Marshall Memo 574

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 16, 2015

In This Issue:

Quotes of the Week

"The high-impact leader creates a school climate in which everybody learns, learning is shared, and critique isn't just tolerated, but welcomed."

John Hattie (see item #1)

"If teachers are turning their kindergarten classrooms into joyless grinding mills and claiming they are forced to do so under Common Core… something has clearly gone wrong."

Robert Pondiscio (see item #5)

"[A] student who has developed the ability to turn a real-world scenario into a mathematical problem, who is alert to false reasoning, and who can manipulate numbers and equations is likely far better prepared for college math than a student who has experienced a year of rote calculus."

Tara Holm (see item #8)

"Students shouldn't be blind to the employment landscape. But it's impossible to put a dollar value on a nimble, adaptable intellect, which isn't the fruit of any specific course of study and may be the best tool for an economy and a job market that change unpredictably. And it's dangerous to forget that in a democracy, college isn't just about making better engineers but about making better citizens, ones whose eyes have been opened to the sweep of history and the spectrum of civilizations."

Frank Bruni in "College's Priceless Value" in *The New York Times*, February 11, 2015, http://nyti.ms/1FhNz8U

1. John Hattie on Effective School Leadership

(Originally titled "High-Impact Leadership")

In this *Educational Leadership* article, John Hattie (University of Melbourne, Australia) reports that more than 80 percent of principals see themselves as *transformational* leaders – setting a vision, creating common goals, inspiring the troops, buffering external demands, staffing well, and giving teachers autonomy. But recent studies have shown that this approach is much less effective than *instructional* leadership, which has the following mind-frames:

- Believing that student learning is about what teachers and leaders do or don't do;
- Focusing on the impact of teaching on learning;
- Setting challenging targets to maximize student outcomes;
- Seeing assessment as feedback on adults' actions;
- Evaluating every staff member's impact on student learning;
- Understanding the importance of listening to students' and teachers' voices;
- Creating an environment in which everyone can learn from errors without losing face.

"High-impact instructional leadership is riskier than transformational leadership," says Hattie, "because leaders have to publicly declare what success means – and they may not get there, at least not quickly." It's about measurable goals, teaching practices that produce results, and success for all subgroups.

Hattie says one thing he's learned from the *Visible Learning* meta-analyses is that "almost everything in education works" – but to different degrees. Here some leadership traits that produce very strong results:

- Believing in evaluating one's impact as a leader: Effect size .91
- Getting colleagues focused on evaluating their impact: .91
- Focusing on high-impact teaching and learning: .84
- Being explicit with teachers and students about what success looks like: .77
- Setting appropriate levels of challenge and never retreating to "just do your best": .57

"The high-impact leader creates a school climate in which everybody learns, learning is shared, and critique isn't just tolerated, but welcomed… There's mutual agreement that any interventions that don't achieve the intended impact will be changed or dropped." This means moving from anecdotes and war stories to solid evidence. Also:

- Teachers collaborating on curriculum and assessments;

- Teachers evaluating their own learning, knowing what to do when they get stuck, and learning from each other;
- Leaders conducting low-key classroom visits and giving teachers frequent feedback;
- Senior teachers visiting classrooms looking at student learning versus teacher actions.

Hattie tells the story of a school turnaround. Initially, when students were asked to describe a good learner, they talked about listening to the teacher, doing their work, being well-behaved, and trying their hardest. In addition, says Hattie, most teachers "weren't making the connection between student achievement and their own practices, weren't paying enough attention to what students were saying or doing, and didn't understand the importance of learning intentions and success criteria as a means of ensuring that they and their students understood the purpose of learning and could monitor its progress." Teachers also made excuses about students being poor and not reading at home.

Gradually teachers shifted to looking at results and continuously improving practice. Students began to understand what they were learning, knew their goals in the learning progression, and saw themselves as agents of their own success. In the first two years, students gained, on average, two years for each year of work.

