Marshall Memo 643

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 27, 2016

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Quotes of the Week

"No person or program has the same powerful leverage that a principal supervisor can have on a principal's learning."
Jon Saphier and Pia Durkin (see item #1)

"My best teachers always seemed to effortlessly walk that fine line between being an authority figure and being someone I felt I could talk to. I didn't even understand what they were doing – or how difficult it was – until I had to do it myself years later."
Rob Jenkins (see item #3)

"Funny how an ounce of humor can sometimes help students grasp the material better than a pound of gravitas."
Rob Jenkins (*ibid*.)

"The enthusiasm is getting ahead of the science."
Angela Duckworth on suggestions that schools measure grit (see item #4)

"What needs to change so that your passion can be fulfilled, and how can I help?"
Daniel Willingham on what schools should periodically ask students (*ibid*.)

"Mastering handwriting, messy letters and all, is a way of making written language your own, in some profound ways."
Perri Klass (see item #5)

"We don't have meaningful sexual education in middle and high school, and I think what's filling the void for kids is porn. That's where they are getting information about gender roles and how courtship is supposed to work."
Matt Kaiser, quoted in "Sex Ed on Campus" by Eilene Zimmerman in *The New York Times*, June 23, 2016, http://nyti.ms/28LZyQi

1. Effectively Supervising and Supporting Principals

In this Research for Better Teaching article, author/consultant Jon Saphier and Massachusetts superintendent Pia Durkin say a key missing link in school improvement is the effective supervision and evaluation of principals. Their theory of action: When principals are supervised well, they get better at improving classroom teaching, which leads directly to higher student achievement.

District administrators who have line authority over principals "may have been successful principals themselves," say Saphier and Durkin, "but that does not mean they were great coaches of principals or able diagnosticians of another principal's needs." In addition, they often have far too many schools (as many as 35-40) to provide meaningful attention, and frazzled central administrators often spend their days responding to crises and other problems. "Those of us focused on systemic reform," say the authors, "need now to turn our attention and accumulated learning to creating and empowering pivotal players in improving our schools – those who supervise principals – and make that a full-time job… No person or program has the same powerful leverage that a principal supervisor can have on a principal's learning." Among the key steps to making the work of principal supervisors successful:

- Focusing on principals as the most important leverage point for instructional improvement;
- Assigning principal supervisors a manageable number of schools, ideally 12-15;
- In small districts, if the superintendent is too tied up in board management and other duties (which is often the case), delegating principal supervision to someone else;
- Recruiting and hiring effective principals;
- Scheduling "sacred time" 1-3 hour visits to each school about every six weeks during which the principal supervisor works side by side with each principal on a number of key areas of school leadership;
- Orchestrating other district and external resources to supplement these school visits and keeping track of external messages to principals so that "clear messages and expectations are sent to principals without the confusion of too many voices."
- Using monthly principals' meetings effectively.

"[O]ne of the best antidotes for a superintendent's tough day," note Saphier and Durkin, "is getting out of the office and going to a school and visiting classrooms."

Making regular school visits is challenging because of the myriad responsibilities of central-office leaders, constant interruptions, and political constraints, say Saphier and Durkin, "not to mention the culture in most districts of leaving principals alone unless all hell breaks loose." But it can be done if the span of control is appropriate and it's a top priority for the

district. Principal supervisors need to "know in a very substantive way what successful instructional leaders do, be able to communicate clearly the expectations to make that happen, observe it in action, and coach their principals toward sustained effective practice as instructional leaders." Four areas are particularly important:

• *First, improving principals' classroom supervision and coaching* – The number one focus of school visits, say Saphier and Durkin, is to monitor and improve the way principals are working with their teachers. "Short classroom visits of 15 to 20 minutes that are separate from formal teacher-evaluation visits can be potent vehicles for improving teaching and learning," they say, "and also for strengthening organizational culture. This only happens, however, if the principal uses these visits as a springboard for productive conversations with teachers that provide growth-producing feedback." Principal supervisors need to make sure these elements are in place:

