Marshall Memo 362

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 29, 2010

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Quotes of the Week

"Many students learn to associate reading with failure and boredom."
Roxanne Elden, Miami English teacher (see item #4)

"I'll always take one great teacher in a cave over a dozen Smart Boards."
David Reilly, California principal (see item #1)

"[M]any state data systems function as de facto data morgues, used more often in autopsies of failed programs than to help educators and policymakers improve existing ones."
Bill Tucker in "Texas Tackles the Data Problem" in *Education Next*, Winter 2011 (Vol. 11, #1, p. 86-87), http://educationnext.org/texas-tackles-the-data-problem

"There is no such thing as a homogenous group. One kid is a homogeneous group. As soon as you bring another student in, you have differences. The question is: how do you capitalize on the differences?"
Bertram Generlette, Maryland principal (see item #3)

"Facebook is amazing because it feels like you're doing something and you're not doing anything. It's the absence of doing something, but you feel gratified anyway."
A Silicon Valley teenager (see item #1)

"Left to their own devices, and, most likely, borrowing yours, most kids will turn to the Internet, where the ratio of porn to information is seven gazillion to one."
Jill Lepore on the perils of letting children learn about sex on their own (see item #7)

1. What Is Technology Doing to Kids' Brains?

In this troubling *New York Times* article, Matt Richtel reports on the way educators are struggling to keep students focused in the face of endless cell phone calls, texting, social networking, watching YouTube videos, and playing video games. Experts worry that becoming habituated to constantly switching from one task to another may make young people less able to sustain attention. "Their brains are rewarded for not staying on task but for jumping to the next thing," says Harvard Medical School professor Michael Rich. "The worry is we're raising a generation of kids in front of screens whose brains are going to be wired differently."

One 17-year-old confesses that the computer in his bedroom is so seductive that he wasn't able to read more than 43 pages of his assigned summer reading, *Cat's Cradle*, before school began. "A book takes so long," he says. "I prefer the immediate gratification." He says that he wishes his parents would crack down and restrict his technology time.

A 14-year-old in the same Silicon Valley high school sends and receives 27,000 texts a month, "her fingers clicking at a blistering pace as she carries on as many as seven text conversations at a time," says Richtel. "She texts between classes, at the moment soccer practice ends, while being driven to and from school and, often, while studying." Most of the text messages are little more than quick greetings, but occasionally there's discussion of a "drama" between friends or acquaintances, at which point she might phone one person while texting with a second.

Another student at this high school says, "I know I can read a book, but then I'm up and checking Facebook. Facebook is amazing because it feels like you're doing something and you're not doing anything. It's the absence of doing something, but you feel gratified anyway. My attention span is getting worse."

All three of these students are achieving well below their potential.

One theory on what's going on in these students' brains was reported in a recent article in *Pediatrics*. A study done in Germany compared the sleep patterns and homework retention of 12-14-year-old boys who played video games for an hour after doing their homework with the same boys watching an exciting movie for an hour. Playing video games had a markedly more negative impact on the boys' sleep and vocabulary retention. Researchers speculate that the intensity of the game experience overrides the brain's recording of vocabulary from homework. "When you look at vocabulary and look at huge stimulus after that," said Harvard neuroscientist Marksu Dworak, "your brain has to decide which information to store. Your brain might favor the emotionally stimulating information over the vocabulary."

Another theory is that the brain needs downtime to process and synthesize information and make connections. "Downtime is to the brain what sleep is to the body," says Rich. "But kids are in a constant mode of stimulation. The headline is: bring back boredom." He's not advocating deep-sixing technology – just getting it in perspective.

David Reilly, the principal of this high school, is proud of a new video production course, which he says is capturing the intense interest of some of his high-risk students. But he's not totally sold on technology as the way to reach kids. "I'll always take one great teacher in a cave over a dozen Smart Boards," he says.