"High-Impact Leadership" by John Hattie in *Educational Leadership*, February 2015 (Vol. 72, #5, p. 36-40), http://bit.ly/17HMIk8; Hattie can be reached at jhattie@unimelb.edu.au.

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2. Applying the "What Works" Research in Two Challenging Schools

(Originally titled "How Do We Get There from Here?")

In this *Educational Leadership* article, Karin Chenoweth of the Education Trust (author of three books on highly effective schools) shares a synthesis of factors that produce beat-the-odds student achievement:

- A laser-like focus on what students need to learn;
- Teachers collaborating to unpack standards, map curriculum, design lessons, and construct interim assessments of student mastery;
- Teams using the results of during-the-year assessments to see which students have mastered content (and need enrichment) and which students are not yet successful (and need additional help);
- Identifying patterns in interim assessment data and using them to improve instruction;
- Nurturing trust among students, teachers, administrators, and parents through personal relationships.

The "effective schools" research is quite well established, yet many schools are not putting it into action. Why not? Chenoweth believes it's because each of the practices, simple as it seems, "represents an organizational and intellectual challenge for schools and districts." She illustrates the point – and shows the way forward – with two case studies of school turnarounds.

The first principal entered a school with serious student-behavior problems, angry parents, teachers working in isolation, and rock-bottom achievement. She tightened up discipline by working with teachers to clarify consequences for misbehavior, patrolling the halls with her assistant principal, using suspensions as a last resort, and minimizing disruptions to learning. She revamped the schedule to give grade-level teams common planning time and moved teachers to classrooms next to their teammates. She then attacked the root causes of the school's discipline problems: students bored with a low-caliber, textbook- and worksheet-driven curriculum. She encouraged teachers who were willing to embrace Common Core standards to attend workshops and figure out how the district-mandated curriculum needed to be supplemented or supplanted. She also organized visits to high-performing schools with similar demographics to convince teachers that their students were capable of meeting higher expectations under the right conditions. Slowly, teachers began to use children's books, writing assignments, and math games to engage students in more-productive learning. Within three years, 90 percent of the students were meeting state standards.

The second principal entered a suburban school with a growing Hispanic population, an achievement gap that widened with each successive grade, and teachers who worked in isolation and were quick to blame parents for student failures. His first moves were to restore the school's library to its central role in the literacy curriculum and give grade-level teams common planning time. Next he purchased a computerized monitoring system to follow students' progress in reading and math and shared the classroom-by-classroom results with teacher teams. Slowly, reluctantly in some cases, teachers began to pay attention to the data, plan more-engaging lessons, and collaborate around best practices. Within two years, students made dramatic progress.

"These vignettes demonstrate how easy it is for schools to allow the exigencies of the moment – behavior problems, scheduling and space issues, the list goes on and on – to pull them away from doing the things we know work to improve schools," says Chenoweth. "Schools many not even realize that entrenched structures and practices are a problem. Tackling the resulting intellectual and organizational challenges takes a deep understanding of the research and craft knowledge that have been built over the past few decades." Chenoweth doesn't believe in the "principal as hero" theory of change, but in these two cases, the principal needed to initially take decisive, unilateral action to address organizational and intellectual barriers to progress.

"How Do We Get There from Here?" by Karin Chenoweth in *Educational Leadership*, February 2015 (Vol. 72, #5, p. 16-20), http://bit.ly/17HaL2F; Chenoweth can be reached at kchenoweth@edtrust.org.

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3. How "American Idol" Identifies and Cultivates Talent

In this *Kappan* article, David Slomp (University of Lethbridge, Canada) pushes back on what he believes is the overly rigid and mechanistic way assessment rubrics are being used in many schools. Good assessments should be "contextual, designed in accordance with expert

knowledge, and derived from and responsive to the contexts in which they are employed," he says. Slomp draws seven lessons from the way the judges in "American Idol" assess performance in a very different arena:

• *Lesson #1: Multiple performances to demonstrate quality and growth* – "American Idol" contestants perform many times in front of a variety of audiences across a range of styles and musical periods. "Seldom are students given multiple opportunities across a range of genres and contexts and over a sustained period of time to demonstrate growth and competence," says Slomp.

