Marshall Memo 371

A Weekly Round-up of Important Ideas and Research in K-12 Education
January 31, 2011

In This Issue:

Quotes of the Week

"We know that adult learners' emotional states are inextricably tied to their abilities to learn. We also know that adult learning is voluntary; learning is not something a supervisor can force on a principal."

Barry Vitcov and Gary Bloom (see item #1)

"Well, today everyone checks. This is a world in which public is the new default."

Will Richardson on fudging his resumé as an adolescent, years ago (see item #7)

"Complex texts aren't so easily judged. Often they force adolescents to confront the inferiority of their learning, the narrowness of their experience, and they recoil when they should succumb. Modesty is a precondition of education, but the Web teaches them something else: the validity of their outlook and the sufficiency of their selves, a confidence ruinous to the growth of a mind."

Mark Bauerlein (see item #2)

"Many teachers are discovering that a basic cell phone can be the Swiss army knife of digital learning tools."

Liz Kolb (see item #5)

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1. Improving the Way Principals Are Supervised and Evaluated

In this important *American School Board Journal* article, California-based consultant Barry Vitcov and Santa Cruz superintendent Gary Bloom say that supervision and evaluation of principals have been sorely neglected – a shame, since the principal is so crucial to school culture and student achievement. Here are their recommendations:

• *Support* – Districts should make supervision and evaluation of principals a high priority. Supervisors' workload should be manageable (around 12 principals each) and they should have content-area coaches and on-going training, collaboration, school visits, and reflection time with other supervisors.

• *Frequent contact* – The typical pattern is for supervisors to see their principals three times a year – at the beginning of the year to set goals, in the middle to check in, and at the end to deliver the evaluation. Vitcov and Bloom believe that much more frequent contact is necessary to develop a principal's effectiveness. "We've found the most effective principal supervisors check in with their 'supervisees' every week, even if it's only by e-mail or telephone," say Vitcov and Bloom. "They observe the principals doing real work, like facilitating meetings and conferencing with teachers, and provide them with immediate feedback. They spend hours with their supervisees, reviewing student data and supporting school planning processes."

• *Clear, aligned goals* – "In effective school districts," say Vitcov and Bloom, "principals are clear about their personal and school goals, and district resources are aligned to help them meet those goals." Supervisors keep principals focused on district and state policies and best practices, make sure they have a good improvement plan with measurable goals, look together at real-time data on student performance and school culture, and provide support tailored to each situation. The worst approach is to tell principals to produce results or they will lose their jobs. "Aligned systems should allow principals to be leaders of schools that can envision and act in ways unique to their own contexts – not solely the result of external demands."

• *Working smart* – "We know that adult learners' emotional states are inextricably tied to their abilities to learn," say Vitcov and Bloom. "We also know that adult learning is voluntary; learning is not something a supervisor can force on a principal… It would be much easier for a supervisor to simply 'be the boss' and tell his or her subordinates what needs to be done and when to get it finished. However, if we believe what is known about adults as

learners and believe schools are learning institutions for everyone, then the stereotypical boss/subordinate relationship does not work to nurture the growth of effective site leaders."

• *Manageable documentation* – Vitcov and Bloom have encountered two dysfunctional ways that supervisors are asked to keep track of their supervision of principals: short, superficial checklists and ungainly rubrics accompanied by pages of forms. The second kind is a well-intentioned attempt to implement worthwhile concepts. "Unfortunately," say Vitcov and Bloom, "these monsters created by committee end up on a shelf, victims of their own girth and complexity. Yes, supervision and evaluation require documentation, but those documents need to serve the process rather than have the process serve the documents." They recommend much shorter and more focused documentation that follows up on frequent school visits and face-to-face conversations.

"Managing Principals" by Barry Vitcov and Gary Bloom in *American School Board Journal*, February 2011 (Vol. 198, #2, p. 26-28), no e-link; the authors are at barry.vitcov@gmail.com and gsbloom@gmail.com.

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2. Teaching Students to Read Complex Texts - Slowly

(Originally titled "Too Dumb for Complex Texts?")

