Marshall Memo 525

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 24, 2014

In This Issue:

Quotes of the Week

"Emotions matter, and they matter a great deal in school. A child who feels anxious, jealous, hopeless, or alienated will have difficulty learning, making sound decisions, and building relationships."

Marc Brackett and Susan Rivers (see item #6)

"Neglecting the emotional education of children and adults risks leaving children at the mercy of every emotion they feel and every aggressor who comes along."

Marc Brackett and Susan Rivers (*ibid.*)

"The fundamental hypothesis is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* or *for* them."

Laura Mirsky and Steve Korr on restorative practices (see item #7)

"Does age matter?" Can you buy your way to happiness?" "What is normal, anyway?" "Is there a limit to tolerance?" "Is freedom ever free?" "Do looks matter?"

Schoolwide essential questions from a San Diego high school (see item #2)

"Instead of mindlessly doing the math, I can actually think about it and understand it more in words, not just numbers."

A California high-school student on his teacher's flipped classroom (see item #5)

"Reading a tweet from my guidance department was weird at first, but it became normal after a while."

A Maryland high-school student (quoted in item #8)

1. Good Teaching, Deconstructed

"What do great teachers do differently?" ask Jodi Newton (Stamford University/ Birmingham, AL) and Betty Winches (Homewood, AL Schools) in this article in *Reading Improvement*. Their study of elementary- and middle-school teachers who produced significant gains in student learning for three consecutive years yielded the following insights:

• *Highly effective teachers have clear learning targets and their students understand what it takes to get better and own their learning*. These teachers focus on ultimate learning outcomes more than compliance with required assignments.

• *They create a culture of redemption*. They assess frequently and see students' mistakes as a road map to improvement.

• *They constantly and frequently tweak their lessons in response to how students are doing*. Students' learning needs are more important than lesson plans.

• *They ask questions that go to the heart of the subject and teach students to pose their own questions*. "They are able to track misunderstandings and then clarify them for their students," say Newton and Winches. "As students learn to ask the right questions – those related to their learning targets – they begin to own the goals and maximize their learning."

• *They create a culture of high expectations coupled with good relationships*. These are not friendships but partnerships (*You and me, in this together*) focused on academic achievement. "This tenacity, concern, and love for each student are obvious, yet are linked directly to unyielding aspirations for each student," say Newton and Winches.

"How to Maximize Learning for All Students" by Jodi Newton and Betty Winches in *Reading Improvemen*t, Summer 2013 (Vol. 50, p. 71-74), no e-link available

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2. A San Diego High School Uses Schoolwide Essential Questions

In this thought-provoking article in *Principal Leadership*, Nancy Frey and Douglas Fisher (San Diego State University) and Heather Anderson (Health Science High School) draw a distinction between essential questions that are course-specific (for example, *How do fractions, decimals, and percentages allow us to describe the world?*) and schoolwide essential questions. Frey, Fisher, and Anderson describe how Anderson's high school has used a set of schoolwide essential questions each year to provoke high-level discourse and improve student achievement. In developing its questions, the school used the definition developed by Grant Wiggins and Jay McTighe (2013):

- Essential questions are worthy of inquiry, calling for higher-order thinking – analysis, inference, evaluation, and prediction.
- They are thought-provoking and intellectually engaging, sparking discussion and debate, giving students the tools and a forum to wrestle with important ideas.
- They are open-ended – that is, there isn't a single, final, correct answer.
- They require support and justification, not just the answer.
- They produce a humbling acceptance that some matters are never truly settled, but at the same time a desire to think about such questions.
- They point toward important, transferable ideas within and across disciplines.
- They raise additional questions, spark further inquiry, and need to be revisited over time.

Each year the school collects possible questions, screens them using the Wiggins/McTighe criteria (plus one more – questions involve two or more academic disciplines), asks students to vote on them, and decides on the best sequence (one question for each academic quarter). Here are some of the school's essential questions from recent years:

- What sustains us?
- If we can, should we?
- Does age matter?
- How do people approach their health?
- What is race, and does it matter?
- Can you buy your way to happiness?
- Who am I? Why do I matter?
- What is beauty and/or what is beautiful?
- Does gender matter?
- Who are your heroes and role models?
- What's worth fighting or even dying for?
- What will you, or won't you, do for love?
- What is normal, anyway?
- How does your world influence you?
- Is there a limit to tolerance?
- What makes you "you"?
- Which is worse, failing or never trying?
- You exist, but do you live?
- If you could have a superpower, what would it be and why?
- Are humans naturally good or evil?
- Is freedom ever free?
- Do looks matter?

