Marshall Memo 329

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

In This Issue:

Quotes of the Week

"Instead of getting lost in a book, students fiddle and squirm or ask to go to the bathroom. They switch titles every few days. They stare at the same page for half the instructional period and seek out books with as few words as possible."

North Carolina teacher William Ferriter (see item #10)

"Scientists think of themselves as guardians of truth. Once they have spewed it out, they feel the burden is on the audience to understand it."

Randy Olson, former marine biologist, now a science film maker (Quoted in #3)

"Kids may forget what you teach them, but they won't forget how you treat them."

Massachusetts teacher Bob Parlin (see item #9)

"Although an overwhelming majority of the research has concluded that grade retention is not educationally beneficial, this conclusion has yet to gain consensus in the K-12 education community, among policy makers, in the legal community, and with the public at large."

Randall Penfield in "Test-Based Grade Retention: Does It Stand Up to Professional Standards for Fair and Appropriate Test Use?" in *Educational Researcher*, March 2010 (Vol. 9, #2, p. 110-119), no e-link available

"Feedback is manageable for the students when they have the time and ability to process, learn from, and apply the needed feedback from their teachers."

James Hartshorn, Norman Evans, Paul Merrill, Richard Sudweeks, Diane Strong-Krause, and Neil Anderson (see item #7)

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1. A Minnesota District Gets Rid of "Lethal" Grading Practices

In this *Principal Leadership* article, Minnesota assistant principal Jeffrey Erickson describes his district's realization that its 6-12 grading policy was not working. A committee attended a conference and asked two questions:

- What goes into a grade?
- How do we report it?

Committee members decided that a grade should reflect what a student knows and is able to do. That conclusion shone a spotlight on a number of "lethal" grading practices that needed to change:

• *The point system and averaging* – Teachers' careful record-keeping of student progress had become even more precise with the introduction of electronic grade books. Students kept track of their points as if they were money, and parents received instant updates. "It can almost be like the stock market," says Erickson. "Today, Helen is up 3.4% in English and down 12.4% in math, and on the basis of today's scores, Jimmy is not permitted to go out to a movie with friends." Averaging led some students to lose hope of getting better than a C because of one or two low grades early in the semester – even if they scored all As from then on. The school decided to give teachers discretion to modify a student's final grade if there was more recent evidence of overall proficiency in the course.

• *The percentage scale* – In the old system, an F (covering 0-60) had six times the impact of any other grade, which had only a 10-point range. This made it almost impossible for a student to recover from one or two F grades. The school decided to change the floor of the percentage scale from 60% to 50%. This meant that students who mastered less than 50% of course material earned an F, and the point interval between all letter grades was the same. "Our new grading scale ensures that a poor performance does not destroy a student's hope," says Erickson. "The zero does still exist in our system, but it is only employed as a last resort when a student makes no effort to complete an assignment."

• *Behavioral issues* – The district used to include students' behavior in academic grades, and some teachers used grades as a way to punish students for poor conduct, low class participation, not completing work, not bringing materials to class, and not getting midterm slips signed. The school decided to separate behavior from academic grades, and counseled teachers on other strategies for influencing these student behaviors.

• *Extra credit* – The district decided to ban giving students extra credit for bringing in school supplies (the "Kleenex box extra credit"), and minimized extra credit for additional academic work.

• *The curve* – The district now grades students against standards, not in comparison to each other. Eighty-five percent of course grades comes from summative assessments and the remaining 15 percent from formative assessments. Class rank and the valedictorian have been abolished, and students graduate under a Latin honors system (summa, magna, cum laude).

• *Attendance policy* – Under the previous system, it was possible for a student to earn a B+ on course work but get a C- because of unexcused absences. The consequence for bad decisions was delayed, making it easier for students to skip school and wait for weeks before suffering the consequences. The new attendance policy disconnects grades from attendance. Students get immediate consequences for poor attendance and behavioral choices and their grades are based only on academic achievement. After this policy change, there was a drop of 55 percent in unexcused absences and 40 percent in suspensions across all secondary schools in the district.