"Growing Up Digital, Wired for Distraction" by Matt Richtel in *The New York Times*, Nov. 21, 2010 (p. 1, 20-21)
http://www.nytimes.com/2010/11/21/technology/21brain.html?_r=1&scp=1&sq="Growing%20Up%20Digital,%20Wired%20for%20Distraction"%20&st=cse

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2. Factors That Increase Student Cheating – and Those That Reduce It

In this thoughtful *Middle School Journal* article, former teacher Nicole Zito and Boston College professor Patrick McQuillan say that classroom cheating increases from almost zero in elementary schools to alarming levels in high schools. A 2008 study of high-school students found that 64 percent admitted to cheating on a test in the preceding year, 38 percent said they cheated two or more times, and 36 percent confessed to using the Internet to plagiarize an assignment.

Why does cheating increase as students move up through the grades, and is there anything middle schools can do to prevent it? Zito and McQuillan believe that a major factor is the shift from a mastery orientation in elementary schools to a performance orientation in secondary schools. "That is, rather than learning for the inherent value derived from *mastering* material through an assignment or demonstrating such mastery on a test," they say, "students are motivated largely by isolated *performances* and the grades they receive from their work, sometimes regardless of how they attain those grades."

In classrooms that focus on performance, students often conclude that grades are more important than learning and what isn't graded isn't worth learning. Performance-oriented classrooms emphasize student-to-student competition by using class rank, percentile scores, curved grading, and grade-point averages. An emphasis on performance also tends to reinforce students' belief that achievement is based on fixed, innate intelligence and that trying harder won't make any difference. All this can make cheating seem like a viable strategy to students.

In classrooms that focus on mastery, the opposite applies. When students see the inherent value of their work and regard it as personally meaningful, they are much less likely to cheat. When the goal is mastery, students work to improve themselves, not to outscore their classmates. When students get frequent formative feedback, they are more likely to buy into the idea that they can actually get smarter by refining the way they work.

Zito and McQuillan believe that teachers' framing of goal orientation is the key to heading off classroom cheating. They tested their theory in a study in the middle-school grades

of a small private school in Massachusetts in which there was a lot of pressure to get good grades. In interviews and focus groups, students said they were acutely aware of the importance of getting good grades, which didn't always overlap with deep understanding of the subject matter. They said that when assignments weren't graded, they wouldn't cheat – but also wouldn't try their best. When the stakes were high, they admitted that they were more likely to cheat to make teachers and parents happy and build up their grade-point average for competitive high schools and colleges.

Despite the school's emphasis on grades, students and teachers were able to identify the three characteristics of classroom assignments that were intrinsically motivating and had inherent value:

• *Real-world relevance* – Students applied themselves when they were given authentic, relevant assignments whose future utility was clear – work that would help them in subsequent units in the course, in high school, in college, or in life – and they were less likely to cut corners on such assignments. One of the school's history teachers put it this way: "They realize that if they cheat and they don't do the work here, it is going to catch up to them down the road." Real-world connections also made it harder for students to misrepresent their work.

• *Personally meaningful* – Teachers at the school tried to find ways of making work relevant to students' lives – for example, the Spanish teacher showed how language skills could open opportunities to play soccer in Argentina in the summer, and the math teacher showed how linear equations could be displayed graphically on computer screens. Teachers also said that getting students working in collaborative groups and giving them some choice and autonomy with assignments added a lot to student motivation. A science teacher at the school said, "I think a lot of times cheating happens because students truly do not see the value of doing the work. Oftentimes, they think of an assignment as handing a piece of paper in with words on it."

• *Requiring proof of understanding* – Students and teachers reported that assignments that demanded a demonstration of comprehensive understanding of a topic – most likely with some form of higher-order thinking – promoted engagement and honest work. Students said it was much more difficult to cheat on work that involved longer, open-ended, creative responses requiring opinions or personal experiences. Teachers also said it was important to give formative feedback and allow students to polish their open-ended assignments to meet high standards.