Each year's questions are displayed in public areas of the school and sent home to parents, and visitors are given the opportunity to comment in a response log. Teachers start the year by thinking about how to integrate the questions into their own course content and, if possible, make cross-disciplinary links. For example, a 2010-11 question about beauty led English

teachers to have students read *The Metamorphosis* by Franz Kafka, *The Birthmark* by Nathaniel Hawthorne, *Body Rituals Among the Nacirema* by Horace Miner, "Ain't I a Woman" by Sojourner Truth, and "Ode to a Grecian Urn" by John Keats. A tenth-grade World History teacher addressed the issue through a study of philosophers of the Enlightenment, and a geometry teacher looked at the concept of the golden mean in architecture and design.

When the school first started using schoolwide questions, students were asked to write about them in a single discipline. "Over time, we began to understand that complex interdisciplinary thinking requires that students participate in discussion and debate before writing," say Frey, Fisher, and Anderson. "Teachers now devote a portion of one class period each week to a Socratic circle on the question of the quarter." The location of these discussions rotates among the four core academic classes so students think about the questions from every possible angle. Student responses can come in a variety of formats – formal research papers, Facebook postings, 3-D sculptures, animations, and more.

"Using Schoolwide Essential Questions to Drive Learning" by Nancy Frey, Douglas Fisher, and Heather Anderson in *Principal Leadership*, February 2014 (Vol. 14, #6, p. 52-55), www.nassp.org; the authors can be reached at nfrey@mail.sdsu.edu, dfisher@mail.sdsu.edu, and hlanderson@hshmc.org.

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3. What Happens When a Large High School Has a Single 1-Hour Lunch?

In this inspiring article in *Principal Leadership*, Florida principal Jayne Ellspermann describes how her 2,000-student high school (65 percent eligible for free and reduced-price lunches) adopted a single one-hour lunch period. When the idea was first introduced, it was met with great skepticism. How could a unitary lunch work when the cafeteria could accommodate only 500 students? Who would supervise students? Could they handle the freedom? And what would teachers have to give up? Ellspermann formed a committee to explore the idea and focus on the problems it was designed to solve:

- Because of busing schedules, very few students were able to stay after school to make up assignments and tests and receive extra help.
- The course failure rate was 37 percent.
- Only 10 percent of students participated in clubs and other co-curricular activities.
- With five-minute breaks between classes, three 30-minute lunch periods, and bus departures seven minutes after the end of the last class, students had very little time to interact outside classes, which was not conducive to a positive school culture.

The one-lunch idea was that students would be allowed to eat at any point during the hour anywhere on campus and teachers would have a 30-minute duty-free lunch and would offer club activities, extra help, make-up sessions, or office hours in the other half-hour.

After much deliberation, the school decided to take the plunge during the 2011-12 school year and prepared for the rollout in the following ways:

- The principal persuaded the district to add five minutes to the beginning and end of the school day, which provided enough time for a full hour for the new lunch period.

- Teachers decided between A-Lunch and B-Lunch and offered a variety of club and academic activities for the other half-hour.
- Administrators created a master list of all the athletic, academic, and club activities and presented it to students.
- Students were told they could eat anywhere on campus – in the cafeteria, hallways, in classrooms, in the courtyard – anywhere except the media center and the computer labs.
- Juniors and seniors were encouraged to eat in the second part of the lunch period to reduce the lines in the first 30 minutes.
- Students got a pep talk about showing that they were mature enough to handle the freedom this plan entailed.

From the very beginning, students exceeded expectations, enthusiastically signing up for clubs and activities and leaving the campus cleaner than it had been with the previous lunch schedule. Students dubbed the mid-day time their "Power Hour" because they felt it empowered them to use the time to make themselves better.

"The rest is history," says Ellspermann. "Magical things began to happen. AP study sessions were formed and students crammed into classrooms to work on assignments outside of their regular classwork. Student rock bands scheduled time in our courtyard to play during Power Hour. Flash mobs of student dancers or singers performed to the delight of students and teachers in our courtyard. Students began making up work at unimagined levels. Parent-student-teacher conferences focused on how students could best use Power Hour to ensure that they were on target in their classes. Students worked in open computer labs on class assignments or took extra online courses. Throughout campus, groups of students gathered to collaborate on projects. Classrooms filled with students who ate lunch while getting help or just visiting with teachers. Teachers soon found that 30 minutes was not enough time to meet with students and began holding bag-lunch opportunities so that students could join them."