• *Academic integrity* – In the past, student cheating resulted in a zero. Under the new policy, students take an alternative assessment, lose privileges, and complete an ethics study on why they cheated. "We believe that we have elevated the consequences of cheating," says Erickson, "and shifted the emphasis from purely punitive to learning from mistakes."

"Grading Practices: The Third Rail" by Jeffrey Erickson in *Principal Leadership*, March 2010 (Vol. 10. #7, p. 22-26), no e-link available; Erickson can be reached at jeffrey.erickson@minnetonka.k12.mn.us.

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2. A New Book About Intelligence

In this *New York Times* review of David Shenk's important book, *The Genius in All of Us*, Annie Murphy Paul focuses on the main point: the malleability of intelligence. Shenk reached this conclusion based on two bodies of research:

• First, the emerging science of epigenetics, which is uncovering the way the environment can modify how DNA is expressed after conception. "It turns out that the genetic instructions themselves are influenced by other inputs," writes Shenk. "Genes are constantly activated and deactivated by environmental stimuli, nutrition, hormones, nerve impulses and other genes." What he's saying is that our genetic inheritance is constantly interacting with other forces, some of them under our own control.

• Second, the finding that exceptional ability is not a gift bestowed upon a lucky few but the product of highly concentrated effort. Shenk describes how psychologist Anders Ericsson trained an average young man, who like most people could hold only seven numbers in his short-term memory, to correctly recall 80-plus digits. It turns out that supposed geniuses – Ted Williams, Michael Jordan, Mozart – worked relentlessly to hone their skills.

Shenk is saying that we need to forget about genes as immutable "blueprints" and talent as a "gift" bestowed at birth. "We cannot allow ourselves to think that way anymore." Rather,

we should see the human genome as a giant control board, with thousands of switches and knobs that turn genes off and on or tune them up or down, and we should see talent not as something we have but as something we do, as a process, not a thing (Paul's words).

So how does a person get to be really good at something? It's the time-honored answer to the question *How do I get to Carnegie Hall?* – practice, practice, practice. Whatever you want to do well, Shenk says, you must do it over and over again in a manner involving "repeated attempts to reach beyond one's current level," including "frequent failures" (Ericsson). This kind of "deliberate practice" can actually produce changes in the brain, making new heights of achievement possible.

Clearly that kind of effort isn't something that everyone can muster. "You have to want it, want it so bad you will never give up, so bad that you are ready to sacrifice time, money, sleep, friendships, even your reputation," says Shenk. "You will have to adopt a particular lifestyle of ambition, not just for a few weeks or months but for years and years and years. You have to want it so bad that you are not only ready to fail, but you actually want to experience failure: revel in it, learn from it."

Where does drive like this come from? Shenk is unclear about this. He acknowledges that everyone has limits; the problem is that we don't know if we're not a Mozart until we've applied lots of resources and invested lots of time. What is clear is that practice can improve our performance – and change our brains for the better – far more than we ever imagined.

"How to Be Brilliant" by Annie Murphy Paul – a review of *The Genius in All of Us: Why Everything You've Been Told About Genetics, Talent, and IQ Is Wrong* by David Shenk (Doubleday, 2010) in *The New York Times Book Review*, March 21, 2010 (p. 19)
http://www.nytimes.com/2010/03/21/books/review/Paul-t.html?scp=1&sq=how%20to%20be%20brilliant&st=cse
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3. Why Are So Many U.S. Adults Skeptical of Scientific Theories?

In this *Newsweek* article, science columnist Sharon Begley speculates about why Americans are so mistrustful about science (we rank 33rd out of 34 developed nations in the percent of adults who accept the theory of evolution). Here is Begley's list of possible reasons:

• One of the core ideas of the Reformation seems to have influenced the U.S. more powerfully than other nations: that there are no intermediaries between people and God and everyone has access to the divine. Begley thinks that this idea has morphed into other domains: if any reader of the Bible can know the truth as well as a theologian, anyone with an Internet connection can know as much as a so-called expert.