- The principal makes frequent classroom visits – an average of about two a day;
- Everyone is clear on the distinctions between different types of classroom visits – those that will be followed by individual feedback; quick walkthroughs to monitor school culture; and "learning walks" conducted by teams with a particular focus.
- The principal has a good "eye" for what effective teaching and powerful student learning looks like;
- The principal is able to gather observational and other kinds of data;
- The principal has follow-up conversations with each teacher aimed at affirming and improving practice;

Saphier and Durkin recommend that principal supervisors not take notes during classroom co-observations to make clear that they are not directly supervising teachers – their role is to coach principals on that process. The most important contributions they can make as they visit classrooms and debrief afterward are: (a) getting principals to keep up a steady rhythm of classroom visits, (b) improving their observational and debriefing skills, and (c) keeping their eye on the prize – student learning of worthy curriculum material.

In addition to classroom co-observations, the principal supervisor might also ask principals to:

- Share a sample of classroom observation write-ups;
- Describe a struggling teacher and tell what's been done so far, what's next, what the improvement plan looks like, and what might be helpful (perhaps a classroom visit).
- Look at a piece of student work and discuss how it can be used with the teacher.
- Show resources that have been shared with teachers.
- Reflect on what's learned from classroom visits, walkthroughs, and learning walks.

This is an ambitious coaching agenda, but it's central to making sure principals are consistent about getting into classrooms and following up effectively.

• *Second, observing and supporting school team meetings* – It is the principal's responsibility to ensure that all same-grade/same-subject teacher teams (PLCs) are focused on the right things – that is, analyzing student work, reflecting on what's working and what's not, continuously improving professional practice, and following up with students who are not

successful. Principal supervisors need to coach and support principals on the most effective ways to monitor and improve the work of their PLCs, including how and when they're scheduled, how often the principal drops in, particular teams that aren't working well together, and how teams report on their progress and concerns.

• *Third, observing and supporting principals' work with instructional coaches* – Saphier and Durkin believe principals' partnerships with their literacy and math coaches are a "game-changer" for improving teaching and learning. "This is because the principal and the coach form a deliberate partnership to build an adult culture of honesty, non-defensive examination of teaching practice in relation to student results, and continuous improvement… Just having coaches, however, doesn't mean the role is properly framed or that the coaches are skillful. Principal supervisors must make sure principals understand the coaching model and are acting to support it and implement it skillfully."

• *Fourth, making good use of monthly gatherings with school leaders* – "Principal meetings are a venue for continuous and collegial learning about instructional leadership," say Saphier and Durkin. "Consciously designing these meetings as professional learning experiences allows for consistency and focus promoting effective instruction across schools and across levels." Some possible activities:

- Discussing articles distributed in advance;
- Viewing a classroom video and comparing notes on key observations and strategies for working with the teacher;
- Principals sharing one area that's going well, one that's changed for the better, one that worries them, and one that is still "stuck";
- One or two principals presenting a specific supervisory case in some detail, what they've done so far, the current status, and questions for their colleagues;
- Collective issues for all principals – the big picture of the district's reform agenda, progress, issues, and areas for development.

"Supervising Principals: How Central-Office Administrators Can Improve Teaching and Learning in the Classroom: The Missing Link in Scaling Up School Improvement" by Jon Saphier and Pia Durkin, November 21, 2011, on the Research for Better Teaching website, http://rbteach.com/sites/default/files/supervising_and_coaching_principals_saphier.pdf; Saphier can be reached at JonSaphier@comcast.net.

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2. Coaching Principals Around a Theory of Action

In this article in *Principal*, Donna Anderson-Davis and Diane Smith (University of Washington Center for Educational Leadership) describe guiding an elementary principal through an inquiry cycle that includes developing a theory of action for tackling a specific student achievement issue. Anderson-Davis and Smith believe that superintendents and coaches should use a strengths-based approach that builds on a principal's "on-the-verge" skills – what they will be able to do effectively with a little support. The suggested sequence:

- Identify a student learning problem from assessment evidence, classroom observations, or discussions with teachers.
- Zero in on the teaching practice that may be causing or enabling the student learning problem.
- Name the actions the principal can take to change that teaching practice.

