Marshall Memo 185

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 14, 2007

In This Issue:

Quotes of the Week

"I am much wiser than I used to be, but of course, I have forgotten most of the things I am supposed to be wise about."

Nora Ephron in "The Older Woman", an interview with Deborah Solomon in the *New York Times Magazine*, May 6, 2007, p. 24

"Teachers' most pressing needs are for time and structures that allow them to converse with and learn from one another… The onus is on administrators to ensure that the school day is structured to encourage collaboration and conversation."

Elicia Pérez-Katz, New York City principal, in *Principal Leadership*, May 2007, p. 39

"[T]eachers are called upon to prowl that fine line between what is discerning and what is disturbing, what are the creations of a fevered imagination and what are the cries of a troubled heart."

Joseph Berger on English teachers' dilemma after Virginia Tech (see item #6)

"They're great kids and they're smart – they just can't close their mouths."

A rookie New Orleans middle-school teacher struggling with discipline problems, quoted in "Reading, Writing, Resurrection" by Amy Waldman in *Atlantic Monthly*, January/February 2007, p. 99

"Sometimes mathematics just needs to be fun."

Norm North, Jr. in a letter to *Education Week*, May 9, 2007, p. 36

"After seven years, there was literally no evidence it had any impact on student achievement – none."

Mark Lawson on his district's laptop computer program (see item #7)

1. How Teacher Leaders Can Support Interim Assessment Data Analysis

In this *Principal Leadership* article, Jan Matthews, Susan Trimble, and Anne Gay describe the process used by the Camden County, Georgia, schools after each quarterly assessment. [This article follows up on their superb 2005 *Middle School Journal* article describing five phases of teacher reaction to interim assessments, which was summarized in Marshall Memo 78.] "Data from benchmark tests are only useful if teachers and principals know how to use them to modify instruction," they write, and suggest the following steps:

• *Rapid turnaround and dedicated meeting time* – Matthews, Trimble, and Gay stress the importance of teachers having access to interim assessment data *immediately* after students take the assessments, so they can revise their instruction in real time. It's critical to convene the teachers who share the same subject and grade, give teachers uninterrupted time to study their results, allow more time (perhaps a half day) the first time teachers get interim assessment results, and not schedule data sessions on days when school pictures are being taken or pep rallies are being held.

• *Thorough preparation for data meetings* – Teachers can be resistant to changing their instructional strategies, say the authors, so it's vital for the principal and lead teachers to present interim assessment data with a plan in mind. Their suggestions:

- Start with data reports for the whole school, then for each grade, then by teacher, then by student. This helps put teachers' results in the context of whole-school areas of strength and weakness.
- Examine team-level data, zeroing in on "intensive care" objectives – areas where students in a particular grade or subject need lots of improvement – and seeing if those areas were also weak in the grade above and below (for example, if seventh graders were weak in the elements of plot in literature, were sixth and eighth graders also weak in that area?).
- Look at actual test items. For the "intensive care" areas, see if individual test items were confusing or poorly worded.
- For the areas in which students struggled, come prepared with suggested classroom strategies, websites, and other resources.
- Keep all testing materials, including data reports, tests and answer sheets, each teachers' results, and resource materials.

• *A structured agenda for data meetings* – Matthews, Trimble, and Gay have attended many data sessions since the district began interim assessments in 1999, and have specific

advice. “When faced with poor test scores from students they are currently teaching,” they say, “teachers initially feel frustrated and anxious; they may feel that the data indicate a judgment on their ability and performance.” Administrators and lead teachers should accentuate the positive, give teachers time to vent without interjecting comments, and then work to keep the meeting on track, following an agenda like the one below. The authors also recommend that administrators not schedule teacher performance evaluations when data meetings are going on, as teachers may be in a somewhat fragile state of mind. “Teachers will need support and encouragement as they try to reach students in new ways,” they write. “They will also need reassurance that they won’t be penalized for attempting new strategies.”

