Marshall Memo 549

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 25, 2014

In This Issue:

Quotes of the Week

"I believe testing issues today are sucking the oxygen out of the room in a lot of schools – oxygen that is needed for a healthy transition to higher standards, improved systems for data, better-aligned assessments, teacher professional development, evaluation and support, and more."

Arne Duncan (see item #2)

"As students move from elementary to middle and high school, the cost of looking foolish in front of their teacher and classmates starts to weigh heavily in their decisions about how and when to get help."

Sarah Sparks (see item #4)

"We have to figure out, what are students really striving for in the classroom, not just academically but also socially. If you can take away the mindset that 'I don't want to look like a loser,' and promote a growth mindset, that's huge."

Sarah Kiefer (*ibid.*)

"Teachers may not know why students don't ask for help. It may be that I don't know what I don't know; I don't know how to ask; I'm afraid to ask; or I just don't need help. One of the major skills a teacher needs is to be able to distinguish among these."

Stuart Karabenick (*ibid.*)

1. What's Up With the Declining Support for Common Core?

In this *Education Gadfly* article, Thomas Petrilli wonders what's behind the recent decline in support for the Common Core State Standards, specifically:

- According to an *Education Next* poll, public approval dropped from 65 to 53 percent in the last year, with Republicans now almost evenly split – 43 percent for, 37 opposed.
- The just-released Phi Delta Kappa/Gallup poll found that a majority of the public, and three-quarters of Republicans, now oppose the Common Core.
- The *Education Next* poll found that support among teachers has fallen from 76 to 46 percent in the last year.

For those who support the new standards, these are troubling but not unexpected trends, says Petrilli: "After two punishing years of legislative assaults, Tea Party attacks, implementation controversies, and negative stories in conservative media, it's a bit of a miracle that the numbers aren't even worse."

Still, while the Common Core "brand" is taking a beating, the basic ideas behind the standards are still popular. *Education Next's* pollsters found the level of support rose significantly when respondents were given a description of the standards without mentioning the toxic words, "Common Core."

Petrilli believes several misconceptions are behind the declining support. Many Americans believe:

- Common Core State Standards are a federal mandate;
- Confidential student data will be sent to the federal government;
- The new standards will usurp local control over curriculum;
- CCSS will dictate decisions on textbooks and instructional materials.

These are all incorrect, but the idea of Washington's involvement is "hard to address," says Petrilli. "There's no denying that there were federal incentives for adopting the standards, even if they didn't amount to a requirement, and what's done is done. But we surely can do a better job informing frustrated parents that they are, in fact, empowered to do something about the lousy math textbooks schools are assigning their children: they can – and should – take it up with their local school boards. Because that's still where those decisions are made."

As for the sharp drop in support among teachers, Petrilli believes it has a lot to do with the way the *Education Next* question was worded, including the phrase, "they will be used to hold public schools accountable for their performance." The question conflated implementation of the standards with the controversial use of test scores as part of teacher evaluation.

"What's Behind the Declining Support for the Common Core?" by Michael Petrilli in *The Education Gadfly*, August 20, 2014 (Vol. 14, #34), http://edexcellence.net/articles/whats-behind-the-declining-support-for-the-common-core-0

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2. Arne Duncan Eats a Little Crow

In this back-to-school message to teachers and school administrators, U.S. Secretary of Education Arne Duncan says the current drive to adopt new curriculum standards, new student assessments, and new accountability measures for students and teachers in almost all states is the "biggest, fastest change in schools nationwide in our lifetime." He congratulates educators for making significant progress on improving high-school graduation rates and college enrollment and reducing dropout rates, especially for historically underachieving subgroups. Duncan argues that this reform effort is "essential to prepare kids to succeed in an age when the ability to think critically and creatively, communicate skillfully, and manipulate ideas fluently is vital." He believes testing is especially important for providing detailed information on how the most vulnerable students are progressing.