• "Americans carry in their bones the country's history of being populated by emigrants fed up with hierarchy," says Begley. "It is the American way to distrust those who set themselves up – even justifiably – as authorities."

• Recently this has been reinforced by economic events: "[T]he Great Recession was caused by the smartest guys in the room saying, *Trust us, we understand how credit default swaps work, and they're great*," says Begley. "No wonder so many Americans have decided that experts are idiots."

• There is a growing belief in the wisdom of crowds – for example, Wikis and polling the audience on *Who Wants to Be a Millionaire*. "If tweeting for advice on the best route somewhere yields the right answer, Americans seem to have decided, it doesn't take any special expertise to pick apart evolutionary biology or climate science," says Begley.

• Scientists may teach, but they don't always do a good job ensuring that people learn. "Scientists think of themselves as guardians of truth," says Randy Olson, a former marine biology professor who now makes science films. "Once they have spewed it out, they feel the burden is on the audience to understand it."

"Their Own Worst Enemies: Why Scientists Are Losing the PR Wars" by Sharon Begley in *Newsweek*, March 29, 2010 (p. 20)

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4. How Organized Should Recess Be?

In this front-page *New York Times* article, Winnie Hu reports on several schools that have begun to structure activities at recess rather than leaving students to their own devices. The reason: administrators got tired of students squabbling over balls and jump-ropes, running into one another, a few boys monopolizing the blacktop, and bullying, busted lips, bloody noses, discipline problems, and lost instructional time sorting it all out afterwards. The schools also wanted to combat childhood obesity and show kids they could have fun without iPods and video games.

At one Newark, NJ elementary school, says Hu, "there is no more sitting around after lunch. No more goofing off with friends. No more doing nothing." Instead, Brandi Parker, a $14-an-hour recess coach with a whistle around her neck, corrals students behind bright orange cones and organizes games. "Why do I have to go through this every day with you?" she says to a student who didn't want to play. "There is no choice." Parker keeps the games simple. "We're trying to get them to exert energy, to get it all out," she says. "They can be as loud as they want. I never tell them to be quiet unless I'm telling them something."

Parker was hired by Playworks, a California nonprofit that has used an $18 million grant from the Robert Wood Johnson Foundation to organize recess in 170 schools in cities including Boston, Washington, and Los Angeles (Playworks charges $23,500 a year to organize a school's recess). Other districts around the country have taken a similar approach.

Organized recess is not without its critics. In one New Jersey district, hundreds of parents signed a petition to protest a "midday fitness" program. "I just can't imagine going through the entire day without a break, whether you're an adult or a child," said Maria Costa, a mother of three who signed the petition when her daughter complained about rushing through lunch and running laps. "It's just not natural." Professor Romina Barros of the Albert Einstein College of Medicine thinks there are benefits to allowing students to daydream, solve problems, and invent their own games during recess – "to be free to do what they choose to do" free of classroom-type regimentation. "You still have to pay attention, you still have to follow rules. You don't have that time for your brain to relax."

Playworks director Adeola Whitney pushes back, saying that recess coaches have an extensive playbook and give students choices on which games to play. And Playworks coaches explicitly teach cooperation, sportsmanship, and respect, including settling petty disputes with rock-paper-scissors, not fisticuffs. "Recess used to end with bad feelings that would continue to play out in the first 20 minutes of class," says Misha Simmonds, the executive director of a Newark charter school. "Instead of recess being a refreshing time, it took away from readiness to learn."

"Forget Goofing Around: Recess Has a New Boss" by Winnie Hu in *The New York Times*, March 15, 2010 (p. 1, A19) http://www.nytimes.com/2010/03/15/education/15recess.html

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5. Effective PD for Secondary Literacy

(Originally titled "Literacy Starts with the Teachers")

Many middle- and high-school teachers need to broaden their repertoires if they are to reach all their students, say education professors William Brozo and Douglas Fisher in this *Educational Leadership* article. Based on work in two high schools, they suggest these principles for in-school professional development:

• *Offer a short list of strategies*. If teachers have too many ideas pushed at them, they'll stick with the status quo. In one high school, teachers focused on sustained silent reading; using a variety of books, sources, and genres; and using "lesson impressions" – a few words and phrases to hook students' interest in the topic and stimulate initial writing.

