Marshall Memo 564

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 8, 2014

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Quotes of the Week

"It's his show; he's got the keys to the car. He's been studying film and getting ready to go. We've just got to teach him up."

Ohio State coach Urban Meyer on his third-string quarterback before last Saturday's game, alluding to the flipped-classroom technique the coach used (see item #6)

"Engineering activities should embrace failure and cast it as a learning opportunity. We should communicate that students don't fail, the *design* fails. In our experience, students welcome the opportunity to improve their designs."

Christine Cunningham and Melissa Higgins (see item #5)

"[R]eading comprehension tests measure how well students read texts, not how well they execute particular reading skills… That means, if the text is easy enough, students can answer any type of question, and if the text is complicated enough, they will struggle with even the supposedly easiest types of questions…"

Timothy Shanahan (see item #2)

"Lots of reading of easy text will not adequately prepare students for dealing with difficult text."

Timothy Shanahan (*ibid.*)

"The point [is] to develop increasing self-control in students en route to graduation. In college, after all, the ability to think critically and navigate coursework independently counts for much more than reflexive compliance."

Sarah Carr (see item #1)

1. Dealing with Discipline in New Orleans Charter High Schools

In this article in *The Atlantic*, Sarah Carr describes the strict regimen at a New Orleans charter high school – using "scholar talk" in class (complete, grammatical sentences with conventional vocabulary), turning to "track" the person speaking, demerits for closed eyes in class or leaning against the wall in the corridors, walking single-file from class to class, giving firm handshakes, and following the dress code and other policies in the 51-page handbook. This "no excuses," "sweating the small stuff" approach has been common in many elementary and middle charter schools. Carr's article reports on its application to high schools and questions its appropriateness at this level. Does the intense structure, accompanied by love and trust, provide exactly what embattled inner-city youth need to escape a dismal future? Do the taped lines in the corridors, harsh punishments, and numerous suspensions point the way to college – or to prison? ask some critics. How strict is too strict?

Many parents of New Orleans charter school students are all for the draconian approach. "Do it!" exclaimed one at a meeting. "You have to be hard and strict. You can't be soft, because you know how these kids are." A desire to keep kids safe and enhance their future employability is a major force behind such sentiments. Parents want their children to exhibit dutiful respect rather than the sense of entitlement they associate with more-permissive parenting. "The margin of error is much smaller in black communities," says parent Troy Henry, "especially for black boys." Marijuana use is slightly higher among white than African-American teens, yet blacks are arrested four times as often. At another meeting, a mother called out, "If you mess up once at Harrah's, you are going to be fired!" A student at one of the KIPP schools in New Orleans embraced the discipline as a way of keeping him away from the lure of the wrong crowd and the drug trade. "You got to be really big and really on top of your game to make me do what you want," he said of the school's staff.

But what should discipline look like in high schools? "If mutely regimented middle-school students turned into rowdy bus riders a couple of years later, what did that say about the no-excuses theory in practice?" asks Carr. "The students were testing boundaries, as of course older kids do, yet the no-excuses culture was intended to be cumulative. The overarching goal was not to exact obedience for obedience's sake, or merely to chalk up short-term gains in test scores, and it certainly was not to encourage teachers to be tyrants. The point was to develop increasing self-control in students en route to graduation. In college, after all, the ability to

think critically and navigate coursework independently counts for much more than reflexive compliance."

Thoughts like these – and data indicating that suspensions were simply not working for a significant number of students – led some New Orleans high schools to dial back on super-strict discipline policies. "There's a value in being consistent," said Ben Kleban, charter school leader. "But the reality is, kids are different [and problems arise] when students feel like something is being done to them and they don't understand why." His high school held town-hall meetings, solicited students' views on school rules, and hammered out compromises. Out of this came a new policy on sweatshirts and revised consequences for violations. In some cases, administrators were flexible on uniform violations and helped students get articles of clothing if their families were financially strapped. The school also added more extracurricular activities and pep rallies. The suspension rate fell to 37 percent, with the number of repeat offenders dropping dramatically.