• *Lesson #2: The primacy of expert knowledge* – "American Idol" judges are some of the most successful artists in the business, but they are unabashedly subjective in their assessments of contestants. "They view each performance through the lens of their own experiences, values, and perspectives," says Slomp. "They disagree with one another almost as much as they agree. They don't defer to a producer's rubric or some predetermined scoring criteria." But somehow the judges decide on a winner. K-12 teachers should depend less on rubrics and more on developing expertise and debating with colleagues.

• *Lesson #3: Defining what's being assessed* – "We need to be clear about what we are trying to measure," says Slomp. "An effective e-mail is very different from a well-crafted academic paper or a beautifully shaped poem. And, within each of these genres, the markers of quality vastly differ." It's interesting that in "The Voice," a program similar to "American Idol" but with more of a focus on vocal quality, the judges are initially seated with their backs to the performers and rate them only on what they hear.

• *Lesson #4: The role of dialogue in consistency* – "Expert judgment is not always reliable," says Slomp. Schools' response to this problem has often been to train teachers to rubric-score objectively, striving for inter-rater reliability. The "American Idol" approach is quite different: the judges engage in passionate debates about their assessments. "The check on idiosyncratic judgments is not achieved through a process of norming but rather through a process of dialogue," says Slomp. "Unlike the process of norming, which tends to strip away qualities that are contentious or difficult to measure, this process ensures that a more complete examination of the construct being assessed is undertaken."

• *Lesson #5: The role of the audience* – School assessments usually judge students' work in a vacuum, on its own merits. "The problem with this approach," says Slomp, "is that writing, like music, by its very nature is designed to affect an audience in some way. Part of the success of a written text or a musical performance is always related to whether the piece successfully evokes the desired response in the reader or listener… Taking that element out of the equation, as so many writing assessments do, necessarily limits the construct being measured. Most writing assignments are written for the teacher or the assessor rather than for real, authentic audiences." Using computer scoring will make this even more problematic.

• *Lesson #6: Attending to consequences* – There is almost no research on the downstream effects of high-stakes writing assessments, says Slomp. "This needs to change, even if that means taking our cue from reality television."

"Writing Assessment in Six Lessons – from 'American Idol'" by David Slomp in *Phi Delta Kappan*, February 2015 (Vol. 96, #5, p. 62-67), www.kappanmagazine.org; Slomp can be reached at david.slomp@uleth.ca.

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4. Supervisor Questions That Get ELL Teachers Thinking About Practice

In this article in *Principal Leadership*, Rachael Gabriel and Eliana Rojas (University of Connecticut) report that in focus group interviews, teachers of English language learners suggested five questions they would like to be asked as part of teacher-evaluation conversations – questions that get them focused on best practices and keep them on their toes:

• *Question 1: Who are the language learners in your classroom?* School statistics may not have identified some ELL students or may not have documented others who no longer need ELL services. "Encouraging the teacher to investigate and respond to students' individual language and academic needs provides great context for decisions about grouping, differentiation, assessments, wait time, and specific language or content objectives," say Gabriel and Rojas.

• *Question 2: Is the level of rigor appropriate?* "Teachers of ELLs know that rigor rests between content and process," say the authors. Evaluators need to know the content and language objectives to make a fair assessment of whether the challenge level is just right. "Knowing that evaluators have this in mind when observing will not only put ELL teachers at ease, but also encourage their full engagement with the challenge of teaching language and content simultaneously," say Gabriel and Rojas.

• *Question 3: Is there time for student talk?* Even more than other students, ELLs need practice coming up with spoken responses in the classroom, and they can accomplish this by talking with peers and, with extra wait time, responding to their teachers. Teachers aren't doing shy and hesitant ELLs any favors by not involving them in both kinds of language practice. "The more opportunities students have to formulate content-related ideas in English, the stronger both their content and language outcomes will be," say Gabriel and Rojas.