But Duncan says he's heard from many educators that too much is happening too fast, specifically:

- It's unfair to hold educators accountable for student test scores while new learning standards and tests are being introduced.
- In many states, current standardized tests focus more on basic skills than critical thinking and deeper learning, pulling teachers and students away from implementing the new standards with fidelity.
- Testing and test preparation are taking too much instructional time.

"I share these concerns," says Duncan. "And I want our department to be part of the solution… I believe testing issues today are sucking the oxygen out of the room in a lot of schools – oxygen that is needed for a healthy transition to higher standards, improved systems for data, better-aligned assessments, teacher professional development, evaluation and support, and more… I'm concerned, too, when I see places where adults are gaming tests, rather than using them to help students… There's plenty of responsibility to share on these challenges, and a fair chunk of that sits with me and my department."

Duncan then announces that states will be able to request a one-year delay for when test results become part of teacher evaluation. "Change is hard," he concludes, "and changes of significance rarely work exactly as planned. But in partnership, making course alterations as necessary, we will get there."

"A Back-to-School Conversation with Teachers and School Leaders" by Arne Duncan, Aug. 21, 2014, http://smartblogs.com/education/2014/08/21/listening-to-teachers-on-testing/?utm_source=brief, also "States Given a Reprieve on Ratings of Teachers" by Motoko Rich in *The New York Times*, August 22, 2014, http://nyti.ms/1olyR3m

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3. Six Myths About the Failure of Progressive Math

In this *Brown Center Chalkboard* article, author/educator Tom Loveless tees off on Elizabeth Green's recent *New York Times Magazine* article (which was summarized in Marshall Memo 547). Green said that progressive waves of U.S. mathematics curriculum reform – from the New Math of the 1960s to the Common Core – founder because teachers haven't changed the computation-and-memorization-driven way they teach. She contrasts dreary, rote U.S. classrooms with lively, conceptually oriented classrooms in Japan, where, she says, teachers radically changed their pedagogy through Lesson Study.

"The story is wrong," says Loveless. "It goes wrong by embracing six myths."

• *Myth #1: Japan scores higher than the U.S. on math tests because Japanese teachers teach differently*. Loveless says that Green's conclusions about engaging, conceptually rich Japanese classes are based on a small number of unrepresentative schools and the TIMSS video study, which didn't look at student learning. He believes differences in teaching methods account for only a small part of the Japan/U.S. achievement gap.

• *Myth #2: Factors outside school are unimportant to Japanese math success*. Green doesn't think cultural differences between the two countries count for much and doesn't mention Japanese *jukus,* after-school cram schools that focus on basic skills, drill and practice, and memorization. "Japanese public schools have the luxury of off-loading these instructional burdens to jukus," says Loveless. "An alternative hypothesis to Green's story is this: perhaps because of jukus Japanese teachers can take their students' fluency with mathematical procedures for granted and focus lessons on problem-solving and conceptual understanding. American teachers, on the other hand, must teach procedural fluency or it is not taught at all."

• *Myth #3: American kids hate math, Japanese kids love it*. Loveless cites PISA and TIMSS questionnaire data from randomly selected classrooms as evidence that American students enjoy math more than their Japanese counterparts. In both countries, enjoyment of math declines between fourth and eighth grades, but at both levels, the like/dislike ratio is higher in the U.S. than in Japan. Green visited cherry-picked classrooms to draw her conclusions, says Loveless.

• *Myth #4: The history of international test scores supports math reform*. Contrary to Green's narrative of happy, high-achieving Japanese students and bored, low-achieving Americans, international comparisons show the gap between the two countries' math scores has been narrowing in recent years – Japan's scores are going down and U.S. scores are going up. This trend has been unfolding mostly since 1995 – precisely the period when Green says Lesson Study was re-making Japan's math curriculum. In fact, Japanese achievement was robust in the 1960s, which Green says were the bad old days of rote learning. "Is this really the nation we should look to for guidance on improving math instruction?" asks Loveless.