Zito and McQuillan give several examples of assignments that met these three criteria to some degree:

- An English teacher had students write a paper exploring a personal relationship based on the novel, *My Antonia*. They were to describe a relationship in their lives and discuss this love for a person, place, pet, or period in their life in light of what they learned from the text about Antonia's relationship with the land. Students had to choose a quote from the book to lead off their essay.
- Another English teacher had students work in collaborative groups to put Marcus Brutus on trial for the murder of Julius Caesar. Testimony had to come from lines in the

play, and students had to work in legal teams to assign parts, develop a strategy, and build a case that would convince jurors (played by parents) either that it was justifiable homicide or an unlawful killing of a Roman citizen. Students said this assignment was "cheat-proof."

- A science teacher had students collaboratively build a collection of web pages on electrons and chemical bonding called The Chemical Bonding Wiki Project. Each student had to independently research ionic bonding, covalent bonding, or properties of compounds and then teach other group members about their area of expertise. Each group then presented its wiki to the class, and everyone then took a quiz on all the topics covered.

"Cheating Themselves Out of an Education: Assignments That Promote Higher-Order Thinking and Honesty in the Middle Grades" by Nicole Zito and Patrick McQuillan in *Middle School Journal*, November 2010 (Vol. 42, #2, p. 6-16), no e-link available; the authors are at nicolealisazito@gmail.com and mcquilpa@bc.edu.

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3. A Maryland Elementary School Threads the Needle on Tracking

In this *Education Next* article, Hoover Institution research fellow Michael Petrilli tackles the issue of whether students achieving at different levels should be educated in the same classrooms. He begins by scanning the research:

- Studies don't support tracking.
- There is very little research evidence one way or the other on differentiation since most teachers find it difficult to implement.
- There are challenges when students of widely differing achievement levels are put together in the same classroom.
- There are benefits in having a critical mass of students at similar achievement levels in each classroom.

Petrilli then profiles a racially and economically diverse Maryland elementary school that has been using a blend of differentiation and achievement grouping. The school made major strides closing its racial achievement gap – and at the same time boosted the performance of its highest-achieving students.

Questioned about whether the school uses homogeneous grouping, Bertram Generlette, the principal, says, "There is no such thing as a homogenous group. One kid is a homogeneous group. As soon as you bring another student in, you have differences. The question is: how do you capitalize on the differences?" Here is the school's formula:

• Homerooms are carefully mixed by achievement level, race, and SES.

• During the daily 90-minute literacy block, students spend most of their time in small groups leveled by current reading achievement. These groups are constantly shifting as students improve their reading levels.

• For science, social studies, art, music, and other specials, students stay in their heterogeneous homerooms.

• In all these classes, teachers work to differentiate, which often means grouping students by achievement level and giving more challenging, extended assignments to higher-achieving students.

• For math, students shift to homogenously grouped classes – high, medium, and struggling. "Because of large achievement gaps at the school," says Petrilli, "these math classes are more racially and socioeconomically homogeneous than the student population as a whole."

• At the fourth- and fifth-grade level, one homeroom has 12 high achievers and 12 on-level students and works to accelerate instruction for the highest-achieving students. This was in response to the threat of losing 25 high-achieving third graders to "Centers for the Highly Gifted" in nearby schools.

In the five years that Generlette's school has used this approach, test scores have soared. The percent of African-American fifth graders passing the state reading test has gone from 55 to 91, the percent of Hispanic students from 46 to 74, and the percent of white fifth graders scoring at the advanced level has gone from 33 to 66.

Even with these gains, Generlette has battled with a group of parents who want homogeneous reading classes. "Parents felt that the only way to get kids to read at a high level was to have other kids around them who read at a high level," said Generlette. Teachers disagreed and the school stuck with heterogeneous reading classes, but brought in the Junior Great Books and Jacob's Ladder programs for high achievers.