• *Question 4: Are there multiple pathways to build content knowledge?* In addition to reading and speaking, these might include demonstration, experimentation, and application. "Asking about these pathways will support ELL teachers' efforts to consistently find and provide them, while reassuring teachers that they will not be penalized for departures from traditional instruction," say the authors.

• *Question 5: Are students making connections between language, cultures, home, and school?* When teachers create these bridging links, it makes a real difference for ELLs, say the authors: "The presence of connections to existing funds of knowledge and interest means the difference between low-level, skill-based approaches to content and higher-order, concept-oriented approaches to content. Evaluators should see students articulating connections, sharing examples from their prior knowledge or experiences, and engaging in learning with a clear purpose."

Gabriel and Rojas say that few commercial teacher-evaluation rubrics include these

criteria, but in a sidebar they list specific lines in the Danielson and Marshall rubrics that are strongly correlated with each of the five questions.

"Give Them Five" by Rachael Gabriel and Eliana Rojas in *Principal Leadership*, February 2015 (Vol. 16, #6, p. 28-32), www.nassp.org; the authors can be reached at rachael.gabriel@uconn.edu and eliana.rojas@uconn.edu.

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5. Common Core Kindergarten Expectations: Are They Too High?

In this *Education Gadfly* article, Robert Pondiscio responds to a recent report, "Reading in Kindergarten: Little to Gain and Much to Lose" http://bit.ly/1CBQcME, recently released by two groups, the Alliance for Childhood and Defending the Early Years. The report argues that Common Core literacy standards are inappropriate for kindergarten students and threaten "to destroy appropriate and effective approaches to early education." Here are the report's major points and Pondiscio's responses:

• *Common Core is too hard for kindergarten*. Actually, says Pondiscio, many children enter kindergarten with many of the Common Core "foundational skills" already under their belts: 2/3 recognize the letters of the alphabet (upper and lower case) and 61 percent know two or more print concepts (e.g., we read left to right and carry on from the end of one line to the beginning of the next). The expectation that children respond to verbal "prompting and support" seems eminently manageable. The big question is whether, by the end of kindergarten, children should be expected to read emergent-reader texts "with purpose and understanding" (that is, texts consisting of short sentences made up of learned sight words and CVC words). "There is nothing 'developmentally inappropriate' about this standard," says Pondiscio, "which many children – perhaps most – already meet. Our concern should be with those who don't meet this standard, but can and should be put on a path to reading readiness before they fall forever behind."

• *Expecting kindergarteners to read is developmentally inappropriate*. This is another way of saying the expectations are too hard, but Pondiscio takes issue with the formulation: "There's little evidence to suggest that a child's readiness to learn occurs in discrete, stair-step phases that Piaget theorized about long ago," he says. Children's level of cognition varies from day to day, even within the same task. The real question for teachers is, "What do I want kids to learn?" and "How can I present this in a way that makes sense to small children?"

• *No research documents long-term gains from learning to read in kindergarten*. Not true, says Pondiscio, pointing to longitudinal studies showing strong correlations between learning to read in kindergarten and downstream school success. The strongest argument for Common Core's vision of early literacy, he says, "is simply to ensure that children – especially the disadvantaged among them – don't get sucked into the vortex of academic distress associated with early reading failure."

• *Play-based kindergartens better prepare children to become fluent readers*. Nothing in Common Core stands in the way of this approach, says Pondiscio. "If teachers are turning their kindergarten classrooms into joyless grinding mills and claiming they are forced to do so

under Common Core (as the report's authors allege), something has clearly gone wrong." Kindergarten classrooms should teach early reading concepts through games and songs, and teacher-preparation programs should make sure the next generation of teachers understands this.