Here's an example of a narrowly focused, achievable theory of action spurred by data showing that a school's fifth graders weren't successfully solving math problems and justifying their answers using mathematical academic vocabulary:

- *If* the principal learns the elements of effective math discourse, creates specific look-fors for teachers and students, and works alongside staff to learn and support implementation of these strategies…
- *Then* teachers will be able to engage all students in mathematical discourse that includes the use of math academic vocabulary to justify their responses…
- *So that* all fifth graders will be able to justify their solutions when solving math problems, including the use of appropriate academic vocabulary.

The final step is looking at the results and reflecting on the process.

Anderson-Davis and Smith recommend informal classroom visits followed by face-to-face coaching conversations as an effective way of spotting and addressing specific student learning issues and teaching practices that can be improved. "Engaging in a cycle of inquiry," they conclude, "is one way to provide a structure and a process for school leaders and principal supervisor/coaches to work together to support teachers to improve instruction for all students."

"Celebrate the Power of Coaching" by Donna Anderson-Davis and Diane Smith in *Principal*, May/June 2016 (Vol. 95, #5, p. 20-23), https://www.naesp.org/principal-mayjune-2016-professional-growth/celebrate-power-coaching; Anderson-Davis can be reached at donnaad@uw.edu.

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3. Personality Traits That Aren't on the Teacher Evaluation Rubric

In this *Chronicle of Higher Education* article, Rob Jenkins (Perimeter College of Georgia State University) reflects on the specific characteristics of the best teachers he's had from kindergarten through graduate school – not necessarily the teachers and professors he liked the most but those who had the greatest influence on him. What makes us fondly remember a teacher years later? Jenkins describes his most memorable teachers as:

• *Good-natured* – By that, he means approachable and easy to get along with. True, a grouchy, misanthropic, short-tempered curmudgeon can be effective – or at least prepare students for bosses who are like that. But the opposite qualities are more likely to make a teacher effective – as long as you pay attention in class and do the work.

• *Professional without being aloof* – "My best teachers always seemed to effortlessly walk that fine line between being an authority figure and being someone I felt I could talk to,"

says Jenkins. "I didn't even understand what they were doing – or how difficult it was – until I had to do it myself years later."

• *A good sense of humor* – "Funny how an ounce of humor can sometimes help students grasp the material better than a pound of gravitas," he says. The teachers who had the biggest impact didn't take themselves or their subject too seriously and sometimes made jokes at their own expense.

• *Enjoy what they do* – They clearly like teaching and get a kick out of associating with students every day. The opposite extreme is teachers who whine about the workload, don't seem to like students, and make them feel like a nuisance.

• *Demanding without being unkind* – Most students appreciate high expectations and don't mind working hard as long as the demands aren't mean-spirited.

• *Comfortable in their own skin* – "The best teachers are confident without being arrogant, authoritative without being condescending," says Jenkins. They like themselves without being in love with the sound of their own voices.

• *Tremendously creative* – "My best teachers… were truly innovative," says Jenkins, "coming up with creative ways – sometimes on the spur of the moment – to help us understand, internalize, and remember what they were trying to teach. What made them innovative was not tools or technology but their minds."

• *Make teaching look easy* – "Great teachers are like great athletes, dancers, or musicians," says Jenkins. "We may know, cognitively, that what they do isn't easy, but they seem to do it so effortlessly that we're lulled into thinking it's no big deal – until we try it ourselves."

Are these characteristics innate or can they be developed? A bit of both, concludes Jenkins, but "simply by recognizing those traits as desirable, by acknowledging that we don't possess them to the degree we would like, and by committing ourselves to working on them, we can become more approachable, creative, and, yes, funnier than we would be otherwise. It's the journey of self-improvement that makes the difference."

"What Makes a Good Teacher?" by Rob Jenkins in *The Chronicle of Higher Education*, June 24, 2016 (Vol. LXII, #39, p. A26), http://chronicle.com/article/What-Makes-a-Good-Teacher-/236657; Jenkins can be reached at Rob.Jenkins@outlook.com.