At another high school, students protested strict discipline policies in a nearby park wearing wristbands that read LET ME EXPLAIN. Their letter to administrators said, "We get disciplined for anything and everything." They had special complaints about penalties for failing to walk along taped lines in the corridor, slouching, and not raising their hands with ramrod-straight elbows. "The teachers and administrators tell us this is because they are preparing us for college," the students wrote. "If college is going to be like Carver, we don't want to go to college." This school responded to the criticisms – and a skyrocketing suspension rate – by changing its policies and instituting a series of alternatives to suspension, including restorative justice, building relationships, and "love being very clearly expressed," said the principal.

For one student, the changes came too late. She transferred to another school with a less-rigid approach. Her father said, "I can't get my mind around these folks to see what's the point." Carr concludes, "School disciplinarians had failed to cultivate a shared sense of direction and the trust that goes with it." Without that, "even the most well-intentioned system can end up feeling like 'a blind application of rules.'"

"How Strict Is Too Strict? The Backlash Against No-Excuses Discipline in High School" by Sarah Carr in *The Atlantic*, December 2014 (Vol. 314, #5, p. 82-87), http://www.theatlantic.com/magazine/archive/2014/12/how-strict-is-too-strict/382228/

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2. The Best Ways to Prepare Students for Common Core Reading Tests

In this article in *The Reading Teacher*, Timothy Shanahan (University of Illinois/Chicago) says the "data-driven" approach to improving reading achievement – using item analyses to identify the skills students haven't mastered and drilling test-aligned curriculum items – doesn't work. Why? "Research long ago revealed an important fact about reading comprehension tests: they only measure a single factor…" says Shanahan: "reading comprehension. They don't reveal students' abilities to answer main idea questions, detail questions, inference questions, drawing conclusion questions, or anything else." Having

students practice answering questions on various reading subskills won't produce better test scores. In fact, they may even depress reading achievement by wasting time that could be spent on productive activities.

Shanahan believes there are two reasons traditional standardized reading tests fail to produce useful data on subskills:

• *First, reading is a language activity, not the execution of various subskills*. To make sense of a text, students must simultaneously use a hierarchy of language features. When a student answers a main-idea question incorrectly, it doesn't mean the main-idea part of the student's brain isn't working. Here are some possible explanations:

- The passage looked too hard and the student didn't have the confidence to read it all the way through.
- The student is a slow reader and didn't read far enough to grasp the main idea.
- The student's decoding skills are weak and a lot of important words weren't understood.
- The main idea was embedded in a particularly complex sentence, and although the student understood the rest of the text, this sentence wasn't understood.
- The text had a lot of synonyms and pronouns and the student wasn't able to form a coherent idea of what it was all about.

So what *does* explain students' performance on standardized tests? Text complexity, says Shanahan: "[I]f the text is easy enough, students can answer any type of question, and if the text is complicated enough, they will struggle with even the supposedly easiest types of questions. That means reading comprehension tests measure how well students read texts, not how well they execute particular reading skills…"

• *Second, reading tests are designed to separate proficient from struggling readers*. To achieve this and create reliable tests, psychometricians reject questions that don't have the best properties. "Test designers are satisfied by being able to determine how well students read and by arraying students along a valid reading comprehension scale," says Shanahan. "They know that the items collectively assess reading comprehension, but that separately – or in small sets of items aimed at particular kinds of information – the items can tell us nothing meaningful about how well students can read."

Won't the innovative tests being created by PARCC and Smarter Balanced do a better job? Not at producing useful data on subskills, says Shanahan. "These new tests won't be able to alter the nature of reading comprehension or the technical requirements for developing reliable test instruments." The simple reason is that they can't be long and fine-grained enough. So does that mean the PARCC and Smarter Balanced tests will be useless to educators and parents? Not at all, says Shanahan: "These tests will ask students to read extensive amounts of literary and informational text, to answer meaningful questions about these texts, and to provide explanations of their answers. These tests should do a pretty good job of showing how well students can read and comprehend challenging texts without teacher support."