In this *Educational Leadership* article, Emory University professor Mark Bauerlein presents some alarming statistics:

- 29 percent of students in four-year public colleges are required to take remedial classes.
- 43 percent of students in two-year public colleges must take remedial classes.
- 30 percent of U.S. college freshmen drop out.

What's the difference between students who are ready to succeed in college and those who aren't? According to a 2006 ACT study, college-ready and college-unready students are similarly proficient at grasping the main idea, word meanings, and supporting evidence in most passages. The difference is that college-unready students can't make sense of *complex* texts – passages with dense meanings, elaborate structure, sophisticated vocabulary, and subtle authorial intentions – for example, a U.S. Supreme Court decision, an epic poem, or an ethical treatise.

Why do so many students flounder with complex texts? They haven't had enough experience and practice; they've skated through high school reading texts that they could grasp with a quick, superficial reading. "Unready students might be just as intelligent and motivated as the ready ones are," says Bauerlein, "but they don't possess the habits and strategies needed to carry on."

Can digital books and technology aids help? Actually, Bauerlein thinks they're part of the problem since they're geared to quick skimming and rapid-fire thinking. To be prepared to read complex texts successfully, students must learn to *downshift* and acquire the following qualities:

• *A willingness to probe* – "Readers need to be patient enough to ponder a single sentence for a few minutes," he says, "because many complex texts aren't just purveyors of information, but expressions of value and perspective."

• *The capacity for uninterrupted reading* – Complex texts are too dense to allow for rapid exit and reentry. "They often originate in faraway times and places and discuss ideas and realities entirely unfamiliar to the modern teenager," he says. "To comprehend what they say requires a suspension of present concerns."

• *An openness to deep thinking* – "Readers can't skim the opening paragraphs of Ralph Waldo Emerson's *Self-Reliance* and exclaim, 'Yeah – that's the truth!' and rest," says Bauerlein. They have to read it all the way through and wrestle with the ideas. This is the opposite of what many teens experience in the world of Web 2.0, which celebrates quick response and empowers people to say what *they* think. "Complex texts aren't so easily judged," he says. "Often they force adolescents to confront the inferiority of their learning, the narrowness of their experience, and they recoil when they should succumb. Modesty is a precondition of education, but the Web teaches them something else: the validity of their outlook and the sufficiency of their selves, a confidence ruinous to the growth of a mind."

Bauerlein isn't suggesting that schools go Luddite, but he does believe it's essential to give students more exposure to measured, thoughtful reading of complex texts. "The key is to regularize the instruction and make slow reading exercises a standard part of the curriculum. Such practices may do more to boost college readiness than 300 shiny laptops down the hall – and for a fraction of the price."

"Too Dumb for Complex Texts?" by Mark Bauerlein in *Educational Leadership*, February 2011 (Vol. 68, #5, p. 28-32), http://www.ascd.org. Bauerlein is at engmb@emory.edu.

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3. Using Performance Tasks in Foreign-Language Classes

In this article in *The Language Educator*, Wisconsin Department of Public Instruction official Paul Sandrock shares a step-by-step guide to designing foreign-language curriculum units (excerpted from his new book). Foreign-language teachers, he says, "express frustration with assessments that emphasize only low-level recall of vocabulary, manipulation of grammatical structures by filling in blanks, and other substitutions for real communication." Sandrock believes that good performance assessments put the emphasis where it belongs – on the message that's being communicated – while keeping perfect grammatical accuracy as an important long-term goal.

To develop effective assessments of student learning, teachers need to ask the reason for their assessments, what information they hope to gather, and what they will do with the information. In foreign-language classes, the most important assessment goal is measuring students' use of language in real-life situations, which include:

- Presenting ideas to an audience;
- Exchanging opinions;
- Preparing a letter of application or introduction;

- Understanding other people and comparing their ideas to one's own;
- Skimming a website to find information.

A well-designed performance task will simulate genuine acts of communication and provide teachers and students with helpful feedback. "Students will know much more than how well they did on a test," says Sandrock. "They will know how well they can perform when actual communication is needed." Here are Sandrock's recommended steps:

• *Identify standards-based learning outcomes*. Then target the language level and focus the assessment within the context of the curriculum unit.