In short, says Ellspermann, "The imagined risks never materialized. Trusting the students to use their time wisely empowered them to be successful… Power Hour is win-win for our students and our teachers." The school is now its third year of Power Hour. Here are some data points from the first two years:

- The course failure rate dropped from 37 to 3.8 percent.
- Student participation in co-curricular activities rose from 10 to 60 percent.
- Disciplinary referrals were cut in half the first year and continued to drop.
- The school earned an A from the state both years.
- School climate and pride improved dramatically.
- The enrollment of the school increased from 2,000 to 2,500.
- The campus continued to be immaculate.
- Other schools in the area are adopting the Power Hour concept.

"Power Hour!" by Jayne Ellspermann in *Principal Leadership*, February 2014 (Vol. 14, #6, p. 26-28), www.nassp.org; the author can be reached at jayne.ellspermann@marion.k12.fl.us. For other article summaries on lunchtime management, see Memos 170, 220, and 256.

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4. Is Departmentalization in Elementary Schools a Good Idea?

In this helpful article in *Education Week*, Catherine Gewertz reports on the trend toward departmentalization (a.k.a. specializing or platooning) in some U.S. elementary schools (sometimes as early as grade 2). The division of labor is most often literacy/social studies handled by one teacher, math/science by another. These are some of the arguments being made for elementary departmentalization:

- Teachers can gain greater curriculum and pedagogical expertise if they specialize in one or two subjects; teachers can also work with the subjects with which they're most comfortable.
- Professional development can be more targeted and effective – especially important when implementing the new Common Core standards.
- Curriculum resources can be used more efficiently – for example, it's not necessary to have 60 copies of a class novel or two sets of science kits.
- Science, which is sometimes marginalized in generalist classrooms, is more likely to have "protected" time every week.
- Students have more changes in scenery and instructional variety each day. "Kids are capable of a lot, and they're curious, and more flexible than we give them credit for," says Daphna Bossok of the University of Virginia.
- Departmentalization prepares students for what they'll experience in middle school.
- Test scores have improved in some elementary schools implementing departmentalization.

The trade-offs of departmentalization include:

- Students no longer have one cozy, secure homeroom environment all day and are known less well by their teachers.
- Some students, especially those with special needs, are less adept at handling transitions than others and have problems in departmentalized classes.
- Teachers have twice as many students and spread their knowledge of students and personal attention more thinly.
- Teachers have twice as many essays to grade.
- Parents must get to know and communicate with more teachers.
- There's less flexibility in what happens during the school day, and certain informal aspects of traditional classes may go by the wayside. "You have to be sure to preserve play, exploration, social interaction," says Bossok.
- Making connections across subjects – math and literacy, for example – is more challenging.

On this last point, some elementary schools implementing departmentalization have made a point of forming cross-disciplinary teams and giving them time to meet every week. And some schools have combined departmentalization with looping; when teachers keep the same students for two years, the longer-term relationships compensate for the intimacy that's lost from traditional all-day homerooms.

Clearly departmentalization is going to happen at some point in the K-12 progression; the question is when. "In the younger grades, no way would I give up that iconic kindergarten teacher in her rocking chair reading a story," says Mary Riner, a parent in the Washington D.C. schools. "But as they get older, they need more knowledge, more depth, someone who really knows their stuff." So what is that point? Second grade? Third grade? Fifth grade? The answer will vary from school to school as educators weigh the pros and cons.

"'Platooning' On Rise in Early Grades" by Catherine Gewertz in *Education Week*, Feb. 19, 2014 (Vol. 33, #21, p. 1, 16-17), www.edweek.org

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5. The Nuts and Bolts of Implementing a Flipped Classroom

In this helpful article in *T.H.E. Journal*, freelance writer David Raths synthesizes advice for teachers thinking about flipping their classes:

• *Devise a flipped strategy*. Will you make your own videos, curate material from other sources (like Khan Academy, TED-Ed, or Sophia), or do a combination? What video-creation software will you use (Raths recommends starting with something simple)? And what will you do with class time when you reduce or eliminate lecture time? Jonathan Bergmann, one of the original flipped-classroom teachers, recommends keeping "the lower-order things on Bloom's taxonomy to the videos and the higher-order things in class."

• *Start small*. "I jumped in all at once and nearly drowned," says Sherry Spurlock, an Illinois chemistry teacher who tried to flip all four of her classes at once. "Making the videos was a very big time commitment. I would recommend doing it in smaller chunks." One idea is to create videos for a few of your best lessons and see how students react before forging ahead.

• *Get student buy-in*. Students may initially resist the idea of watching videos and doing other work outside of class. The rationale for flipped pedagogy needs to be explained well, even getting into Bloom's taxonomy and where its levels are addressed. Crystal Kirch, a California high-school math teacher, asked students for their reactions once they got going and posted some of their thoughts on her blog. "Instead of mindlessly doing the math," said one student, "I can actually think about it and understand it more in words, not just numbers."