So how should we prepare students to do well on the new tests – and be prepared for college and career success? Not by focusing instruction on question types, says Shanahan – instead, by striving to make students "sophisticated and powerful readers." Here's how:

• *Have students read extensively within lessons* – not free reading, but reading that is an integral part of instruction, with students frequently held accountable for understanding and gaining knowledge. Round-robin oral reading is highly inefficient, says Shanahan. "Teachers like it because it provides control and it lets them observe how well a student is reading, but a reading comprehension lesson, except with the youngest children, should emphasize silent reading – and lots of it." And this should also be happening in social studies, science, and math classes.

• *Have students read increasing amounts of text without guidance and support*. Many reading lessons involve students reading a paragraph or a page followed by teacher questions and group discussion. "This model is not a bad one," says Shanahan. "It allows teachers to focus students' attention on key parts of the text and to sustain attention throughout. However, the stopping points need to be progressively spread out over time… Increasing student stamina and independence in this way should be a goal of every reading teacher." It's noteworthy that the shortest prototype that PARCC and SBAC have released so far is 550 words long.

• *Make sure the texts are rich in content and sufficiently challenging*. "Lots of reading of easy text will not adequately prepare students for dealing with difficult text," says Shanahan. They need to be reading grade-level texts with gradually decreasing teacher scaffolding around vocabulary, sentence grammar, text structure, and concepts needed to reach target levels.

• *Have students explain their answers and provide text evidence supporting their claims*. This is an important part of increasing intellectual depth and constantly moving students toward reading more-challenging material.

• *Engage students in writing about text*. Writing does a much better job of improving reading comprehension than answering multiple-choice questions, says Shanahan: "Although writing text summaries and syntheses may not look like the tests students are being prepared for, this kind of activity should provide the most powerful and productive kind of preparation."

"How and How Not to Prepare Students for the New Tests" by Timothy Shanahan in *The Reading Teacher,* November 2014 (Vol. 68, #3, p. 184-188), http://bit.ly/1wr4JOa; Shanahan can be reached at shanahan@uic.edu.

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3. How Should Reading Standards Be Interpreted in the Classroom?

In this *Education Gadfly* article, Kathleen Porter-Magee says that teaching in a standards-based era has led many teachers to start with the end in sight, backwards-mapping the year and teaching one bite-sized standard after another. This works with some subjects, especially math, and it works with primary-grade reading, where students need to learn to decode and build a basic vocabulary. But it hasn't worked very well with reading after third grade, says Porter-Magee: "Beyond the foundational reading skills, standards in this realm don't articulate the content that students need to learn to become good readers. Instead,

standards describe the habits and skills of 'good readers.' Good readers can, for instance, identify the main idea of a text. They can understand 'shades of meaning' and can even use evidence to support comprehension and analysis." A decade of trying to teach reading standard by standard hasn't brought about robust gains in U.S. reading achievement, especially in the upper grades.

So how *do* teachers get their students to high levels of reading proficiency on standards that don't fit the normal standards-based approach? "After students learn how to read," says Porter-Magee, "the 'outcome-focused' instruction that characterizes the standards era needs to adapt as the classroom shifts to English language arts. Then we must stop trying to teach reading the way we teach math. Rather, we need to view the skills and habits described by the standards as tools – tools that can and should be honed over time, in service of understanding and analyzing great texts, but that are not the 'content' of reading instruction." The Common Core standards "provide a broad outline upon which a curriculum needs to be built, but it's the curriculum, not the standards, that should drive daily practice in the classroom." This has serious implications for the selection of books and the use of interim assessments.