• *Create a rich and engaging thematic focus*. Identify what students need to do to demonstrate their learning, and evaluate assessment tasks against the targeted level of proficiency.

• *Decide on a series of on-the-spot assessments*. These might include tickets to leave (for example, asking students to write down two ways to say goodbye and give it to the teacher on the way out of class) and quick oral checks for understanding, moving from yes-no answers (*Does a good friend help a friend with homework?*), to having students finish a sentence (*Tomorrow you are going to bring to class your ….*), to forced-choice questions (*When a friend is being bullied, should a good friend step in to fight back, go get help, or escort the friend to where there is an adult?*) to open-ended questions (*How can a friend be helpful without doing the work for a friend?*).

• *Create summative assessments*. These should provide evidence of what students can do on their own as a result of a unit of instruction. These might be conversational (for example, students pair up and talk about how much they have in common on the topic), interpretive (for example, students identify a news story of national importance in their local paper and then search for stories on the same event in three different foreign newspapers in the target language and highlight similarities and differences), or presentational (for example, intermediate students write a letter to a potential host family in the target language, explaining differences in responsibilities and house rules that could be anticipated).

• *Design rubrics*. First, identify what quality performance looks like at the proficient level. Second, describe exceeds-expectations performance and below-expectations performance; it's ideal to involve students at this stage of rubric construction. Third, pilot the rubric with students and make revisions. Finally, decide how to communicate the assessment results.

• *Use performance assessment data to enhance programs*. Sandrock recommends using performance tasks to track student progress across grades and schools and to improve curriculum design.

"The Keys to Assessing Language Performance: A Teacher's Manual for Measuring Student Progress" by Paul Sandrock in *The Language Educator*, January 2011 (Vol. 6, #1, p. 46-50), no e-link available; Sandrock's book (same title) is available at http://www.actfl.org.

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4. Three Types of Instructional Websites and How to Use Them

(Originally titled "Using Websites Wisely")

"Not all information websites are created equal," say University of Rhode Island/Kingston professors Julie Coiro and Jay Fogleman in this *Educational Leadership* article. They describe three categories of websites and the ways to maximize their potential:

• *Web-based informational reading systems* – Websites like Discover Magazine http://www.discovermagazine.com, Awesome Stories http://www.awesomestories.com, and Math in Daily Life http://www.learner.org/interactives/dailymath entice readers with interesting content and clip art, photographs, and videos, say Coiro and Fogleman. However, they "present content-area concepts in primarily static, text-based environments… and don't necessarily provide scaffolding for students or teachers in how to use or learn from the information… Typically, readers navigate through the site guided only by their interest in or need to obtain information; few opportunities are available to interact with concepts other than by reading or viewing information."

Coiro and Fogleman say the best way to use this kind of website is to design a task focused on a small set of readings within the website – a task that is aligned with learning goals, offers students choices, and scaffolds their understanding of important connections. For example, students working on the question *Why is water essential to all life?* might work in pairs studying the water cycle and investigating one of the website facts under "20 Things You Didn't Know About Water."

• *Web-based interactive learning systems* – These sites include interactive content that gets students more actively involved, but they have limitations. "These are often part of a menu of educational features – for example, lesson plans, quizzes, video collections, or games – that are isolated from the reading portions of the website but offer students or teachers low to moderate levels of instructional support," say Coiro and Fogleman. "Typically, the information is related to a particular topic or discipline… but few explicit connections between features help learners (or teachers) connect one informational element to another in meaningful ways. Examples of this kind of website: Science News for Kids http://www.sciencenewsforkids.org, FactMonster http://www.factmonster.com, Ology from the American Museum of Natural History http://www.amnh.org/ology, and Cells Alive http://www.cellsalive.com.

Coiro and Fogleman say the best way to use these websites is to have students select a topic of interest on the site – for example, the three things that led to the extinction of the wooly mammoth – and decide how they will learn more about it.