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4. Advice on "Grit" from Daniel Willingham

What's all the fuss about this new hot topic? wonders Daniel Willingham (University of Virginia) in his regular *American Educator* column. Haven't we always known that determination and persistence are desirable traits?

Actually, grit is something new, says Willingham. It's passion, persistence, and stamina in pursuit of a goal that takes years to attain – a fire in the belly that gives purpose and direction to one's life. First identified by Angela Duckworth (University of Pennsylvania) in a 2007 article, it became a hot topic after Paul Tough's best-selling 2013 book, *How Children*

Succeed, a widely viewed Duckworth TED talk, and lots of media chatter. All this raises four questions:

• *How is grit distinct from similar character traits?* To be sure, says Willingham, grit seems very similar to conscientiousness, one of the well-established OCEAN personality traits (the others are openness to experience, extraversion, agreeableness, and neuroticism). Grit is also closely related to self-control – the ability to regulate unhelpful emotions, behaviors, and thoughts and stay focused on a particular goal (the famous marshmallow experiments measured this). Conscientiousness and self-control predict a number of positive school and life outcomes, so what does grit add?

The distinction, says Willingham, is the time horizon. Conscientiousness and self-control involve doing what you're supposed to do or restraining yourself from doing the wrong thing *right now*. Grit involves sticking with difficult tasks over a period of time, in pursuit of a long-term goal – for example, practicing the piano to play in a jazz trio versus doing so because that is what's expected of you. A conscientious, self-controlled student might work hard in all subjects and get consistently good grades and standardized test scores. "But sometimes, being the sort of person who does what's expected, putting one foot in front of the other, just won't cut it," says Willingham. "The task requires long-term commitment. That's when it may be most useful to look at grit; grit seems to capture something important about people who can weather the trials of West Point, for example, or study years for a spelling bee."

• *Is the concept of grit scientifically valid?* Duckworth and her colleagues devised a short survey in which people say whether certain statements describe their perseverance (for example, "I finish what I begin") and their consistency over time (for example, "I often set a goal but later choose to pursue a different one," reverse scored). What people say in response to the eight items in the survey is remarkably accurate in predicting what they actually do – for example, not dropping out of West Point, finishing the grueling U.S. Army Special Operations Forces selection course, and succeeding in the National Spelling Bee. "The common thread among these diverse tasks seems intuitive," says Willingham. "Each requires a great deal of hard work that carries little short-term reward."

People who score high on the grit survey tend to think about their goals differently. For example, in a study of low-income high-school seniors heading for college, those who ultimately stayed on track for graduation had transcendent goals (they wanted to help others and make an impact on the world) versus goals focused on personal self-development. The grittier students also found their schoolwork more meaningful.

• *Do we know how to teach grit?* "The enthusiasm is getting ahead of the science," said Duckworth in a recent interview; we don't know precisely how to teach it. But some schools are making educated guesses. We should: help students find what they're passionate about; encourage them to pursue their passions find helpful resources; tell students that failure is a normal part of learning and that success is not a matter of inborn talent but of effective effort; and help them set goals, organize their time, and realize that not every passion will work out long-term.

"There are many personality characteristics you probably try to cultivate in your students," says Willingham: "conscientiousness, self-control, kindness, honesty, optimism, courage, and empathy, among others. Some are related to academic success, some contribute to good relationships with others, some contribute to a positive classroom atmosphere, and most do more than one of these. Grit is another personality characteristic that you may want to nurture in your students. Grit is not necessary for a successful, happy life, and it's not sufficient for one either. However, understanding what grit is may serve you in helping along its nascent development when you spot grit in a student."