• *Myth #5: The failure of 1990s math reform was the failure to change teaching*. Loveless says the progressive math curriculum plans promulgated in California in 1985 and 1992 and by the NCTM in 1989 didn't fail because teachers lacked sufficient training but because the basic approach to math was deeply flawed, underemphasizing math basics. "Contrary to Green's account," he says, "these histories conclude that math reform movements

have repeatedly failed not because of stubborn teachers who cling to tired, old practices but because the reforms have been – there are no other words for it – just bad ideas."

• *Myth #6: The Common Core promotes changes in teaching*. "Nothing in the Common Core discourages memorization," says Loveless. "The primary authors of the Common Core math standards, William McCallum and Jason Zimba, have been clear that the Common Core is neutral on pedagogy, with teachers free to choose the instructional strategies – traditional or progressive or whatever – that they deem best. The Common Core is about content, not pedagogy." But Loveless hears "dog whistles" in the Common Core. "Unfortunately, the Common Core – and in particular the Standards for Mathematical Practice – contain enough short-hand terms related to constructivist pedagogy that, when heard by the true believers of inquiry-based math reform, can be taken as license for the imposition of their ideology on teachers."

"In its one-sided support for a particular style of math instruction," Loveless concludes, "Elizabeth Green's article acts as a megaphone for these dog whistles, the misguided notions that, although seemingly innocuous to most people, are packed with meaning for partisans of inquiry-based learning. Green's article is based on bad science, bad history, and unfortunate myths that will lead us away from, rather than closer to, the improvement of math instruction in the United States."

"Six Myths in the *New York Times* Article by Elizabeth Green" by Tom Loveless in *The Brown Center Chalkboard*, August 7, 2014, http://bit.ly/1sDxa75

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4. Helping Students Ask for Help in the Most Helpful Way

In this *Education Week* article, Sarah Sparks reports on recent research on student "help-seeking" in classrooms. There are wide variations – some students raise their hands before making any effort, while others struggle unsuccessfully on their own even though they really need help. The ways in which students do – or don't – ask for help provide insights on:

- A student's level of proficiency in the subject;
- A student's level of engagement and curiosity;
- A student's beliefs about being independent;
- Worries about what other students will think;
- Social-class differences between students taught not to "bother" the teacher (more typical of lower-SES families) and students taught to be a "squeaky wheel" to get one's due (more common in higher-SES families);
- How much confidence a student has in the support of teachers and peers;
- What a student thinks about learning ("growth" versus "fixed" mindset).

"Teachers may not know why students don't ask for help," says Stuart Karabenick of the University of Michigan. "It may be that I don't know what I don't know; I don't know how to ask; I'm afraid to ask; or I just don't need help. One of the major skills a teacher needs is to be able to distinguish among these."

"Help-seeking is actually part of the process of self-regulation," says Sarah Kiefer of the University of South Florida/Tampa. "It's something that's very visible in the classroom, which makes it great for teachers… Help-seeking is both academic and social in nature, and adolescents are looking at their classroom as an academic and social minefield."

"As students move from elementary to middle and high school," says Sparks, "the cost of looking foolish in front of their teacher and classmates starts to weigh heavily in their decisions about how and when to get help." Kiefer has found that students are especially unlikely to ask popular or high-achieving peers for help – that's too socially risky. They're more inclined to get "expedient" help – like copying another student's homework. They say they just want to get the homework done, which is less threatening to their image than admitting they don't understand the work.

Kiefer and Allison Ryan of the University of Michigan have been studying how getting students working in peer study groups and tutoring diads can help boost students' confidence about asking peers for help. "We have to figure out, what are students really striving for in the classroom, not just academically but also socially," says Kiefer. "If you can take away the mindset that 'I don't want to look like a loser,' and promote a growth mindset, that's huge."