• *Bring training into classrooms*. After presenting a series of new classroom strategies in two days of September workshops, Brozo and Fisher taught demo lessons and team-taught with teachers throughout the year, getting teachers to the point where they could incorporate new strategies into their repertoires.

• *Involve teachers in shaping schoolwide literacy policy*. Brozo and Fisher suggest setting up focus groups to discuss literacy priorities (for example, daily independent reading and teacher-student conferences) and forming a literacy committee to suggest schoolwide strategies and facilitators to lead workshops. They also suggest monthly teacher meetings to highlight successes and troubleshoot problems.

• *Use a variety of PD formats*. "Professional development for secondary literacy should not be one-size-fits-all," say Brozo and Fisher. They suggest:

- One facilitator, 125 teachers – High-profile speakers to introduce big ideas, motivate staff, and describe annual priorities.
- One facilitator, 31 teachers – Monthly meetings during teachers' prep periods, facilitated by members of the literacy committee, where teachers help each other learn and apply strategies, troubleshoot implementation glitches, and discuss professional readings.
- One facilitator, 4 teachers – One teacher describes a strategy to colleagues and teachers then role-play the strategy with the group. "This rehearsal opportunity increases the

likelihood that the teachers will use the strategy back in the classroom," say Brozo and Fisher.

- One-on-one collegial coaching – Teachers submit proposals to the leadership team and every eight weeks, 30 pairs of teachers are chosen to receive coaching from a colleague. The pair agrees on what instructional strategy they will work on and attends sessions focused on the skills of peer coaching.

Other formats can supplement these: videos, discussion boards, e-mail lists, and podcasts.

• *Start with the eager beavers*. Brozo and Fisher advise training motivated teachers first and using their enthusiasm and success to spread the ideas to others. In addition, the school should offer incentives like grants, additional resources, elevated professional status, and recognition.

"Literacy Starts with the Teachers" by William Brozo and Douglas Fisher in *Educational Leadership*, March 2010 (Vol. 67, #6, p. 74-77); this article can be purchased at http://www.ascd.org/publications/educational_leadership.aspx; the authors can be reached at wbrozo@gmu.edu and dfisher@mail.sdsu.edu.

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6. Engaging a Wide Range of Readers

(Originally titled "The Day Reading Became Play")

In this *Educational Leadership* article, Lewis and Clark professor Bruce Hansen describes how he struggled as a fourth-grade teacher to engage both advanced and reluctant readers. His goal was for each student to read at least 3,000 words a day and he wasn't succeeding with some students.

Of his three strategies – reading high-interest books aloud, silent reading time, and textbook skill instruction – only the first seemed to be working. The silent reading time was popular with eager readers, but reluctant readers "were flipping through nonfiction texts as a way to avoid actual reading," says Hansen. When he required all students to read fiction, the low-level readers were embarrassed to read books at their independent level. So once a week Hansen read a simple book with engaging pictures aloud and told the class that he expected everyone read at least one of these books a week. This dealt with the embarrassment factor and got the class's lowest-performing student reading 2,000 words a week.

But the textbook-driven skill instruction was a chore for slower readers and didn't seem to be helping anyone improve. Encouraged by an indirect signal from his principal, Hansen decided to dump the textbook and teach skills using a class novel. He found a class set of *Henry and Beezus* by Beverly Cleary, brought in garage-sale artifacts from the 1950s, prepped students by introducing pertinent vocabulary and concepts, and read the book with students following along in their own copy.

"During the reading each day," says Hansen, "we paused to discuss Cleary's writing. "We used the six analytical writing traits to figure out how Cleary created suspense or humor or how she used punctuation to make her meaning clear… [S]tudents caught on more quickly than when I taught similar material using worksheets. They could see the value of the lesson

and apply it right on the spot." Hansen had students reread and then write at least 90 words on the day's passage. The reluctant readers in the class "ached to fit in," he says, "and I made sure they were able to read at least two or three pages to a buddy. They were so proud to carry around their Cleary book."