• *Teach students how to watch videos*. "You don't watch instructional videos in the same manner as a popular film," explains Bergmann. Students need pointers on when to hit the pause button, when to go back and watch something again, and how to write notes and questions as they watch. One protocol is WSQ ("wisk"): Watch, Summarize, Question. Kirch requires students to come to class with a question – either something they don't understand or a broader query about a concept being studied.

• *Reach out to parents*. Spurlock reports that her biggest roadblock at first was parents who didn't understand what flipping was all about. She held parent conferences, created a short video, and sent an online newsletter to parents. Gradually parents became excited and supportive.

• *Encourage (don't punish) students*. "If half of our students don't watch your video content, don't rescue them by teaching what is already in your video [in class]," says

Bergmann. "All that will accomplish is to tell the students who did the work that they wasted their time." A better solution is to have homework slackers watch the video at the back of the room while the rest of the class gets teacher face-time with higher-level material.

• *Don't use videos as the only engagement tool*. Using the same blog format may become stale to students. One teacher shifted to a WordPress website and included a rundown of common errors and a Harry Potter-themed class contest. Many students prefer to watch videos on their smartphones.

• *Make videos short and interactive*. Bergmann and his colleague Aaron Sams started with full-length lectures in their videos and quickly learned to limit each video to one discrete objective. "My rule of thumb is one to one-and-a-half minutes per grade level," says Bergmann. "That means for a 4th grader, your videos should be no longer than four to six minutes; and for a 10th grader, that means 10- to 15-minute videos." Videos should also be broken up into sections, have a table of contents, and if possible, have interactive features – for example, a quiz that takes students who get questions wrong back to the relevant section of the video.

• *Find fellow flippers*. "I jumped on Twitter and blogs and ran things by people so I didn't feel like I was stuck in my own little world," says Kirch. "You can feel like you are alone, but there are people out there that are willing to share."

• *Focus on what happens during classroom time*. "A big misconception is focusing too much on the video," says Kirch. "Video is valuable, but it is just one tool. Flipping is defined by what you do in class and student-centered learning."

"Nine Video Tips for a Better Flipped Classroom" by David Raths in *T.H.E. Journal*, November 2013, http://online.qmags.com/TJL1113, spotted in *Education Digest*, February 2014 (Vol. 79, #6, p. 15-21)

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6. The Role of Emotional Intelligence in Reducing Bullying

In this *Education Week* article, Marc Brackett and Susan Rivers (Yale University Center for Emotional Intelligence) say that most anti-bullying initiatives are ineffective because they address symptoms, not the underlying causes. "Taking the law-and-order approach, characteristic of many existing programs, does not offer youths or adults the fundamental skills needed to regulate powerful emotions that, when unregulated, can lead to psychologically and physically harmful behaviors," say Brackett and Rivers. The heart of the matter, they believe, is "a lack of emotional intelligence – a set of skills for understanding, communicating about, and regulating feelings… Neglecting the emotional education of children and adults risks leaving children at the mercy of every emotion they feel and every aggressor who comes along."

"Emotions matter," they say, "and they matter a great deal in school. A child who feels anxious, jealous, hopeless, or alienated will have difficulty learning, making sound decisions, and building relationships." Bullying leaves emotional damage all around:

- Victims have a higher incidence of depression, anxiety, and suicidal ideation.

- Perpetrators experience depression, anxiety, and hostility and are prone to substance abuse and antisocial behavior.
- Bystanders can feel hopeless, insecure, and show symptoms of trauma.
- Those who bully *and* are bullied have it worst of all, with a higher likelihood of being involved with criminal activity and partner abuse later in life.

"Fortunately, emotional intelligence can be taught just like math or reading," say Brackett and Rivers. With their colleagues at Yale, they have developed the RULER program and implemented it in more than 500 schools. The program integrates emotional intelligence into daily classroom routines, showing adults and student how to:

- Recognize emotions
- Understand what causes them
- Label emotions
- Express emotions
- Regulate emotions

RULER schools write an "emotional intelligence charter" that articulates how colleagues want to feel, what they will do to foster those feelings, and how everyone in the school can work together to prevent unwanted emotions, manage them when they occur, and handle conflict. RULER schools also develop a "mood meter" to help staff and students gauge their feelings, set goals, develop self-regulation strategies, and reach their objectives. For more information on the program, see http://ei.yale.edu/ruler/.