• *Web-based instructional learning systems* – These websites take learning to the next level, presenting the content not only in multimodal and interactive features, but also connecting the activities to virtual simulations. Examples: National Library of Virtual Manipulatives http://nlvm.usu.edu/en/nav/vlibrary.html, Google Lit Trips http://www.googlelittrips.org, Knowing Edgar Allan Poe http://knowingpoe.thinkport.org, Sense and Dollars: Think You Know About Money? http://senseanddollars.thinkport.org, Pathways to Freedom: Maryland and the Underground Railroad

http://pathways.thinkport.org/flash_home.cfm, and On the Trail of Captain John Smith http://kids.nationalgeographic.com/kids/games/interactiveadventures/john-smith.

Coiro and Fogleman say the best way to use this type of website is to help students make connections between the virtual experiences and the concepts being covered in class. "Reflecting with students about how these tools can enhance their understanding of challenging concepts in your curriculum may encourage them to seek out other web-based instructional systems," they conclude.

"Using Websites Wisely" by Julie Coiro and Jay Fogleman in *Educational Leadership*, February 2011 (Vol. 68, #5, p. 34-38), http://www.ascd.org. The authors are available at jcoiro@mail.uri.edu and fogleman@mail.uri.edu.

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5. Seven Classroom Uses of Cell Phones

(Originally titled "Adventures with Cell Phones")

"Many teachers are discovering that a basic cell phone can be the Swiss army knife of digital learning tools," says University of Michigan lecturer Liz Kolb in this *Educational Leadership* article. She describes how she shifted from being a strong opponent of cell phones in school to touting their potential as learning tools. Kolb now believes these devices can save money, help teachers make better use of class time, motivate students, teach them mobile etiquette and safety, and prepare them for success. Here are her favorite cell phone applications:

• *Podcasting, oral recordings, and oral quizzes* – A number of resources on the Internet allow students to post phone calls as audio files or podcasts. Teachers can create a Google Voice account – http://google.com/voice - that provides a free local phone number associated with the teacher's phone or voice mailbox. Students can use it to leave recorded homework assignments or test answers.

• *Mobile Geotagging* – This allows students to post photos, videos, audio recordings, or text messages linked to a particular location. For example, students in a biology class might use Flagr http://flagr.com to take photos of animals in different locations. The teacher can then create a map showing the different habitats and discuss why each animal lives there. Or history students might use GeoGraffiti http://geograffiti.com to go to various historical sites and record brief descriptions of them; the teacher can then create a map and play back the recordings associated with each location.

• *Digital storybooks* – Yodio http://yodio.com allows students to use their cell phones to create digital stories anytime, anywhere. For example, a first-grade class on a field trip could create a collaborative digital storybook about animals at the zoo.

• *Self-organization* – Using voice-to-text applications like Jott http://jott.com and Dial2Do http://dial2do.com, students can call in reminders to themselves, send e-mails or text messages to groups of people, create posts, create a schedule on a Google calendar, listen to their Google calendar, listen to their e-mail, and listen to podcasts and webpages when they are out and about.

• *Photo projects* – Photo-sharing sites like Flickr http://flickr.com and Photobucket http://photobucket.com allow students take photos with their cell phones (for example, a math class finding examples of polygons), save a short text message describing each object, and send it all to a private website that the teacher can play back the next day in class.

• *Classroom response systems* – Poll Everywhere http://polleverywhere.com, Wiffiti http://wiffiti.com, and TextTheMob http://textthemob.com enable teachers to do on-the-spot assessments of students' learning via their cell phones.

• *Information gathering* – On field trips, students can send their questions to a free information site like ChaCha http://chacha.com and get text-message answers back in minutes.

In a sidebar in this article, Kolb urges teachers to make sure students know how to use their cell phones properly before plunging into these instructional activities – and also reach out to parents telling them what's planned:

- Tell students how digital information lives forever. A brief video, Digital Dossier http://www.youtube.com/watch?v=79IYZVYIVLA, is powerful.
- Discuss with students how to stay safe in the mobile world. Sites like ConnectSafely http://www.connectsafely.org are helpful.
- A special http://www.mtv.com/news/articles/1631123/20100203/asher_roth.jhtml from MTV on sexting is helpful for middle and high-school students. There's also an online quiz on sexting: http://www.athinline.org.
- On the WoogieWorld site http://www.woogieworld.com/educators elementary students can learn about cybersafety, cyberethics, cybersecurity, and cyberhealth.
- Middle and high-school students can learn about students and professionals who have lost jobs or been in court because of text messaging, sexting, or media sharing using cell phones. See http://www.oprah.com/packages/no-phone-zone.html.