- Scrutinize the test (10 minutes): Matthews, Trimble, and Gay recommend beginning data meetings by looking at the actual test students took, with correct answers and objectives added. This gives teachers a chance to look for problematic test items and plunge into the specifics of the assessment. In this segment, teachers are often critical of individual test items and make comments like: “That last question seems vague to me; I bet they missed that one,” or “I didn’t use those terms when I taught” or “We don’t use that word” or “I didn’t teach that yet.”
- Review the data (40 minutes): Teachers should get data for their own class and the whole grade level (but not other teachers’ class reports), so they can compare their own students’ performance with the bigger picture without invidious comparisons. It’s helpful to have students’ performance charted with bar graphs, so teachers can look at the areas in which students did best and worst. Teachers can also look at the item analysis of their students’ incorrect answers to get insights into their misconceptions and errors. In this phase, teachers might look at each others’ graphs and the specific test items on which their colleagues did better, and ask what higher-performing teachers did to get better results. “This interaction marks the beginning of true collaboration,” write Matthews, Trimble, and Gay. It’s the turning point – the moment when teachers begin to consider specific interventions to improve their students’ performance.
- Learn a new strategy (20 minutes): At this point, the lead teacher or administrator presents ideas – a classroom strategy, graphic organizer, game, website, etc. – that might improve students’ understanding on one of the “intensive care” objectives. It’s important for teachers to have time to discuss and become comfortable with the ideas before using them with students.
- Develop an action plan (20 minutes): Having identified students with common areas of weakness, teachers can divide students and share the job of re-teaching (for example, one teacher going over map skills while another re-teaches the economics of a region). Teachers might also meet to review student work from a specific lesson to get insights into students’ thinking and the effectiveness of the lesson.

“But What Do You Do With the Data?” by Jan Matthews, Susan Trimble, and Anne Gay in *Principal Leadership* (High School Edition), May 2007 (Vol. 7, #9, p. 31-33), no e-link

2. The Added Value of Added Time

(Originally titled "Time Well Spent: Adding Value to Added School Time")

In this helpful article in ASCD's *Education Update*, Laura Varlas explores the issue of adding time to the school year. Her main point: "Research shows that simply allocating more time to the school day or year does not result in raised achievement. Only when the added time is used to deliver engaging instruction that produces student learning… – part of a larger, more comprehensive school reform effort that examines school leadership, school environment, teacher quality, and useful assessments… – does *more* time equal *better* time." Varlas hammers the point home with a quote from Elena Silva's report, *On the Clock: Rethinking the Way Schools Use Time*: "Adding more hours would ostensibly provide more time for everything that occurs in schools. In the best schools, this means more academic learning time. In poorly managed schools with inexperienced teachers, it means time will continue to be lost, but in greater amounts."

Differences in summer learning time are the biggest achievement-gap widener. Students who don't have access to resources outside of school in the summer are at a huge disadvantage – which means that to prevent the gap from widening every year, schools need to provide additional time. Silva cites two effective programs: BELL's (Building Educated Leaders for Life) Accelerated Learning Summer Program and the Higher Achievement Program. She stresses that summer school should leave time for family vacations: "Summertime schooling does not mean the end of all fun. It simply signals a refreshing willingness to put education first."

Massachusetts 2020, an organization that is spearheading expanded-time programs in the Bay State, advocates using expanded time to totally rethink the school day, including changes in curriculum, integrating more project-based learning, and adding enrichment from karate to music lessons to drama productions. Homework is a prime area in which schools can rethink the use of time. Mass 2020 cofounder and president Jennifer Smith says that instead of "outsourcing" worksheets and lessons to students' homes, schools should use the expanded school day to help students work on their homework with one-on-one help.

Block scheduling is another way to make better use of existing time; longer spans of uninterrupted time can be especially beneficial for struggling students. But benefits depend on effective training of teachers to make optimal use of longer blocks of time. Block scheduling can also result in "minor" subjects being de-emphasized.

A McREL (Mid-Continental Regional Educational Laboratory) study found that out-of-school academic time could be equally effective if it was delivered in a variety of slots: after school, over the summer, or on weekends. This suggests that schools have considerable flexibility in how extra time is delivered. New Hampshire schools have picked up on this idea by dropping the Carnegie unit and opening up the school day to online instruction, service learning, and extracurricular activities.