"An Emotionally Intelligent Approach to Bullying Prevention" by Marc Brackett and Susan Rivers in *Education Week*, Feb. 19, 2014 (Vol. 33, #21, p. 40, 32-33), www.edweek.org

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7. Restorative Practices in Pennsylvania Secondary Schools

"How can schools teach high-level academic content effectively and also promote students' social and emotional development and help them become better members of society?" ask Laura Mirsky and Steve Korr (International Institute for Restorative Practices) in this article in *Principal Leadership*. The answer, they believe, is restorative practices, which have the potential to "completely change the climate of a school, not only reducing incidents of misbehavior but also fundamentally changing the way people in the school community interact… The fundamental hypothesis is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* or *for* them."

An example: before one large Philadelphia middle school adopted restorative practices, school administrators typically met with parents of suspended students without the student present. Misbehaving students often returned from suspensions angry and frustrated and quickly got in trouble again. With restorative practices, there is a meeting with the student, the parents, the teacher, the dean, and sometimes the student's whole class. They collectively answer a set of questions (see below), explore what happened, hold the student accountable, and repair the harm. Students returning from suspensions are reintegrated into their classrooms

with a circle meeting. The emphasis is on miscreants hearing how their behavior affected others, making amends, and shedding the "offender" label. Circle meetings are also held to build community, share weekend activities, and talk about other issues.

"You have to retrain yourself to think that way," says Michael Calderone, principal of a Philadelphia middle school. "I yell at kids sometimes. This is a tough school with some tough kids… We're taught to direct and control things, but kids need to take ownership for their own learning and behavior, and middle school is a crucial time for this." Disciplinary referrals have dropped significantly with the introduction of restorative practices, he says, and academic performance has improved.

Here are some of the questions that are asked of misbehaving students after a challenging situation:

- What happened?
- What were you thinking at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions? In what way?
- What do you think you need to do to make things right?

And here are questions for those who were harmed:

- What did you think when you realized what happened?
- What effect has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

"Restoring Community and Trust" by Laura Mirsky and Steve Korr in *Principal Leadership*, February 2014 (Vol. 14, #6, p. 32-35), www.nassp.org; Mirsky can be reached at lauramirsky@iirp.edu.

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8. Tweeting College Scholarship Information to Students and Parents

In this *Principal Leadership* article, Brian Cook, social media manager and language arts teacher in the Dorchester County (MD) schools, says that for years, the district's guidance department was failing to get the word to high-school students about college scholarships. "Money – in the form of a scholarship application – is sitting there for the taking," says Cook, "…but too often the paper gets pitched into a recycling bin because students, for a variety of reasons, are not picking up the applications." Most guidance departments, he says, "continue existence in passivity and isolation."

Then counselors started using Twitter to disseminate scholarship information to students and parents and everything changed. "Reading a tweet from my guidance department was weird at first," said one student, "but it became normal after a while. Twitter is available at all hours of the night, which helped a lot since I was heavily involved in athletic practices after school…" In addition, guidance counselors used Google Drive to store students' scholarship applications and help them complete the process electronically.

But this will not happen by itself, says Cook: "If your organization chooses to use social media, the person chosen to manage it must have a passion, appreciation, and understanding of it and also understand the goals you are trying to accomplish. The social media manager has to like interacting with people… The 24-hour cycle of getting back to someone is passé. You have to have someone who will reply to tweets quickly and thoroughly and, within reason, at a moment's notice." He or she also has to be adept at collecting data on the number of clicks, re-tweets, favorites, and direct messages that users interact with on Twitter.

The effect of these changes? In the first year the guidance department used Twitter, total scholarship awards were $2.9 million higher than the previous year, significantly improving students' ability to go to the college of their choice.

In a sidebar to this article, Cook has the following step-by-step advice for school districts that want to use social media:

- Set up a Twitter account, which takes just a few minutes.
- Educate school administrators about effective ways to use Twitter to communicate with students.
- Define a goal, whether it's increasing awareness of scholarships or engaging students in discussions.
- Choose a name carefully, making sure it has a professional sound to it – for example, @UnionLocalScholarshipHub.
- Maintain credibility; correct spelling and grammar are essential.
- Send meaningful messages. The 140-character Twitter maximum is restrictive, but it keeps messages crisp and you can include links to more-detailed information.
- Don't obsess on the number of followers at first. An effective Twitter account will pick up steam over time.

"Find Education Dollars on Social Media" by Brian Cook in *Principal Leadership*, February 2014 (Vol. 14, #6, p. 56-58), www.nassp.org; Cook can be reached at @DCPS_Scholar.

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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 43 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
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Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
NJEA Review
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 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