• *How should schools use data on grit?* If grit is important – and if Duckworth's survey is valid and reliable – why shouldn't colleges and employers use people's grit scores for admission and employment decisions? "But measurements are developed with a particular purpose in mind," says Willingham; "it's hazardous to use them for other purposes. The Grit Scale was designed as a research instrument, not for college admissions. One obvious problem is that it would be really easy to answer questions so as to appear gritty." There's also the problem of reference bias – people answer questions like "I finish what I begin" comparing themselves to people around them, and the norms of students' reference groups are different in every situation. Similarly, performance tasks (like the marshmallow test) are necessarily short-term, can be gamed, and might be influenced by extraneous factors – for example, whether or not a student is hungry.

The best way around these problems is looking for signs of grittiness in students' performance over time – for example, a student who worked on the high-school newspaper for four years and was made an editor senior year has clearly demonstrated grit. However, says Willingham, for high-stakes decisions like college admission or employment, "It's well to bear in mind that the wisdom or foolishness of weighing grit in these decisions is still unknown."

Another way for schools to think about grit is as information for school and student development. If a school believes it's important for students to be passionate about long-term goals, teachers and administrators might check in periodically to see how many students have found their passion – and use the data to tweak the program and support students: "What needs to change so that your passion can be fulfilled, and how can I help?"

"Ask the Cognitive Scientist: 'Grit' Is Trendy, But Can It Be Taught?" by Daniel Willingham in *American Educator*, Summer 2015 (Vol. 40, #2, p. 28-32), http://www.aft.org/sites/default/files/ae-summer2016willingham.pdf; Willingham can be reached at willingham@virginia.edu.

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5. Is Handwriting Obsolete?

"Do children in a keyboard world need to learn old-fashioned handwriting?" asks pediatrician Perri Klass in this *New York Times* article. She explores the literature and says "there is a growing body of research on what the normally developing brain learns by forming letters on the page, in printed or manuscript format as well as in cursive." Some details:

• *Executive function and language development* – A 2016 article in the *Journal of Learning Disabilities* found that for grade 4-9 students with and without learning disabilities, writing letters and words is helpful to brain development. According to lead author Virginia Berninger (University of Washington), "handwriting – forming letters – engages the mind, and that can help children pay attention to written language."

• *Better grades in school* – In an article in *The Journal of Early Childhood Literacy*, Laura Dinehart (Florida International University) said there could be two reasons for this: first, neatly written student work is more pleasant for teachers to read, and second, children who struggle with writing may be devoting so much attention to the mechanics of writing that content suffers.

• *The link between cognitive and motor brain processes* – Handwriting is a complex task coordinating cognitive, motor, and neuromuscular processes. "We use motor parts of the brain, motor planning, motor control," says Berninger, "but what's very critical is a region of our brain where the visual and language come together, the fusiform gyrus, where visual stimuli actually become letters and written words." Children have to see letters in their "mind's eye" to produce them on the page, and brain imaging reveals that learning to write letters activates this area of the brain.

• *Messy is okay* – Karin James (Indiana University) says of primary-grade beginners, "The letters they produce themselves are very messy and variable, and that's actually good for how children learn things. That seems to be one big benefit of handwriting."

• *Cursive* – One study suggests that teaching cursive writing starting around grade 4 improves spelling and composing, perhaps because the connecting strokes help students make connections between letters and words.

• *Classroom note-taking* – Dinehart says that studies comparing keyboarding to hand-written notes in college classrooms show that "students who are writing on a keyboard are less likely to remember and do well on the content than if writing it by hand."

• *Touch-typing* – Learning the keyboard and being able to type without looking takes advantage of cross-communicating fibers in the brain, says Berninger. There's the additional brain-stimulation advantage of using both hands, whereas handwriting uses only one.

"As a pediatrician," concludes Klass, "I think this may be another case where we should be careful that the lure of the digital world doesn't take away significant experiences that can have real impacts on children's rapidly developing brains. Mastering handwriting, messy letters and all, is a way of making written language your own, in some profound ways." To develop "hybrid writers," these are the best steps:

- Teach manuscript writing in the primary grades for its links to reading and word recognition.
- Introduce cursive around grade 3 for spelling and composing.
- Teach touch-typing in the late elementary grades for speedy and brain-efficient writing.