"The Reading Paradox: How Standards Mislead Teachers" by Kathleen Porter-Magee in *The Education Gadfly*, December 3, 2014 (Vol. 14, #49), http://edexcellence.net/articles/the-reading-paradox-how-standards-mislead-teachers

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4. Six Important Common Core Shifts in Math

(Originally titled "Teachable Moments in Math")

In this *Educational Leadership* article, Linda Griffin and David Ward (Lewis and Clark University) say that successful implementation of Common Core math standards hinges on teachers understanding five significant shifts:

• *The equal sign* (1.OA.D.7) – A common student misconception is that = is shorthand for "the answer is" – a prompt to solve the problem and write the correct answer. The meaning that students need to internalize in the early grades is subtly different: = expresses a relationship between quantities on either side, shorthand for "is the same as." This lays the groundwork for future mathematical learning, especially in algebra ($x + 5 = 11$), opening the door to new strategies for solving complex problems. Griffin and Ward suggest that elementary teachers explicitly teach several synonyms for the equal sign (*is the same as, has the same value as, balances, is worth the same*), use a drawing of a balance scale or teeter-totter as a visual reminder, and vary the position of the solution blanks in number problems.

• *Cardinality* (K.CC.B.4) – A kindergarten girl is asked to count five cubes and correctly touches each one, saying, "One, two, three, four, five." The teacher can tell if the child understands cardinality by asking how many cubes there are. If the child says "Five," she understands. If she starts counting again, she hasn't yet grasped that the last number has a special meaning – the number of objects in the set. This gives meaning to the counting process and opens the door to addition and subtraction solutions. It's important for primary-grade teachers to follow up counting tasks by asking how many – for example, "How many children

ordered hot lunch today?" Teachers can also encourage students to use counting as a strategy to solve more-complex problems – for example, "How many would we have if we combined these two piles of cubes?" or "How many pencils would you have if I took two out of your basket?"

• *Properties* (in several Common Core grade 1 and 2 standards) – Griffin and Ward suggest putting less emphasis on terms and abstractions (commutative and associative) and more on using them to make good strategic decisions to solve problems – for example, rearranging the numbers in the problem 6 + 7 + 4 into 7 + 6 + 4 makes the problem much easier to solve (adding 6 + 4 to make ten and then adding the 7). "Students who develop a habit of mind for problem solving that includes reflection and planning ahead will be able to use this skill to great advantage throughout their mathematical careers," they say. "Students without this capacity have a tendency to plunge headlong into every problem without first taking a step back to identify the goal and consider multiple solution paths." One teaching strategy to build this skill is giving students several problems with the same number combination reversed (for example, 5+2 and 2+5) and drawing attention to students who see that they have the same value, providing a shortcut in future problems with bigger numbers.

• *Composing and decomposing* (these occur in six Common Core K-2 standards across three domains) – "Students who develop flexible thinking about numbers early in their schooling are poised to develop complex mathematical thinking as they progress through the grades," say Griffin and Ward. "Students who can decompose and recompose numbers see many options when presented with a challenging computational problem." For example, 27 + 19 becomes much easier when a student sees the three tens or the two twenties or the 25 and 10. Teachers should frequently get students breaking numbers down to simpler pieces and ask questions like, "If you take my number apart one way, you can see 25 and 25 and 5. If you take it apart another way, you can see 40 and 15. What's my number?"

• *Unknowns* (1.OA.A1) – A standard results-unknown problem – *Dina had 12 marbles. She gave her cousin 7 marbles. How many marbles does Dina have left?* – lends itself to students using cubes, drawings, or fingers to solve. But putting the unknown in a different position makes the problem more complex and challenges students to generate and apply more-sophisticated problem-solving strategies:

- *Dina had 12 marbles. She gave her cousin some marbles. Now Dina has 5 marbles. How many marbles did Dina give her cousin?*
- *Dina had some marbles. She gave her cousin 7 marbles. Now Dina has 5 marbles left. How many marbles did Dina have at the start?*

Griffin and Ward suggest that teachers regularly give students problems with unknowns in varying positions and work on developing robust solution strategies.

"Teachable Moments in Math" by Linda Griffin and David Ward in *Educational Leadership*, December 2014/January 2015 (Vol. 72, #4, p. 34-40), http://bit.ly/1zFhK3S; the authors can be reached at lgriffin@lclark.edu and davidward@lclark.edu.

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5. Every Child an Engineer

(Originally titled "Engineering for Everyone")

In this *Educational Leadership* article, Christine Cunningham and Melissa Higgins (the Engineering Is Elementary program at Boston's Museum of Science) suggest six ways schools can get all students involved in the E in STEM. "Making engineering instruction more inclusive is important," they say, "because women and minorities are disproportionately underrepresented in engineering fields in the United States."