Adding time to the school day and year is expensive – think teacher salaries – but there are economies as time expands, the Massachusetts experiment has found: adding 30 percent more time requires only about a 20 percent larger budget. The McREL study suggests that

adding time to the school day may be a more efficient solution than adding weeks in the summer. This can also be easier for working parents and might be implemented by having staggered teacher shifts, with some starting earlier and some later in the day.

Varlas ends her report with three suggestions for making the best use of existing and added time:

• *Track the use of time*. The best teachers use every minute to best effect, even using a timer to monitor every second. Effective principals insist on a certain amount of time for core instruction and work constantly to minimize the loss of time for announcements, assemblies, class transitions, and other non-essential activities.

• *Consider context*. Not every school can make effective use a longer school day and year, and it might make more sense to focus on delivering services to the neediest students.

• *Examine existing programs*. This means assessing what already exists, what types of services these programs provide, how they align to other initiatives, and the quality of services they provide.

"Time Well Spent: Adding Value to Added School Time" by Laura Varlas in *Education Update*, May 2007 (Vol. 49, #5, p. 1, 2, 7, 8); to purchase this article, go to http://www.ascd.org and navigate to Publications, Newsletters, Education Update, May

3. Purging Math Classrooms of Four Practices

In this intriguing *Kappan* article, Stanford doctoral candidate Nick Fiori argues that there are four practices common to almost all math classes that "simply *must* be done away with":

• *Forty problems a night* – "Let's cool it with the daily deluge of exercises and reconsider the quality of the problems that can be completed at the rate of 40 a night," he says. "Tell a mathematician you've solved even five problems in a single day, and the first thing she will think is, 'They must not have been very interesting problems.'"

• *Anonymous math authorities* – Fiori is struck by the fact that elementary, high-school, and college math textbooks never show pictures of real mathematicians. Teachers ask questions like, "What do you think *they* mean in problem number 4?" or "What do *they* want us to write as an answer?" This drives Fiori crazy. "It can't be healthy for a subject to be controlled by a bunch of nameless cronies," he says, and urges teachers to humanize the origins of math.

• *Teachers give problems; students give answers* – "If only mathematics were that easy!" says Fiori. The real work of math is identifying the problems, and he thinks students should do more of that kind of work.

• *Allow a mistake to linger and you're a scoundrel* – Fiori says that many teachers are too anxious to correct students' errors immediately. "Do we really think that mathematical learning is that simple and straightforward?" he asks. "Might a student have a richer mathematical experience if he is allowed to fumble around with a misconception for a few days than if he is steered promptly to the 'truth'?... We must deemphasize answers and correctness as the only worthy goals in mathematics. Sure, 'right answers' are an important part of math,

but they aren't always the bottom line. Instead of always asking, 'What's the right answer?' we should also wonder, 'What's the right *question*?' and 'What's the most interesting *way* to the answer?' Mathematics is about bold, adventuresome ideas, and the history of the subject is therefore fraught with mistakes, confusion, and invalid convictions. Let's make the classroom a bit more like the discipline and allow our students to revel in the 'wrong' while they pursue the 'right.'"

"Four Practices That Math Classrooms Could Do Without" by Nick Fiori in *Phi Delta Kappan*, May 2007 (Vol. 88, #9, p. 695-696), no e-link available

4. Questions That Get at the Beauty of Mathematics

In this *Kappan* article, University of San Diego professor Perla Myers says that math teachers shouldn't just teach procedures for solving problems – the *how* – but should also teach the underlying concepts – the *why*. "From a very young age," says Myers, "we are taught to appreciate the beauty of literature, of art, of music, of poetry… Let the music of mathematics resonate within us! Let us seek its depth, its beauty. Let our future teachers recall their own wonder and curiosity and their tenacity in searching for answers. Then they and their future students will ask not just 'How?' in mathematics but 'Why? Why? Why?'"