"All Together Now? Educating High and Low Achievers in the Same Classroom" by Michael Petrilli in *Education Next*, Winter 2011 (Vol. 11, #1, p. 48-55), http://educationnext.org/all-together-now

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4. A Florida Teacher Sees Flaws in "Data-Driven Instruction"

In this *Education Next* article, Miami high-school English teacher Roxanne Elden contrasts the conversation she and her colleagues had about data from the previous year's FCAT (Florida Comprehensive Assessment Test) with the idealized "data chat" they were supposed to be having. Instead of comparing notes on their students' performance and using the data to improve their classroom practices, Elden and her teammates puzzled about a multiple-choice test item that seemed to have two correct answers. They discounted their students' poor performance on another item (it was at the end of the test and most students didn't get to it) and deduced that poor performance on a third item was due to students not knowing the word "approximates" – which made it a de facto vocabulary question. At this point, says Elden, their data meeting turned into a non-data-related gripe session about a series of problems with the test itself.

Precise, item-by-item analysis of test results might be possible in math, says Elden, but "Reading is different. After students have mastered basics like decoding, reading cannot be taught through repeated practice of isolated skills. Students must understand enough of a passage to utilize all the intricately linked skills that together comprise comprehension." She's

concerned that analyzing discrete skills in "data-driven instruction" meetings may distract teachers from teaching these deeper skills – and from building up the content knowledge students need if they are to comprehend unfamiliar passages.

"It is difficult to teach kids to read well if they don't learn to enjoy reading," Elden concludes. "Many students learn to associate reading with failure and boredom… It is impossible to teach kids to read well while denying them the knowledge they need to make sense of complex material. Following the data often forces teachers to do just that."

"Data-Driven and Off Course: An English Teacher's View" by Roxanne Elden in in *Education Next*, Winter 2011 (Vol. 11, #1, p. 88), http://educationnext.org/data-driven-and-off-course

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5. A Five-Part Strategy for Good Comprehension

"Do you have students whose minds go blank when you ask, 'What was this article about?'," ask New Zealand professors Susan Dymock and Tom Nicholson in this article in *The Reading Teacher*. "Do you have students who write screeds of notes about an article but cannot boil it down to four or five main points?" Their answer is the "High 5" strategy to help students boost comprehension of expository texts:

• Activating background knowledge – Good readers ask what they already know about the text and fill in gaps through discussion or Internet searches.

• Questioning – Good readers generate their own questions about the text at three levels: information that is *right there* in the text; *think and search* questions about the author's intent, and *beyond the text* questions about what's not said that needs more thought or research.

• Analyzing text structure – Good readers look at subheads and key words to see what kind of text they are reading, for example, a list, a web, a matrix, a step-by-step description of events, a cause-and-effect sequence, or a problem-solution sequence.

• Creating mental images – Good readers create and often sketch an image of the structure of the text; it's as if they could see the ribs and bones of the content they are reading.

• Summarizing – Good readers pull together the big ideas, the key skill being to discard unimportant and redundant information and zero in on what's most important.

"'High 5!' Strategies to Enhance Comprehension of Expository Text" by Susan Dymock and Tom Nicholson in *The Reading Teacher*, November 2010 (Vol. 64, #3, p. 166-178), no e-link available; the authors are sdymock@waikato.ac.nz and t.nicholson@massey.ac.nz.

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6. Using Textbook Circles to Improve Content-Area Comprehension

In this article in *The Reading Teacher*, Michelle Kelley and Nicki Clausen-Grace describe how students can adapt the skills they learn in literature circles to improve comprehension in social studies, science, or math classes. Textbook circles are small, temporary groups that focus on a textbook passage selected by the teacher. Here are the authors' suggested steps:

• Text selection – Choose a passage that's interesting and accessible, has good visual support, and gets at the most important points. The passage has to be strong enough to engage students without a teacher-directed lesson.

• Grouping – Divide students into groups so that each group has at least one student with background knowledge on the topic, at least one willing speaker, and a range of achievement levels.

• Warm-up – Get students ready by setting a purpose and building background knowledge on the topic. One approach is Word Alert! in which the teacher selects some key words and has students fill out a sheet with a column asking whether or not they know the word, how they know it, the definition and uses, and text evidence of knowing it (with page numbers).

• Reading – Students read the passage and jot down thoughts and questions on sticky notes or in notebooks, and draw pictures related to the text. The teacher circulates to monitor engagement and comprehension.