By the end of the year, Hansen's lowest reader had gained two full years, and although he hadn't developed a love of reading, he saw himself as a reader.

"The Day Reading Became Play" by Bruce Hansen in *Educational Leadership*, March 2010 (Vol. 67, #6, p. 78-80); this article can be purchased at http://www.ascd.org/publications/educational_leadership.aspx; the author can be reached at bruceh@pdx.edu.

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7. Improving the Accuracy of College ESL Students' Writing

In this *TESOL Quarterly* article, six Brigham Young University researchers describe how a specific type of written corrective feedback significantly improved the accuracy of ESL students' writing. Students produced a 10-minute written paragraph every day and received rapid, detailed feedback. Here is the protocol:

- Students write a ten-minute paragraph.
- Professors collect compositions, code errors, score, and return writing to students the next class period.
- Students record errors on tally sheets, type errors in error logs, edit their compositions, and resubmit them.
- Professors mark edited compositions and return them to students.
- Students edit their paragraphs for remaining errors if necessary and resubmit.
- The last two steps are repeated as needed until the writing is error-free.

Professors concentrated on making their feedback:

• *Meaningful* – It's written on students' papers in coded symbols indicating problems in the following areas: subject/verb agreement, verb form, run-on sentence, incomplete sentence, verb tense, determiner, preposition, spelling, word form, word choice, singular/plural, count/non-count, meaning not clear, awkward wording, word order, capitalization, punctuation, word omitted, something else missing, new paragraph. Students were required to record each of their errors on their own error list, including the written context, and track their errors over time.

• *Timely and constant* – Students receive detailed feedback on their daily compositions in the next class.

• *Manageable* – "Feedback is manageable for the students when they have the time and ability to process, learn from, and apply the needed feedback from their teachers," say the authors. "Without manageable tasks and feedback, students may be unable to process feedback effectively and may experience something akin to the learning breakdown predicted by cognitive overload theory." The key to manageability was keeping students' writing short

enough – what they could produce in ten minutes – so that teachers' comments wouldn't produce information overload, but long enough so that their writing had some heft.

Students who received the immediate corrective feedback did slightly worse on rhetorical competence, fluency, and complexity than the control group, and there was a slight (9 percent) reduction in the number of words they wrote, but there were significant improvements in accuracy.

"Effects of Dynamic Corrective Feedback on ESL Writing Accuracy" by James Hartshorn, Norman Evans, Paul Merrill, Richard Sudweeks, Diane Strong-Krause, and Neil Anderson in *TESOL Quarterly*, March 2010 (Vol. 44, #1, p. 84-109), no e-link available

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8. Robert Marzano on Summarizing

(Originally titled "Summarizing to Comprehend")

Reading comprehension is basically summarizing, says Robert Marzano in this *Educational Leadership* article – "restating content in a succinct manner that highlights the most crucial information." When students summarize well, their achievement goes up 19 percentile points. Here are five effective strategies:

• *Clarify what's important*. To do this, students need to know the structure inherent to the text they're reading. In a story, that's main characters, rising and falling action, setting…

• *Know different text structures*. Most students know story structure, but they need to understand others: description, comparison, problem/solution, generalization (a general statement followed by examples), argument (a statement followed by proof or evidence), and definition (a specific term followed by its general category, its specific characteristics, and how it's different from others in the category).

• *Help students recognize multiple structures*. Longer expository texts often have structures layered within structures – for example, generalizations and then descriptions.

• *Encourage graphics*. Drawing a picture while reading is a big help to comprehension – for example, a circle representing the main idea and spokes showing various characteristics.

• *Review essential terminology*. Teachers should make sure students have a basic understanding of technical terms before reading – for example, *meiosis, mitosis,* and *symbiosis* in a science text.