Here are the types of questions that Myers thinks teachers should be asking their students. "The ability to ask relatively simple questions," she says, "leads us in wonderfully interesting and interrelated directions… Such explorations will increase teachers' and students' appreciation and understanding of math. Knowing how to ask questions when we encounter a mathematical concept and exploring where those questions lead will introduce students to the depth – and, yes, the beauty – of mathematics."

- Why are there 360 degrees around a circle?
- Why is the sum of the measures of the interior angles of a triangle 180 degrees?
- What is the sum of the measures of the interior angles of a square?
- Will this sum remain the same if we enlarge the square?
- What happens if we distort the square?
- What is the sum of the measures of the interior angles of a quadrilateral?
- Of a pentagon?
- Of a hexagon?
- Of a polygon with n sides?
- Why?
- Does it matter if the polygon is convex or concave?
- Why is it that we see only certain shapes of tiles in our kitchens and bathrooms?
- How many different shapes of tiles can there be and why?
- Which shapes can cover our kitchen floor without leaving gaps or overlapping?
- That is, which shapes tessellate on a plane?
- How do the answers to these questions apply to the art of M. C. Escher?
- What does the measure of an angle have to do with a soccer ball?

- If an infinite number of regular polygons exist, why are there only five regular polyhedra (the equivalent of a regular polygon in three dimensions)?
- How are all these questions related to one another?

"Why? Why? Why? Future Teachers Discover Mathematical Depth" by Perla Myers in *Phi Delta Kappan*, May 2007 (Vol. 88, #9, p. 691-694, 696), no e-link available

5. A Texas School Experiments with an Online Math Program

This *Education Week* article describes a Texas high school's experience during the 2006-07 year using Agile Mind, an online math curriculum, in place of textbooks. The program's appeal included jazzy graphics, problems that could be presented to students via LCD projectors, and an item bank that allows teachers to create mini-tests, quizzes, benchmark tests, and final assessments, with multiple-choice or constructed-response items.

At the start of the year, teachers began to use the assessment system heavily, both for quick formative quizzes and more formal interim assessments every six weeks to check on students' mastery of critical math topics. But as teachers graded the first interim assessment, which used all multiple-choice items, they got the feeling that students were guessing at answers rather than actually solving the problems. Guessing, of course, would make an elaborate item analysis and follow-up useless. So teachers decided to conduct a mini-experiment.

For the second Algebra I interim assessment in November, students were given test items without a choice of answers – they had to do the calculations and write their answers. The next day, teachers gave students the identical test items, but this time in a multiple-choice format. Sure enough, students' scores on the second test were lower across the board, confirming the theory that students took the easy way out with multiple-choice items.

This made teachers leery about using multiple-choice items in their interim assessments. They showed the two sets of scores to students and tried to convince them that guessing was not a winning strategy – but still worried that students might ignore the message and guess on the multiple-choice items on the high-stakes Texas math assessments. Teachers continued to give open-response assessments periodically to drive home the message that students needed to work out the problems.

In the course of the year, other teachers experimented with open-ended assessment questions from the Agile Mind item bank. One Algebra II teacher gave her students challenging problems on large posters, asking them to display different possible solutions – a graph, an algebraic transformation, a verbal description, and a real-life application of the formula. This allowed students to get creative as well as delve more deeply into the math over a one-week period. This teacher also gave quick quizzes to check for understanding of more routine skills.

Not all teachers loved Agile Mind. General-track students balked at the program's self-tests, and some new teachers said the difficulty level of the program sometimes increased too rapidly. The solution: administrators paired same-subject veteran teachers with rookies and

arranged meetings every two weeks to problem-solve and modulate the difficulty level by inserting less difficult assessment items from other sources.

Another concern with the Agile Mind program is that a few teachers were over-using it, "clicking on every doggone screen they have," in the words of the company's consultant. The ideal, to which most teachers gravitated to, was using Agile Mind for about half of classroom time and supplementing it with a combination of other materials and activities.