• *Common Core sets unrealistic reading goals and uses inappropriate methods to accomplish them*. Not so, says Pondiscio. Common Core's outcome goals for kindergarten are similar to those teachers have used for years – letters, sounds, sight words, beginning to read early-emergent text – and it says nothing about how to accomplish them.

• *Children learn through playful, hands-on experiences with materials, the natural world, and engaging, caring adults*. "There's no empirical support for the idea that reading develops naturally," says Pondiscio; "'late bloomers' are rare. If the report's message is that children should *not* be reading by the end of kindergarten, or that they will read when they're darned good and ready, it's perilously close to reckless. Most kids can already read simple texts by the end of kindergarten. And those who struggle early tend to continue to struggle – both in school and in life. The authors are absolutely correct that telling stories, reading from picture books, singing songs, reciting poems, activity centers, and imaginative play all help build literacy skills. That's why *none* of those are discouraged by Common Core."

"Is Common Core Too Hard for Kindergarten?" by Robert Pondiscio in *The Education Gadfly*, February 11, 2015 (Vol. 15, #6), http://edexcellence.net/articles/is-common-core-too-hard-for-kindergarten

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6. Systematic, Schoolwide Vocabulary Instruction

In this article in *Principal*, Rhode Island principal Aradhana Mudambi says we used to believe that all students would acquire vocabulary through extensive reading, but now we know better. "Reading widely will not help children with weak vocabulary bases improve their vocabulary skills," she says. And depending on this approach will widen the achievement gap, an example of the Matthew Effect – the vocabulary-rich will get richer and the vocabulary-poor will fall further behind. This realization, plus the escalating demands of the Common Core, suggest an urgent need to make direct vocabulary instruction an integral part of a school's literacy program.

But there are three barriers to making this happen, says Mudambi. First, many teachers are skeptical about direct vocabulary instruction. Second, many don't have an extensive toolkit in that area. And third, other urgent priorities are constantly vying for scarce classroom time. "Teaching vocabulary is complicated," says Mudambi, "and in an environment where vocabulary instruction is only now coming back into the mainstream classroom, it requires a lot of preparation on the part of teachers." She believes the principal has to play a major role.

One way to raise consciousness about vocabulary is to give teachers a text in an unfamiliar foreign language and ask them to read it and answer comprehension questions. "For many of our students, this is what grade-level English resembles," says Mudambi, "– a foreign language." Teachers should also be introduced to idea of the Matthew Effect and persuaded that if they don't teach vocabulary more effectively, achievement gaps will continue to widen –

but if they successfully teach low-performing students new words, the neediest students will do better.

The principal's second task is leading teachers in implementing a coherent, systematic vocabulary program that teaches the right words and maximizes four key components:

• *Word connections* – "Students must be able to relate new vocabulary words to other words, images, or ideas," says Mudambi. "Strategies include creating semantic webs, graphic organizers, learning synonyms, and labeling pictures." A school might identify a theme each week or month (for example, emotion), choose appropriate Tier 2 words for each grade level, and create interactive hallway bulletin boards for each grade with columns for different types of emotions.

• *Significance* – Students need accessible, kid-friendly definitions of new words – for example, for *trite*, the dictionary-definition choice would be *banal* but that might not be helpful to many students; *overused* would work better. Principals might organize a competition among classes to identify vocabulary words matching new definitions and announce the winning class during morning announcements.

• *Context clues* – Using surrounding clues to figure out the meaning of unfamiliar words is a skill that requires practice, and students learn it less readily with short, decontextualized sentences. Mudambi suggests embedding vocabulary words within longer, high-interest passages, encouraging teachers to read these aloud, and using close-reading strategies to explicitly teach the skills of figuring out meaning from context clues.

• *A word-rich environment* – This includes presenting new words in different contexts – at least six times. Mudambi suggests word walls in all classrooms and the cafeteria and regularly challenging students to use new vocabulary in sentences.