But too much help can undermine students' problem-solving ability and deeper learning. "Too often, we don't give students the opportunity to make sense by themselves," says Ido Roll of the University of British Columbia. This can be especially true in online courses, where some students constantly push the Help button. Roll's research has shown that a certain amount of independent struggle leads to better learning. Too much help can also produce cognitive overload in struggling students. "I'm all for giving help," says Roll, "but giving help is not telling you what to do; it's giving resources to help you make sense of it yourself."

Early in the school year, teachers' actions set the tone and influence students' asking behaviors. For example, when teachers give short answers to complex questions, students are less likely to ask questions in the future. And when elementary teachers make a big deal of the rules about raising hands and waiting to be called on, it can discourage question-asking. Instead, says Karabenick, teachers should talk with students about when and whom they can ask for help and role-play different scenarios. "Make it explicit, let them practice it," he urges. "It can be very, very effective to make it transparent that this is a normal part of learning."

"Researchers Find Clues in Ways Students Get Help with Classwork" by Sarah Sparks in *Education Week*, August 20, 2014 (Vol. 34, #1, p. 1, 16), www.edweek.org

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5. Theories on the Surprising Drop in Teen Pregnancies

"At first, it looked like a mistake," says Sarah Kliff in this *Vox* article, referring to the double-digit drop in the Minnesota teen birth rate between 2009 and 2010. Just a few years earlier, teen births were up a little. "How could the rate then fall so steeply and so quickly?" asks Kliff. But the figures were accurate, the decline continued – and were echoed by a slightly less steep decline in the national teen birthrate. Between 2007 and 2013, the number of babies

born to American teens annually fell by 38.4 percent. There was also a major decline in the abortion rate, so it's clear that the lower birthrates weren't the result of girls terminating pregnancies. Many fewer were getting pregnant.

The experts are having trouble explaining this phenomenon. The more-gradual decline in teen births from 1991 to 2005 was easy to explain: the HIV/AIDS epidemic made teens more cautious about sexual activity and more likely to use condoms. But the steepness of the recent drop defies easy explanation. Here are some theories:

• *The recession* – During difficult economic times, couples tend to defer having babies. Few teen pregnancies are planned, but perhaps living in a household where family members are struggling and losing jobs makes teens more cautious. But why did the teen birthrate fall four times faster than the overall birthrate from 2007-2013?

• *The IUD* – In 2005, the American College of Obstetricians and Gynecologists issued Clinical Guideline 539 recommending that long-acting, reversible contraceptives like the IUD should be "first-line" birth control for all females, including adolescents. As a result, IUD use rose from 0.3 percent of teens to 4.5 percent – and IUDs have the lowest failure rate of any contraceptive currently available. But 4.5 percent is still a very small number of teens, so this wouldn't explain the sharp drop in pregnancies. In addition, during this time period, there was an increase in the number of teens using no contraceptives at all.

• *Sex education* – Milwaukee is the poster child for effective goal-setting (cutting the teen birth rate by 46 percent), community outreach (business involvement and an advertising campaign featuring posters of "pregnant" teenage boys), and sex education – and the city beat its goal, notching a 50 percent drop in teen births. But nationally, sex education is still catch-as-catch-can, and 26 states require that abstinence be "stressed."

• *16 and Pregnant* – This tremendously popular MTV show, and its sequel, *Teen Mom*, have been credited with influencing the behavior of millions of American adolescents by showing the stark realities of teen pregnancy – graphic childbirth scenes, girls cut off socially, missing out on college, losing the boyfriend. And indeed, communities with the highest Nielson ratings for the programs had the biggest drops in teen births. But skeptics point to the fact that the decline in births continued after the shows' viewership went down.

• *A perfect storm* – "It's not an especially scientific answer," says Kliff, "but it's one that seems to describe how teen pregnancy researchers view the dramatic slowdown in the birth rate: a collision of lots of trends that all serendipitously happened in the late 2000s and early 2010s. The recession, the uptick in IUD use, the hit MTV shows that deglamorized teen pregnancy – each of these factors could have caused a small decline on their own. Taken together, it's possible they caused a much bigger change."