"School Subtracts Math Texts to Add E-Lessons, Tests: Online Curriculum and In-Class Assessments Seen as Way to Life Achievement" by Andrew Trotter in *Education Week*, May 9, 2007 (Vol. 26, #36, p. 10-11), http://www.edweek.org/ew/articles/2007/05/09/36form-agile.h26.html

6. When Should Teachers Blow the Whistle on Violent Student Writing?

In this thoughtful *New York Times* "On Education" column, Joseph Berger describes the challenge faced by high-school and college English teachers in the wake of the Virginia Tech shootings. As Berger puts it, "teachers are called upon to prowl that fine line between what is discerning and what is disturbing, what are the creations of a fevered imagination and what are the cries of a troubled heart."

Berger interviewed teachers and students and found considerable support for not over-analyzing what students write. "Writing teachers are not therapists," he says, "and writing, as therapeutic as it may be, is not therapy by other means… Probing deeply into a student's life would not only brand such a student as unstable but also constrain an honest voice." Sam Maurey, an Amherst College junior interviewed by Berger, put it this way: "A creative writing class should be a place where you can write things that are disturbing without people thinking you're disturbed." Alexander Chee, his writing teacher, agrees. "Students are asking me to see what they write as a piece of fiction," he says, "and they're not saying 'I want to talk about my life.'" Chee says he takes a lot of his students' writing with a grain of salt, especially when it comes from male students whose agenda is shocking adults: "They break certain cultural taboos, but in those cases, the students are usually quite socialized and not the kind of shut-down loner we saw at Virginia Tech."

Writing teachers' challenge, says Berger, is to liberate, not constrain – to elicit authentic, creative, high-quality material from their students. Sarah Shun-lien Bynum, who teaches writing in San Diego, tries to create an atmosphere where "no topic is off limit, where they are given the freedom to write about those places in their imagination that are very dark and embarrassing and disturbing because often very powerful writing comes precisely from those places." Constance Congdon, Amherst's playwright in residence, concurs: "If they start censoring themselves, then the muse just shuts down." Berger notes that English teachers routinely assign books and plays that are steeped in violence – *Hamlet, Oedipus Rex, Anna Karenina*.

But when does a student's writing cross the line and call for a referral for counseling – or a more serious intervention? Berger suggests a guideline: when depressed and/or violent writing matches a student's depressed and troubling demeanor, it's time to intervene. At Virginia Tech, several teachers took action when Mr. Cho, the future shooter, wrote a

disturbing play in which a teenager threatens to kill his stepfather to prevent his own rape – at the same time that students and faculty were stuck by Cho's erratic and troubling behavior. One teacher tutored him, another ejected him from her class, and others alerted college deans. Tragically, there was no effective follow-up.

"Deciding When Student Writing Crosses the Line" by Joseph Berger in the *New York Times*, May 2, 2007; the article is available for purchase at:
http://select.nytimes.com/gst/abstract.html?res=F40612FD3B5A0C718CDDAC0894DF404482

7. Are Laptop Programs Worth the Expense?

This *New York Times* article reports that some school districts have been disappointed with the results of programs that give laptop computers to all students. "After seven years, there was literally no evidence it had any impact on student achievement – none," said Mark Lawson, school board president in Liverpool, New York, which has decided to drop its program. "Teachers were telling us when there's a one-to-one relationship between the student and the laptop, the box gets in the way. It's a distraction to the educational process."

Liverpool school officials listed other problems: students were using laptops to exchange answers on tests, download pornography, and hack into local businesses; during school-wide study hall periods, so many students were surfing the Internet (instead of working or getting help from their teachers) that the network routinely froze (when the school tightened security, a high-school sophomore devised a workaround and posted it on the Web); and the district had to fix scores of broken computers every month. According to the *Times* article, these problems, along with teacher resistance and technical glitches, have led a variety of other districts and schools – urban, suburban, rural, and private – to drop laptop programs.

Laptops supporters say that computers are motivational, especially for reluctant learners. While conceding that laptops may not be the best way to raise test scores, these educators argue that giving all students access to computers increases creativity and independent research. They say laptop programs should be given more time to prove themselves and should focus on training teachers and overcoming their resistance.