• After reading – In their groups, students discuss their notes, questions, connections, and pictures, pulling in other resources to clarify and answer questions. The teacher then leads a whole-class discussion of the content and themes.

"Toolbox: Textbook Circles for Teaching Comprehension" by Michelle Kelley and Nicki Clausen-Grace in *The Reading Teacher*, November 2010 (Vol. 64, #3, p. 203-204), no e-link available; the authors' book is *Comprehension Shouldn't Be Silent* (IRA, 2010).

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7. The Best Children's Books About the Birds and the Bees

In this *New Yorker* article, Jill Lepore reviews past and current sex information books for children and concludes that the best of the bunch are two books written by Robie Harris and illustrated by Michael Emberley. They have, says Lepore, "an endearing and companionable matter-of-factness" and the drawings are "honest and tender":

• *It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health* (Candlewick, 2004) for ages 10 and up;

• *It's So Amazing! A Book About Eggs, Sperm, Birth, Babies, and Families* (Candlewick, 2004) for ages 4-8.

Not providing children with any information about sex has its problems. "Left to their own devices, and, most likely, borrowing yours," says Lepore, "most kids will turn to the Internet, where the ratio of porn to information is seven gazillion to one." Leaving the job to other children is also problematic. One mother was horrified when her seven-year-old son learned what a stripper was while playing a video game at a friend's house. "What most infuriates me," said the boy's mother, "is that a piece of my parenting has been taken away."

And even answering children's questions can be fraught with difficulty for parents (and teachers). Lepore tells how she, as a young girl, was reading a Sherlock Holmes book while her father read the newspaper nearby. She was puzzled by the last word in this dialogue, spoken by the narrator, Dr. Watson:

Sherlock Holmes sat up with a whistle. "By Jove, Peterson!" said he, "this is treasure trove indeed. I suppose you know what you have got?"

"A diamond, sir? A precious stone. It cuts into glass as though it were putty."

"It's more than a precious stone. It is *the* precious stone."

"Not the Countess of Morcar's blue carbuncle!" I ejaculated.

Lepore remembers looking up from her book and asking her father, "What does 'ejaculate' mean." He put down his newspaper with a sigh. The ensuing chat "left me baffled and speechless, wondering, 'Dr. Watson did *what*?' I never did find out who stole the Countess's blue carbuncle."

"Too Much Information: Books About the Birds and the Bees" by Jill Lepore in *The New Yorker*, Oct. 18, 2010 (p. 90-93)
http://www.newyorker.com/arts/critics/atlarge/2010/10/18/101018crat_atlarge_lepore

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8. Selected Children's Books Published in 2010

Each year, the International Reading Association asks seven regional teams of teachers and librarians to choose the best children's trade books based on classroom and library try-outs with children. Here are the 2010 selections as they appear in *The Reading Teacher*. For annotations on each book, click the link below and go to 2010 Teachers' Choices.

Primary Readers (Grades K-2, ages 5-8):

- *Bird, Butterfly, Eel* by James Prosek (Simon & Schuster Books for Young Readers)
- *Finding Lincoln* by Ann Malaspina (Morton Grove)
- *How Many Baby Pandas?* by Sandra Markle (Walker Books for Young Readers)
- *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea* by Greg Mortenson (Dial)
- *Marsupials* by Nic Bishop (Scholastic)
- *One World, One Day* by Barbara Kerley (National Geographic Children's Books)
- *Peace Week in Miss Fox's Class* by Eileen Spinelli (Morton Grove)
- *The Plot Chickens* by Mary Jane Auch (Holiday House)
- *What's the Difference Between a Butterfly and a Moth?* by Robin Koontz (Picture Window)
- *A Whiff of Pine, a Hint of Skunk: A Forest of Poems* by Deborah Ruddell (Margaret McElderry)

Intermediate Readers (Grades 3-5, ages 8-11):