• *Set engineering in a real-world context* by weaving it into a news item, problem statement, or fictional story. For example, *Lerato Cooks Up a Plan* is a story about a girl in Botswana who improves the workings of a solar oven to reduce the drudgery of gathering firewood. After reading the story, students engineer the insulation of their own solar ovens (made from a shoebox) and conduct a controlled experiment on how successful they are.

• *Show how engineers help other people, animals, and the environment* – for example, constructing an electrical circuit that will sound an alarm when an animal's water trough is empty.

• *Design open-ended activities with multiple solutions*. The idea is to foster creativity, encourage risk-taking, and invite exploration and sharing of original ideas, say Cunningham and Higgins. An example: challenging students to design a flexible knee brace that allows an injured person the normal range of motion, using only jumbo craft sticks, rubber bands, string, felt, craft foam, fabric, and cardboard.

• *Value mistakes*. "Engineering activities should embrace failure and cast it as a learning opportunity," say Cunningham and Higgins. "We should communicate that students don't fail, the *design* fails. In our experience, students welcome the opportunity to improve their designs."

• *Foster collaboration*. Competitive environments are discouraging for a significant number of students, while cooperative activities draw them in and show their areas of strength. One group activity in the Museum of Science program has students designing a parachute that will float down as slowly as possible. "Of course, students, like adults, need to learn *how* to work in teams," say Cunningham and Higgins. "Teachers should actively encourage students to share their thoughts, consider other people's perspectives, argue from data and evidence, and compromise to select the best ideas."

• *Use readily available materials* – for example, using water, salt, and flour to make play dough.

"Engineering for Everyone" by Christine Cunningham and Melissa Higgins in *Educational Leadership*, December 2014/January 2015 (Vol. 72, #4, p. 42-47), http://bit.ly/1G7mrr3; the authors can be reached at ccunningham@mos.org and mhiggins@mos.org. Their curriculum is available at www.eie.org/engineering-everywhere.

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6. The Classroom Secret Behind the Buckeyes' Winning Ways

In this *Wall Street Journal* article, Jonathan Clegg describes how Ohio State coach Urban Meyer uses the flipped-classroom approach to develop championship football teams by getting every player to a high level of mastery of his complex playbook. Instead of running through new plays in chalkboard sessions, Meyer e-mails videos and interactive graphics of new plays to his team to study on their smartphones and computers on their own time and at their own pace. In team meetings, players are literally on the edge of their seats as Meyer blitzes them with impromptu quizzes, walkthroughs of plays, situational drills, and individual interactions. He might ask an offensive lineman to diagram a play against a defense, or have a defensive player draw up his responsibilities against a blitz. Meyer also texts players between meetings to be sure they have mastered their assignments.

"It really speaks to his skill as a teacher," said former coach Keith Grabowski. "They are on the cutting edge with the methods they use… The whole idea is that if you can get players thinking about it and doing the mental work prior to being in the football facility, your time in the classroom will be that much more productive."

Going into a crucial Big Ten game against Wisconsin last Saturday, Ohio State was the underdog because their quarterback, J.T. Barrett, had been sidelined with an injury the week before. Third-string quarterback Cardale Jones entered his first collegiate start under tremendous pressure. "It's his show," said Meyer before the game; "he's got the keys to the car. He's been studying film and getting ready to go. We've just got to teach him up."

It worked – the Buckeyes won 59-0.