"Summarizing to Comprehend" by Robert Marzano in *Educational Leadership*, March 2010 (Vol. 67, #6, p. 83-84); this article can be purchased at http://www.ascd.org/publications/educational_leadership.aspx

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9. A Gay Teacher Makes His Mark

In this *Edutopia* article, freelance writer Ann Banks profiles Newton South High School (MA) history teacher Bob Parlin, who started the first gay-straight alliance in a public school. Back in the fall of 1991, a senior at the school asked another teacher, "Is Mr. Parlin

gay?" The teacher said, "Give me a minute," ran upstairs, and asked Parlin what he should say. Parlin, who had disclosed his sexual orientation to colleagues the previous spring, decided it was time to come out to students and told his colleague to tell her yes – and engage the class in a discussion about why the question was important to her.

Parlin grew up in Grafton, Massachusetts and after realizing in middle school that he was gay, lived a closeted life. "By the time I was in high school, I was deep undercover," he says. "I had a girlfriend. I tried to make sure there were no questions." He played football, hung out with the popular kids, and brought a girl to the prom, but he was intensely lonely and isolated, aware that students were regularly beaten up for allegedly being gay and that the term *fag* was used a synonym for *dumb*. He monitored how he talked and acted for fear of giving himself away. In his freshman year in college, he attempted suicide.

What would have been enormously helpful, he told his colleagues at Newton South in the meeting in which he came out, would have been even one openly gay teacher in high school to serve as a role model. In this meeting, many colleagues were in tears, and the school, which had been in denial about the issue of homosexuality, began to change.

Parlin started a gay-straight alliance at Newton South as a way of creating a safe environment for gay students. There are now 3,000 such alliances in schools nationwide. Parlin became an activist, urging colleagues to step up to homophobic harassment by saying, "That comment is unacceptable and will not be tolerated." He also recommends following up by asking the harasser to explain what was meant by the comment, forcing a recognition of the hurtful nature of the behavior. Parlin urges colleagues not to worry when calling out harmful behavior. "Making a mistake is far less serious than not acting at all," he says. "You can always go back to the student and say or do something else, if, on reflection, you feel you did not respond correctly."

Parlin is described by a friend as "a teacher who happened to be gay." He makes every student "feel appreciated because he understands what it's like to be left out." Parlin says, "Kids may forget what you teach them, but they won't forget how you treat them."

"Architect of Respect" by Ann Banks in *Edutopia*, April/May 2010 (Vol. 6, #2, p. 42-46)
http://www.edutopia.org/teaching-tolerance-gay-straight-alliance

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10. This Teacher Loves Diigo

(Originally titled "Can't Get Kids to Read? Make It Social")

In this *Educational Leadership* article, 6th-grade teacher William Ferriter says his students hated independent reading: "Instead of getting lost in a book, students fiddle and squirm or ask to go to the bathroom. They switch titles every few days. They stare at the same page for half the instructional period and seek out books with as few words as possible." Why? Television, cell phones, texting, Twitter, etc.

"So how can you drag the wayward brains in your classroom back to deeper reading?" he asks. By creating "social reading experiences that blur the lines between fun and work." Ferriter highly recommends Diigo – http://www.diigo.com - a free application that allows

students to add highlights and comments to an online text. Students can also bookmark and "tag" articles and form a Diigo group so a class can see only its own annotated articles.

At all hours of the day, Ferriter's students read actively, highlight parts of texts they find compelling, add comments, and take part in onscreen threaded discussions, learning the characteristics of good conversation, questioning, and respectfully disagreeing – see http://digitallyspeaking.pbworks.com/Social-Bookmarking-and-Annotating.

"Can't Get Kids to Read? Make it Social" by William Ferriter in *Educational Leadership*, March 2010 (Vol. 67, #6, p. 87-88); this article can be purchased at http://www.ascd.org/publications/educational_leadership.aspx; Ferriter can be reached at wferriter@hotmail.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.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 37 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are about 50 issues a year).

Subscriptions:

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Catalyst Chicago
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
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The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The New Yorker
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Theory Into Practice
Tools for Schools/The Learning Principal