If this is the correct theory, the prospects for the future are not entirely bright. The recession is ending, IUDs are used by only a small percentage of teens, few communities are taking the all-hands-on-deck approach that Milwaukee used, and the MTV programs have run their course. But perhaps, says Kliff, a return to the previous 2.5 percent annual decline in teen births wouldn't be so bad.

"The Mystery of the Falling Teen Birth Rate" by Sarah Kliff, August 20, 2014, http://www.vox.com/2014/8/20/5987845/the-mystery-of-the-falling-teen-birth-rate

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6. Toward a More-Reliable Measure of Needy Students

In this article in *Education Week*, Sarah Sparks reports that the decades-old measure of students' poverty level – percent qualifying for free and reduced-price meals – may no longer be the best metric. "It's becoming progressively less suitable for the education community," says Matthew Cohen of the Ohio Department of Education. "Rather than repurposing data needed to administer a meals program, we need to advance the data needed by educators and policymakers."

Students' socioeconomic status "is the one thing we are the worst at capturing," says Ramani Durvasula of California State University/Los Angeles, "and it might be the single most important variable for us as academics, as teachers, as clinicians." Below are some of the factors undermining the accuracy of FRPM data:

- Many secondary-school students who don't sign up for school cafeteria meals;
- The "community eligibility option," which allows high-poverty districts to offer free meals to all students without requiring proof of income;
- Online schools and some charter schools whose students get meals outside their buildings;
- Families who get food stamps, Temporary Assistance to Needy Families, and heating oil subsidies;
- Some parents' wariness about giving income data to schools;
- The differences between urban and rural poverty;
- The unreliability of FRPM data (one estimate is that 20 percent of students are misidentified);
- The fact that a family's perception of its status can be more important to educational outcomes than actual income – for example, which of these three children from homes making $31,005 (qualifying them for free school meals) is most at risk educationally: The child of a rookie teacher in Colorado? The child of a freelance writer in New York who recently became homeless? The child in Atlanta whose home is secure, with the parents earning that amount from several part-time jobs?

"What we're really talking about here is education disadvantage," says Cohen; "one's access to financial, social, cultural, and human capital resources."

A 2012 report from the National Forum for Education Statistics suggested three interconnected aspects of poverty that might be used to create a more accurate index: SES at the community, neighborhood, and school level. In addition, parents' educational and job status are highly relevant.

"Analysts Rethinking Popular Indicator of Child Poverty" by Sarah Sparks in *Education Week*, August 20, 2014 (Vol. 34, #1, p. 6), www.edweek.org

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7. Risk Factors for Incoming Kindergarteners

In this Mathematica Policy Research paper, Sara Bernstein and colleagues report on the four risk factors that correlate with children's assessment scores as they enter kindergarten, and the percent of children in 2011 with one or more factors:

- Having a single parent;
- Having a mother who didn't graduate from high school;
- Living below the federal poverty line;
- Living in a household where English is not spoken as the first language.

The more risk factors a child had, the lower his or her assessment score. In the 2011 ECLS-K (Early Childhood Longitudinal Study, Kindergarten) study, 56 percent of children had no risk factors, 25 percent had one, 13 percent had two, and 6 percent had three or four. These percentages were almost identical to those in the 1998-99 ECLS study.

"Kindergarteners' Skills at School Entry: An Analysis of the ECLS-K" by Sara Bernstein, Jerry West, Rebecca Newsham, and Maya Reid, Mathematica Policy Research, July 15, 2014, http://www.mathematica-mpr.com/~/media/publications/pdfs/earlychildhood/kindergarten_skills_school_entry.pdf, spotted in *The Education Gadfly*, August 20, 2014 (Vol. 14, #34)

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8. Jay McTighe's Suggested Curriculum Unit Planning Resources

Jay McTighe, co-author with Grant Wiggins of the *Understanding by Design* series, has updated an annotated list of free resources that support curriculum unit planning using the UbD framework. This 31-page list of sites can be accessed at www.jaymctighe.com (click on Resources at the top and then the Websites icon). Here's what it includes:

- Several exemplary state, district, and regional service agency websites;
- Big ideas and essential questions in career education, counseling, health and physical education, English language arts, library/media, science, social studies, visual and performing arts, technology, theater/dance, and world/foreign languages;
- Performance assessments and rubrics in those subject areas;
- A few of McTighe's most highly recommended general resource materials.