"Taking the Buckeye to School" by Jonathan Clegg in *The Wall Street Journal*, December 6-7, 2014, http://www.wsj.com/articles/how-urban-meyer-took-the-buckeyes-to-school-1417806534

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7. More on Teen Sleep Deprivation

In this article in *Principal Leadership*, Saara Myrene Raappana sums up the accumulating research on the deleterious effect of sleep deprivation on teenagers and reports that only 15 percent of U.S. teens get the recommended minimum of eight and a half hours on school nights. The impact:

- Athletic performance – Studies of football players, swimmers, and tennis players have shown that getting an ideal amount of sleep improves athletic performance and stamina and reduces fatigue.
- Attention span – The NYU Sleep Disorders Program has found that inadequate sleep can result in children displaying hyperactivity, inattention, and impulsiveness.
- Bodily health – Proper sleep is linked to reduced inflammation, healthier weight, better cardiovascular health, and a longer life span.
- Creativity – The emotional elements of new memories are bolstered during sleep, which may stimulate the creative process, according to a Harvard study.

- Driver safety – Driving when sleep-deprived is even more dangerous than driving drunk, according to a 2009 report from the National Highway Traffic Safety Administration. One night of insufficient sleep is equivalent to one alcoholic drink.
- Grades and test scores – Numerous studies have shown that students with impaired or irregular sleep perform more poorly on tests and have lower grades than those who get enough sleep.
- Memory – Consolidation occurs during sleep, which strengthens memories and helps "practice" skills.
- Mental health – Sleep reduces stress levels, decreases anxiety, and can play a part in alleviating symptoms of depression.

There does seem to be a national trend toward later high-school start times: since 2012, high schools in California, Oklahoma, Georgia, and New York have pushed their start times later, joining Connecticut, North Carolina, Kentucky, and Minnesota.

"Let Them Hit Snooze" by Saara Myrene Raappana in *Principal Leadership*, December 2014 (Vol. 15, #4, p. 14-15), http://www.nassp.org/Knowledge-Center/Publications/Principal-Leadership

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8. Immersing Students in the Work of Scientists and Engineers

(Originally titled "Reading About Real Scientists")

In this *Educational Leadership* article, author/consultant Sunday Cummins suggests that science teachers collaborate with English teachers and use text sets to anchor middle-school investigations of the work of scientists and engineers. "Engaging with compelling texts about such professionals will help students understand the richness of scientific and engineering endeavors in real-world contexts (a major goal of the Next Generation Science Standards)," says Cummins. "An abundance of high-quality texts are available to help young people appreciate science and engineering as a set of intriguing practices that include developing theories, creating models, making inferences and predictions, talking and writing in specialized ways, and testing hypotheses through observation." She suggests teachers use these steps after an initial pre-assessment:

- Choose a focus – for example, what does it mean for a scientist to investigate a subject?
- Develop a text set, with at least one title for each student.
- Choose an anchor text and use it purposefully. "Reading aloud from a good anchor text piques students' interest and motivates them to read and respond to similar texts," says Cummins.
- Consistently refer to an anchor chart. This has a student-friendly definition or explanation of the focus issues, which can be added to as the unit proceeds.
- Develop mini-lessons.

Cummins suggests a few possible book series on the work of scientists and engineers:

The Case of the Vanishing… by Sandra Markle (Millbrook Press):

- *The Case of the Vanishing Golden Frogs*
- *The Case of the Vanishing Honeybees*

- *The Case of the Vanishing Little Brown Bats*

America's Animal Comeback series (Bearport Publishing):

- *Gray Wolves Return to Yellowstone* by Meish Goldish
- *Black-footed Ferrets Back from the Brink* by Mariam Aronin
- *California Condors: Saved by Captive Breeding* by Meish Goldish

The Scientist in the Field series (HMH Books for Young Readers) by Elizabeth Rusch:

- *Eruption! Volcanoes and the Science of Saving Lives*
- *The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity*

Other sources of texts and videos:

- Science News for Students – https://student.societyforscience.org/sciencenews-students
- National Geographic STEM Education – http://educationnationalgeographic.com/top_news
- Super Science Top News – http://superscience.scholastic.com/top_news

"Reading About Real Scientists" by Sunday Cummins in *Educational Leadership*, December 2014/January 2015 (Vol. 72, #4, p. 68-72), http://bit.ly/1G7mrr3; Cummins can be reached at Sunday.cummins@gmail.com.

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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.marshall48@gmail.com

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 44 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).

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

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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/Public Education NewsBlast
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 Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
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
Wharton Leadership Digest