"Seeing No Progress, Some Schools Drop Laptops" by Winnie Hu in the *New York Times*, May 4, 2007
http://www.nytimes.com/2007/05/04/education/04laptop.html?ex=1179288000&en=4d4d1320dd1a479e&ei=5070

8. Ideas for Tapping into Teachers' "Deep Smarts"

In this *Principal Leadership* article, University of Virginia professors Harold Burbach and Daniel Duke suggest ways of tapping into teachers' knowledge and savvy to improve in-school professional development. They suggest teacher-led professional development meetings, voluntary peer coaching, focus groups on specific topics, and action research. On the last item, they write, "No one is in a better position to identify a list of practical research questions than the teachers who are struggling with those questions on a daily basis." In

addition teachers are much more likely to put into practice findings that stemmed from their own research.

Burbach and Duke suggest four more strategies for teacher-led professional development:

• *Shadowing students* – A teacher uses released time to shadow one student as he or she goes from class to class during a regular school day, and reflecting on what life is like from a student's perspective.

• *Debriefing students* – At the end of a teaching unit, pairs of teachers take turns asking each other's students questions like, "What did you learn in this unit?" and comparing notes.

• *Breaking the routine* – Teachers quiz each other on classroom routines like lesson planning, evaluating student performance, discipline, and handling disruptions and then changing or dropping routines to see how functional they are.

• *Testing hypotheses* – Pairs of teachers choose one student who is struggling in their classes, offer an explanation of why each student is having trouble, suggest a way to improve the student's performance, and compare notes on how things worked out.

"Deep Smarts: How to Tap Teachers' Tacit Knowledge" by Harold Burbach and Daniel Duke in *Principal Leadership* (High School Edition), May 2007 (Vol. 7, #9, p. 34-37), no e-link

9. The Limits of Brain Research

In this article in *Kappan*, Judy Willis, who was a neurologist for 15 years and now teaches in a California middle school, describes recent breakthroughs in brain imaging: Positron Emission Tomography (PET), Functional Magnetic Resonance Imaging (fMRI), and Quantitative Encephalography (qEEG). These machines can record brain waves, blood flow, and the levels of glucose and oxygen in specific parts of the brain as a person undergoes various stimuli.

But Willis says that the studies that have been done so far of the impact of classroom strategies and products are far from definitive. At best, they are *suggestive* of what works and what doesn't, based on *correlations* of educational stimuli and brain activity. Willis firmly believes that "mind-blowing advances in classroom teaching strategies" are around the corner, but warns educators to be leery about enthusiastic findings and product promotions that claim to be based on brain research. "It would be premature and against my training as a medical doctor," she writes, "to state that any of the strategies that claim to be brain-based are as yet firmly validated by the complete meshing of simultaneous cognitive studies, neuroimaging, and educational classroom research."

What we have so far, says Willis, is "highly suggestive evidence" for these three classroom practices:

- Keeping classrooms low in threat and high in reasonable challenge;
- Keeping students actively engaged and motivated;
- Teaching for meaning and understanding.

"Which Brain Research Can Educators Trust?" by Judy Willis in *Phi Delta Kappan*, May 2007 (Vol. 88, #9, p. 697-699), no e-link available

10. Short Item:

School-based mental health supports – In this *Education Week* online chat, Stacy Skalski, director of public policy for the National Association of School Psychologists, mentions a listing of proven, school-based interventions for children and adolescents posted by the Substance Abuse and Mental Health Services Administration:
http://www.nrepp.samhsa.gov/

"Chat Wrap-Up: Student Mental Health" in *Education Week*, May 9, 2007 (Vol. 26, #36, p. 36)
http://www.edweek.org/ew/articles/2007/05/09/36chat.h26.html

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 36 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 (with occasional breaks; there are about 50 issues a year).

Subscriptions:

Individual subscriptions are $50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- Why the Marshall Memo?
- Publications read
- Article selection criteria
- Topics covered
- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs
Atlantic Monthly
Catalyst Chicago
CommonWealth Magazine
Daily EdNews
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
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
TESOL Quarterly
Theory Into Practice
Times Educational Supplement, Magazine