"Writing to Learn" by Perri Klass in *The New York Times*, June 21, 2016,
http://well.blogs.nytimes.com/2016/06/20/why-handwriting-is-still-essential-in-the-keyboard-age/

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6. Are Children Who've Been Exposed to Lead Permanently Impaired?

In this article in *Scientific American*, Ellen Ruppel Shell (Boston University) has some reassuring news for families (like many in Flint, Michigan) whose children have been exposed to lead in drinking water or from other sources. True, the World Health Organization has said, "Children are particularly vulnerable to the neurotoxic effects of lead. Even relatively low levels of exposure can cause serious and in some cases irreversible neurological damage." But Flint's children and others like them are not "doomed," says Shell. "The WHO statement uses words like 'relatively' and 'can,' but it does not say damage is certain… [T]he common belief that children with low blood lead levels are poisoned or mentally deficient is not only untrue, it can result in hurtful stigma and stress for children and their families." She believes children shouldn't be defined by what happened to them.

Research on children's exposure to lead has not pinpointed a specific level that causes cognitive damage, and it's not clear what concentration of lead crosses the blood-brain barrier. "Lead exposure also correlates with extreme poverty, low resource availability, and poor schools," says Robert Fischer of Case Western Reserve University, concluding that with so many intertwined variables at play, it's nearly impossible to separate their individual impact.

But Mona Hanna-Attisha, a pediatrician at Hurley Children's Hospital in Flint, worries that any cognitive deficits associated with lead exposure may be worsened by poverty. "No one is saying that these children are all going to have problems," she says. "Most should be fine. But we are not going to wait to see who is fine and not fine. We are trying to build robust wraparound services in nutrition, education, and health to mitigate the potential impact of this exposure." Howard Hu of the University of Toronto's Dalla Lana School of Public Health adds that "low-level lead exposure can be mitigated by good parenting, good schooling, and good nutrition." Among the essential nutrients, he says, are iron, calcium, and zinc.

The key, of course, is to eliminate all children's exposure to lead – whether from drinking water, paint, soil, dust, or factory smelters – and provide the kind of nutrition and stimulating environment at home and in school to bring all children to their full potential.

"Gauging the Effects of Lead" by Ellen Ruppel Shell in *Scientific American*, July 2016 (Vol. 315, #1, p. 23-24), http://bit.ly/1Yv66Hj

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7. Thirty-Five Ideas for Improving Professional Development

In this sidebar in a *Journal of Staff Development* article, the editors share suggestions for going beyond standard PD workshops. They suggest using the list to build educators' learning leadership, advocate within schools and districts for more-effective use of professional learning time, and communicate with parents and community members about how educators develop themselves. [The JSD items are grouped here into four categories.]

Personal learning

- Read journals, magazines, blogs, and books.
- Video your own teaching.
- Keep a reflective blog or journal.

- Maintain a professional portfolio.
- Consult an expert.
- Study content standards for your state.
- Attend an in-depth institute in a content area.
- Enroll in a university course.
- Pursue additional certifications or degrees.

Learning with colleagues

- Observe a model lesson.
- Shadow a student, a teacher, or another professional.
- Invite colleagues to observe you.
- Do a classroom or school walk-through.
- Learn with the support of a coach or mentor.
- Lead a book study.
- Participate in a Critical Friends Group.
- Participate in a Twitter chat.
- Join an online or face-to-face network.
- Attend or lead webinars.

Working with PLC colleagues

- Plan lessons [and units] with colleagues.
- Participate in lesson study.
- Write assessments with colleagues.
- Engage in a cycle of inquiry with colleagues.
- Examine student data.
- Conduct action research.
- Develop team facilitation skills.

Outreach

- Coach a colleague.
- Be a mentor.
- Join a cadre of in-school or in-district trainers.
- Participate in school-improvement planning.
- Write an article about your work.
- Create new teaching resources.
- Give presentations at conferences.
- Share teaching successes with board and community members.
- Advocate for your profession.

"Beyond the Workshop" in *Journal of Staff Development*, June 2016 (Vol. 37, #3, p. 54-55), no e-link available

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About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 45 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 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

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