"Adventures with Cell Phones" by Liz Kolb in *Educational Leadership*, February 2011 (Vol. 68, #5, p. 39-43), http://www.ascd.org; Kolb can be reached at elikeren@umich.edu.

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6. Online and Social Media Guidelines for Educators

In this *American School Board Journal* article, North Carolina district official Nora Carr shares this adaptation of the Social Media Guidelines Wiki:

• *Be careful about what you post*. "Online behavior should reflect the same standards as those used for face-to-face communications. Deleted information may be stored and retrieved indefinitely, while information marked 'private' rarely is, and may be forwarded easily, even by someone you trust."

• *Be aware of your official role*. "Ensure that content reflects and is consistent with the work you do for your district. Once you identify yourself as a school or district employee, or former employee, you are automatically connected with colleagues nationwide."

• *With students, stick to school business*. "Don't use e-mail, text messaging, instant messaging, or social networking sites to discuss non-school-related issues with students. Homework, class activities, athletics, extracurricular activities, parent nights, choral concerts,

and other school activities represent appropriate topics of discussion. Keep relationships with students professional at all times."

• *Respect students' and colleagues' privacy*. "Do not comment on students or confidential student matters on social networks; do not violate your co-workers' privacy, either. Professionals have tough conversations face to face and in appropriate settings."

• *Treat online content as an extension of your classroom*. "If it's not appropriate in the classroom or out in the open at school, it's not appropriate online, either."

• *Don't allow others to post inappropriate material about you*. "Search your name online and monitor what others are saying and posting about you. Even your friends and family can post and tag (i.e., identify you by name) photos you would never consider making public. If that happens, either ask the person to remove the offending photo or make it clear that you don't support its publication."

• *Don't be anonymous*. "Identify yourself as a school employee, and don't post comments anonymously or try to hide your role. Fact-check information for accuracy before posting or sending it to another person."

• *Be appropriate*. "Share ideas in a respectful manner, and don't slam others online. Share expertise and write in a conversational style that sounds as if you and another friend are chatting at the dinner table."

"Facing Facebook" by Nora Carr in *American School Board Journal*, February 2011 (Vol. 198, #2, p. 38-39, 41), no e-link; Carr can be reached at ncarr@carolina.rr.com. The Social Media Guidelines Wiki is at http://socialmediaguidelines.pbworks.com.

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7. Helping Students Manage Their Online Reputations

(Originally titled "Publishers, Participants All")

In this *Educational Leadership* article, author/consultant Will Richardson drives home the point that everything we put online is universally accessible. When he was in high school, he composed a typewritten resumé for college applications and local employers and admits that he fudged a few facts. "I mean, who was going to check, right?" he says. "Well, today everyone checks. This is a world in which public is the new default." Students need explicit instruction on how to "follow their passions and publish meaningful, quality work for real global audiences to interact with."

One of the best things teachers can do, says Richardson, is to model thoughtful online sharing and "reputation management." Here are his suggestions:

• *Become "Googleable" yourself*. "To fully understand the implications for students, teachers need to have some personal context for sharing and interacting online," he says. Teachers might start a blog, use Skype, and interact with others online.

• *Model connections*. Teachers should share appropriate online collaboration with students.

• *Share student work*. Teachers might create a classroom portal to share student work and monitor online discussions and reactions to it.

• *Practice and teach "reputation management."* Richardson advises, "Help students hone strategies for the continual monitoring of their lives online – not just in what they produce but in what others publish and share about them."

"Publishers, Participants All" by Will Richardson in *Educational Leadership*, February 2011 (Vol. 68, #5, p. 22-26), http://www.ascd.org. Richardson is at weblogged@gmail.com.