- *Ashley Bryan: Words to My Life's Song* by Ashley Bryan (Atheneum)
- *Big George: How a Shy Boy Became President Washington* by Anne Rockwell (Harcourt)
- *Crow Call* by Lois Lowry (Scholastic)
- *14 Cows for America* by Carmen Agra Deedy with Wilson Kimeli Naiyomah (Peachtree)
- *How to Get Rich on the Oregon Trail: My Adventures Among Cows, Crooks and Heroes on the Road to Fame and Fortune* by William Reed (National Geographic Children's Books)
- *Neo Leo: The Ageless Ideas of Leonardo da Vinci* by Gene Barretta (Henry Holt)
- *Operation Redwood* by Terrell French (Amulet Books)
- *Punctuation Celebration* by Elsa Knight Bruno (Henry Holt)

• *Where Else in the Wild? More Camouflaged Creatures Concealed… and Revealed* by David Schwartz and Yael Schy (Tricycle Press)
• *Where the Mountain Meets the Moon* by Grace Lin (Little Brown Books for Young Readers)
Advanced Readers (Grades 6-8, ages 11-14):
• *After Ghandi: One Hundred Years of Nonviolent Resistance* by Anne Sibley O'Brien and Perry Edmond O'Brien (Charlesbridge)
• *Almost Astronauts: 13 Women Who Dared to Dream* by Tanya Lee Stone (Candlewick)
• *Before Columbus: The America of 1491* by Charles Mann (Atheneum)
• *The Day of the Pelican* by Katherine Paterson (Clarion)
• *Denied, Detained, Deported: The Dark Side of American Immigration* by Ann Bausum (National Geographic Children's Books)
• *The Evolution of Calpurnia Tate* by Jacqueline Kelly (Henry Holt)
• *January's Sparrow* by Patricia Polacco (Philomel)
• *Kaleidoscope Eyes* by Jen Bryant (Knopf Books for Young Readers)
• *Marching for Freedom: Walk Together, Children, and Don't You Grow Weary* by Elizabeth Partridge (Viking Juvenile)
• *Under Siege! Three Children at the Civil War Battle for Vicksburg* by Andrea Warren (Melanie Kroupa Books)

"Teachers' Choices 2010" in *The Reading Teacher*, November 2010 (Vol. 64, #3, p. C1-C8), http://www.reading.org/Resources/Booklists/TeachersChoices.aspx

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9. A Georgia School Tries a Simple Approach to Wellness

In this *Illinois School Board Journal* article, high-school teacher Alice Armstrong describes a three-part wellness initiative at Glen Haven Elementary School in Decatur, Georgia:

• Jamming Two Minutes – Every morning, music comes over the PA system and everyone, students and adults alike, stands and stretches or jogs in place for two minutes. Some groups make up routines that they practice each day.

• Bulldogs on the Move – At a designated time, students and teachers go outside and run, skip, or hop around for 12 minutes.

• What a Salad Wednesdays – Every week, teachers set up a salad bar in the teachers' lounge to encourage healthy eating.

The program costs nothing and staff say that it's had immense benefits for students and teachers.

"Weighing Wellness Initiatives: Having a Policy Isn't Enough" by Alice Armstrong in *The Illinois School Board Journal*, spotted in *Education Digest*, December 2010 (Vol. 76, #4, p. 37-41), http://www.iasb.com/journal/j030410_02.cfm

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10. Short Item:

International comparison of high-achieving students – This graphic in an *Education Next* article shows the stark comparison of a selection of U.S. states with other countries on the percent of students achieving at the advanced level in math: http://educationnext.org/files/ednext_20111_TeachingTalented_fig1.jpg. If this link doesn't work, try the article link below and scroll down.

"Teaching Math to the Talented" by Eric Hanushek, Paul Peterson, and Ludger Woessmann in *Education Next*, Winter 2011 (Vol. 11, #1, p. 10-18)
http://educationnext.org/teaching-math-to-the-talented

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

Subscriptions:

Individual subscriptions are $50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

Website:

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- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, 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
New York Times
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
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice
Tools for Schools