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9. Science Video Games

In this article in *Teaching Exceptional Children*, Matthew Marino (University of Central Florida) and four colleagues suggest ways teachers can use video games to teach science content to secondary students with special needs. Here is their list of free, well-designed science games:

- Agricultural Simulator (Earth Sciences) – www.agriculturalsimulator.com
- Bridge Project (Engineering and technology) – http://www.bridgeproject-game.com
- Dust (Chemical and physical properties) – http://dan-ball.jp/en/javagame/dust
- Garbage dreams (Earth sciences) – http://www.pbs.org/independentlens/garbage-dreams/game.html

- The Incredible Machine (Physics) – http://www.freegameempire.com/games/The-Incredible-Machine
- Orbiter (Space science) - http://orbit.medphys.ucl.ac.uk
- Wolf Quest (Life sciences) – http://www.wolfquest.org

"Enhancing Secondary Science Content Accessibility with Video Games" by Matthew Marino, Kathleen Becht, Eleazar Vasquez III, Jennifer Gallup, James Basham, and Benjamin Gallegos in *Teaching Exceptional Children*, September/October 2014 (Vol. 47, #1, p. 27-34), http://tcx.sagepub.com/content/early/2014/07/18/0040059914542762.abstract?rss=1; Marino can be reached at Matthew.marino@ucf.edu.

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10. Short Items:

a. Review of Common Core-aligned materials – The EQuIP website (Educators Evaluating the Quality of Instructional Products) from Achieve aims to identify high-quality materials aligned to the Common Core State Standards. Educators in Massachusetts, New York, and Rhode Island developed rubrics and a peer-review process to evaluate the quality and alignment of lessons and units. The website also includes e-learning modules, videos, and a student-work protocol. www.achieve.org/EQuIP

"Peer Review Process" in *Journal of Staff Development*, August 2014 (Vol. 35, #4, p. 6)

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b. Another "Consumer Reports" on textbooks – In this *Education Gadfly* article, Morgan Polikoff welcomes an independent, nonprofit service that will provide free online reviews of major textbooks and curriculum materials that purport to be aligned to the Common Core. It's called EdReports; to get on their e-mail alerts list, go to www.edreports.org.

"At Last, Accountability for Textbook Publishers?" by Morgan Polikoff *The Education Gadfly*, August 20, 2014 (Vol. 14, #34), http://edexcellence.net/articles/at-last-accountability-for-textbook-publishers-0

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c. Pros and cons for teaching about controversial issues – ProCon is a free website (mentioned in *The Language Educator*) with unbiased information on hot topics – politics, science, technology, world and international affairs, education, elections, health, medicine, media, and entertainment: www.procon.org. The website has a teachers' corner with lesson plan ideas and suggestions on how to use the information in each area.

"Webwatch" in *The Language Educator*, August/September 2014 (Vol. 9, #4, p. 60)

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d. SMART resources – The SMART Exchange website www.exchange.smarttech.com has ideas, lesson plans, and images for the effect use of SMART resources.

"Webwatch" in *The Language Educator*, August/September 2014 (Vol. 9, #4, p. 61)
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e. French writing – A Vos Plumes! is a website for students who want to practice and improve their writing in French and teachers who want to help them (from the University of Virginia's Teaching + Technology Initiative): http://avosplumes.org.

"Webwatch" in *The Language Educator*, August/September 2014 (Vol. 9, #4, p. 61)
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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
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
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Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
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