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8. Mixed Results from Introducing Popular Culture in a Classroom

In this *Reading Research Quarterly* article, Adam Lefstein of Ben Gurion University in Israel and Julia Snell of the University of London report on what happened when Ms. Leigh, a Year 5 teacher in England, had her students emulate the judges in a popular TV show. Students were in the middle of revising a composition and the teacher announced that they were going to use the format of *X Factor* (the British counterpart of *American Idol*). This elicited an immediate, enthusiastic response and heightened students' involvement in the lesson. The teacher had a student read two drafts of his composition and then the rest of the class paired up, quickly talked about whether the second draft had improved, and held up their fingers in a 1-10 rating of the second draft. A few students then offered specific comments.

Lefstein and Snell say that using *X Factor* was successful in heightening students' attention, but they saw three developments that made them wonder about the efficacy of using popular culture in classrooms:

• Although the *X Factor* dynamic made the teacher's voice less dominant (which is generally considered a good thing), the students whose voices filled the vacuum were the boys who normally dominated the class. The popular-culture simulation did nothing to empower less-vocal students.

• The teacher had no clear role in the *X Factor* game. She couldn't intervene to probe students' ideas or offer her own interpretation. "Throughout the episode," say Lefstein and Snell, "Ms. Leigh juggled the competing goals of engaging students, giving them voice, managing participation, advancing new perspectives on story quality, and getting through the lesson."

• Class dynamics during the *X Factor* segment were exuberant and entertaining, but the boys who participated were engaged in "procedural displays" rather than substantive academic learning, and the discussion of the student's writing was superficial.

In short, Lefstein and Snell believe the *X Factor* segment led to a narrowing rather than an expansion of learning opportunities.

"Promises and Problems of Teaching With Popular Culture: A Linguistic Ethnographic Analysis of Discourse Genre Mixing in a Literacy Lesson" by Adam Lefstein and Julia Snell in *Reading Research Quarterly*, January/February/March 2011 (Vol. 46, #1, p. 40-69), no e-link available; the authors are at lefstein@bgu.ac.il and j.snell@ioe.ac.uk

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9. Dealing with Misconceptions and Testing Understanding of Energy

In this article in *Reading Research Quarterly*, three educators in Greece address the perennial problem of students clinging to misconceptions and either ignoring or distorting new information that contradicts what they believe. The authors found that "refutation texts" – that is, passages that provide back-and-forth arguments in which misconceptions are presented and refuted – do a better job than expository texts at dislodging misconceptions.

Of particular interest in their article are several sample assessment questions designed to tap students' understanding of energy matter, conservation, and force:

• If we had a very strong microscope, do you think we would be able to see the energy that 1 kg of sugar has?

a. Yes
b. No
c. Don't know

Please explain your answer

• If we weigh with a very sensitive scale a battery before and after use, we will find that it weighs ____ the second time, when it can no longer be used.

a. The same
b. More
c. Less

• Why do we say that "energy is wasted" when we have the air conditioning on and the windows open?

• What happens to the energy of the wind when the wind stops blowing? Does it get lost?

a. Yes
b. No
c. Don't know

Please explain your answer

• When we press a spring, then we transfer ____, which is stored in the spring.

a. Force
b. Energy
c. Force and energy

• Suppose we press a spring and then let one end loose so it hits a ball. Which of the following explains better what happens:

a. The spring exerts a force on the ball.
b. The spring transfers energy to the ball.
c. Both of the above

Please explain your answer

"Comprehension and Learning from Refutation and Expository Texts" by Irene-Anna Diakidoy, Thalia Mouskounti, and Christos Ioannides in *Reading Research Quarterly*, January/February/March 2011 (Vol. 46, #1, p. 22-38), no e-link available; the correct answers to the multiple-choice questions above are: b, a, b, b, and c.

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10. Websites:

a. Book Drum – The interactive website http://www.bookdrum.com has extensive material on more than 100 classic and popular works of literature. Teachers can arrange for students to create a profile of any book they are reading in class and students can add facts, maps, and illustrations.

Spotted in *Educational Leadership*, February 2011 (Vol. 68, #5, p. 9),

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b. Jefferson Math Project – This website http://www.jmap.org has an extraordinary variety of upper-level mathematics material. Although it is keyed to the New York State Regents exams, it may be helpful in other venues.

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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 41 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).

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Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, 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
New York Times
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
Teachers College Record
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice
Tools for Schools