strategy is powerful enough to reach the goal.
- There is a clear "through line" to what students will experience in classrooms.
- The steps to get there are clear and high-leverage.
- Each educator's role in the strategy is well-defined.
- Everyone involved has a professional learning plan.
- Evidence of progress for each area is specified, along with how it will be measured.

All this should fit on one large sheet of paper, says Stevenson – a *strategy map* that's easy to carry from meeting to meeting and post on the wall. Leadership teams she's worked with don't like this approach at first blush, but as they work with their existing improvement plans and realize what's missing, they come to appreciate "a tool that is relatively straightforward and that supports them in thinking through everything that needs to be done to move closer to a specific goal."

"An Improvement Plan Is Not Enough – You Need a Strategy" by Isobel Stevenson in *Phi Delta Kappan*, March 2019 (Vol. 100, #6, p. 60-64), https://bit.ly/2EVBFqK; Stevenson can be reached at istevenson@ctschoolchange.org.

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7. Kindergarten Entry Age for Students with Disabilities

In this *Teachers College Record* article, Michael Gottfried (University of California/ Santa Barbara) and Cameron Sublett (Pepperdine University) report on their study on whether the age at which children with disabilities enter kindergarten affects their academic achievement and social-emotional development. This is an important question since school entry can be stressful and anxiety-producing for these children. The researchers found delaying kindergarten entry by a year:

- Had no downstream impact on reading test scores;
- Was associated with an increase in math test scores, but this gain disappeared completely by the end of kindergarten;
- Was associated with lower frequencies of internalizing and externalizing behaviors among students with disabilities – but again, the differences were short-lived, fading by the end of first grade.

"As the decision to delay school entry can be potentially very costly for parents," conclude Gottfried and Sublett, "we must ask if the benefits of delayed enrollment on reducing short-term problem behaviors outweigh the costs." But they acknowledge that there may be other benefits of delayed entry that their study didn't measure – "quality of life, child happiness, and family well-being."

"Older Versus Younger: The Role of Entry Age for Students Who Begin Kindergarten with Disabilities" by Michael Gottfried and Cameron Sublett in *Teachers College Record*, March 2019 (Vol. 121, #3, p. 1-24), https://eric.ed.gov/?id=EJ1200535; the authors can be reached at mgottfried@education.ucsb.edu and cameron.sublett@pepperdine.edu.

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8. A Heart-to-Heart Conversation with Your Boss

In this *New York Times* article, Tim Herrera reports that about half of U.S. workers have left a job because of a terrible boss. "Half! That is crazy!" he says. The same Gallup survey found that only 21 percent think they are managed in a way that motivates them to do their best work.

But having a bad boss doesn't necessarily mean you should quit, says author Mary Abbajay. She suggests a way to get to the heart of possible communication problems: invite your boss out for coffee and ask these three questions:

- What are your preferences in terms of how you like to communicate?
- What are your priorities?
- What are your pet peeves?

Having an open and honest conversation about these questions might save a troubled work relationship or improve one that's already good.

"Stuck With a Bad Boss? Try This Before You Up and Quit" by Tim Herrera in *The New York Times*, March 4, 2019, https://bit.ly/2EVBFqK

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9. Setting Limits on Teen Technology Use At Home

In this article in *Time*, psychologist Jean Twenge (San Diego State University) says there is credible research linking heavy technology use with the surge in depression and other mental health issues among adolescents. Here are the limits she has established with her three children:

- No phones or tablets in the bedroom at night; the kids use real alarm clocks to wake up.
- No use of devices within an hour of bedtime; the blue light and psychological stimulation interferes with sleep.
- Device use is limited to two hours of leisure time a day, plus legitimate use for homework.

"Put That Phone Away – Now" by Jean Twenge in *Time*, April 1, 2019, no e-link; Twenge can be reached at jtwenge@sdsu.edu.

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10. Children's Books on Environmental Awareness

In this *AMLE Magazine* article, Katie Thomas (University of Tennessee), Deborah Wooten (University of Tennessee/Knoxville), and Jeremiah Clabough (University of Alabama/Birmingham) suggest these books to raise students' environmental awareness:

- *Seeds of Change: Wangari's Gift to the World* by Jen Cullerton Johnson and Sonia Lynn Sadler (Lee & Low Books)
- *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope* by William Kamkwamba (Scholastic)
- *The Elephant Scientist* by Caitlin O'Connell and Donna Jackson (HMH Books for Young Readers)
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia* by Miranda Paul (Millbrook Press)
- *The Tree Lady: How One Tree-Loving Woman Changed a City Forever* by Joseph Hopkins (Beach Lane Books)
- *Energy Island: How One Community Harnessed the Wind and Changed Their World* by Allan Drummond (Square Fish)
- *What If There Were No Bees? A Book About the Grassland Ecosystem* by Suzanne Slade (Picture Window Books)
- *Ada's Violin: The Story of the Recycled Orchestra of Paraguay* by Susan Hood (Simon and Schuster Books for Young Readers)
- *One Well: The Story of Water on Earth* by Rochelle Strauss (Kids Can Press)
- *A World Without Fish* by Mark Kurlansky (Workman Publishing)
- *Rachel Carson and Her Book That Changed the World* by Laurie Lawlor (Holiday House)
- *Eruption!: Volcanoes and the Science of Saving Lives* by Elizabeth Rusch (HMH Books for Young Readers)

"Students as Change Agents for Environmental Issues" by Katie Thomas, Deborah Wooten, and Jeremiah Clabough in *AMLE Magazine*, April 2019 (Vol. 7, #2, p. 17-20), https://bit.ly/2ULdKTy; Wooten can be reached at dwooten1@utk.edu.

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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators 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, writer, and consultant 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). Every week there's a podcast and HTML version as well.

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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
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
Language Arts
Literacy Today (formerly Reading Today)
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
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