"When Old Becomes New: Bringing Vocabulary Instruction Back Into Our Schools" by Aradhana Mudambi in *Principal*, January/February 2015 (Vol. 94, #3, p. 14-17), http://bit.ly/1AfvqUP

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7. A Protocol for Small-Group Discussion of Articles

The School Reform Initiative suggests using the Four "A"s Text Protocol (adapted from Judith Gray, Seattle, WA 2005) to promote thoughtful discussion of professional articles:

- Groups of 3-4 educators read the text silently, underlining and jotting notes on four questions:
  - What do I agree with?
  - What assumptions does the author have?
  - What do I want to argue with in the text?
  - What action does this piece make me want to take?
- Group members go around saying what they agree with in the text, citing evidence or quotes as needed.
- Then members share their assumptions, points of argument, and action implications, one per round.

- One member acts as facilitator, moving the discussion seamlessly from one discussion point to another, leaving enough time to discuss and debate views (the facilitator also takes part).
- The group has an open conversation on the question: What does this mean for our work with students?
- The group debriefs the experience.

[This protocol is perfect for discussing a Marshall Memo summary, since most take only 5-10 minutes to read.]

SRI School Reform Initiative www.schoolreforminitiative.org; see also Marshall Memo 150, which leads off with a summary of another discussion protocol.

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8. Memorizing Dry Formulas Is the Road to "Math Hades"

In this *Boston Globe* article, Cornell University math professor Tara Holm bemoans the state of the American secondary-school math curriculum, which she calls "the single-file death march that leads towards calculus." We're one of the few countries that forces students to memorize formulas and procedures, she says. "And so kids miss the more organic experience of playing with mathematical puzzles, experimenting and searching for patterns, finding delight in their own discoveries. Most students learn to detest – or at best, endure – math, and this is why our students are falling behind their international peers."

"What I've found instead," Holm continues, "is that a student who has developed the ability to turn a real-world scenario into a mathematical problem, who is alert to false reasoning, and who can manipulate numbers and equations is likely far better prepared for college math than a student who has experienced a year of rote calculus."

Parents can help, Holm suggests: Talk through simple logic puzzles over dinner; do Sodoku puzzles, which are all about logical problem-solving, with your children; and play games like Rush Hour, TransAmerica, Clue, and Carcassonne, as well as the old stand-bys, checkers and chess.

"Teach Fun Side of Math, Not Rote Memorization" by Tara Holm in *The Boston Globe*, February 15, 2015, no e-link available

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9. Short Items:

a. Through the eyes of a child with autism – The two-minute film "Listen" by Marisabel Fernandez and Alexander Bernard received the Grand Prize in the 2014 Adobe Design Achievement Awards: http://bit.ly/AutismMind.

"Bulletin Board" in *Go Teach*, January/February 2015 (Vol. 4, #3, p. 4)

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b. Science databases – *School Library Journal* recommends these online science resources:

- Britannica ImageQuest (K and up) – http://britannica.co.uk/home/products/imagequest/
- ProQuest Research Companion (Grade 9 and up) – http://www.proquest.com
- Rosen "Core Concepts": Biology and Chemistry (Grade 6 and up) – http://biology.rosendigital.com and http://chemistry.rosendigital.com
- Scholastic ScienceFlix (Grade 4 and up) – http://biology.rosendigital.com
- Spartici (Grade 8 and up) – http://www.sparticl.org

"Best Databases" by Mahnaz Dar in *School Library Journal*, February 2015 (Vol. 61, #2, p. 28-29)

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c. National Core Arts Standards – Check out these recently developed standards for dance, media arts, music, theatre, and visual arts at http://nationalartsstandards.org.

Spotted in "New Arts + Literacy Standards = Opportunity" by Gail Connelly, Mark White, and Dennis Inhulsen in *Principal*, January/February 2015 (Vol. 94, #3, p. 22-25), http://bit.ly/1A0zB8b

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If you have feedback or suggestions, 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.

Website:

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Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (also in Word and PDF)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- A collection of "classic" articles from all 11 years

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