Marshall Memo 541

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 16, 2014

In This Issue:

Quotes of the Week

"Our students are careening past us on the media highway fast lane, seemingly unconcerned about their destination."

Jan Bartley (see item #4)

"Success for any boy ultimately comes when he takes ownership for his own learning."

Edmond Dixon (see item #5)

"The training activities we experienced in the USA were typically brief, episodic workshops and generic training sessions during faculty meetings. These events shaped our expectations of professional learning as a largely passive endeavor requiring minimal time, effort, or follow-through. Our lesson study experience challenged us to transcend these pervasive norms and remain hungry, remain humble, and remain curious."

Bradley Ermeling and Genevieve Graff-Ermeling (see item #1)

"While the idea of professional learning communities is now commonplace in most US schools, the terms 'learning community' and 'teacher collaboration' are loosely defined and rarely used to reference the kind of commitment to joint improvement exemplified in Japanese settings."

Bradley Ermeling and Genevieve Graff-Ermeling (*ibid.*)

"If you allow people to bring the 'he said/she said' stuff to you, then you are part of the problem."

Bob Richards, quoted in "Lessons from an Award-Winning Leader: 7 Ways to Improve Workplace Morale and Employee Engagement" by Jennifer Miller in *SmartBrief/SmartBlog on Leadership*, June 10, 2014, http://bit.ly/1oUkyEU

1. Two American Educators Immerse Themselves in Japanese Lesson Study

In this *International Journal for Lesson and Learning Studies* article, Bradley Ermeling and Genevieve Graff-Ermeling describe their experience with lesson study in a Japanese high school. In its pure Japanese form, lesson study involves the following steps: a team of teachers identifies a long-term investigative theme; gathers available research; studies the curriculum; collaboratively designs a single lesson on a selected topic that has been challenging to students; observes the lesson being taught by a member of the team; discusses their observations on student learning; polishes and revises the lesson; observes a second member of the team teaching the revised lesson; observes and analyzes the lesson with a broader team of colleagues and invited guests; and considers questions for subsequent lesson study cycles.

"In contrast to generic professional development or compliance-driven reforms," say Ermeling and Graff-Ermeling, "lesson study begins in the classroom and focuses on teachers gaining knowledge and making adjustments through collaborative investigation of individual lessons." This sounds terrific, but can lesson study work in American schools? Beginning in the 1990s, some US educators became intrigued with the idea (*The Teaching Gap* by James Stigler and James Hiebert was a major catalyst), and the idea has been implemented in various forms in a number of American schools. Ermeling and Graff-Ermeling wanted to get a more in-depth understanding of what happens when American educators experience an authentic Japanese lesson study cycle and think about what would be involved in importing the idea on a wider scale.

After going through a full lesson study cycle developing a 9th-grade lesson on conversational English, the authors drew the following conclusions about the skills they needed to develop and the mindset shifts they experienced:

• *Fashioning a coherent lesson storyline* – Throughout the lesson study process, Japanese teachers and administrators pushed Ermeling and Graff-Ermeling to do a better job articulating the overall sequence of lesson activities to help students move toward the learning goals, asking questions like:

- What do you want students to understand or be able to do at the end of this lesson?
- What evidence will you collect during and after the lesson to help evaluate student progress and study the relationship between teaching and learning?
- What prior knowledge and background experience will students bring to the lesson?

- What will most students already know or what assumptions will they have?
- What common misconceptions might we expect?
- What related content or prerequisite knowledge will be covered prior to the lesson?
- What combination and sequence of learning activities will help students progress toward the learning goals?
- How will each individual activity connect and build on the previous activity?
- How will it pave the way for subsequent learning activities?
- What are the specific teacher and student roles for each individual activity that will best facilitate the desired outcome?

As American-trained teachers, say the authors, they had not grappled with questions like these when designing a lesson. "Our experience had largely focused on fragmented planning of individual lesson elements, managing efficient distribution of time, and incorporating a variety of learning activities or delivery methods," they say. "We paid limited attention to the coherence and flow of the larger narrative structure and how the sequence of activities combined to support lesson goals." With this feedback from their Japanese colleagues, the lesson storyline began to act as a "global positioning system" for their revised lesson.

• *Articulating and testing working hypotheses* – Their colleagues pushed Ermeling and Graff-Ermeling to spell out the rationale for each element of the lesson – how it addressed the goals of the lesson, unit, and course. "We were accustomed to writing lesson objectives and identifying learning activities," they say – an approach that leads U.S. teachers to teach a series of procedural tasks that don't effectively develop conceptual thinking. "Learning to incorporate this additional element," they say, "…helped us think more carefully about cause-effect relationships between instructional choices and student learning – to better understand and predict how teaching influences learning and how student responses, in turn, influence teaching moves."

• *Relying on evidence of student learning to guide planning and reflection* – Ermeling and Graff-Ermeling were familiar with data-driven instruction, but never with this level of depth and rigor. "We previously associated evidence with quizzes, tests, homework, and grades," they say, "but were not accustomed to analyzing classroom interactions and artifacts as potential sources of evidence… When observing lessons, we focused more on teacher behaviors or superficial aspects of the classroom environment. When asked to reflect and make revisions, our first instinct was to comment on whether the lesson went as planned and whether students were generally engaged." Their Japanese colleagues taught them to be much more attentive to what students were learning, what students (surprisingly) already knew, and how instruction could be modified in real time.

• *Embracing collaboration and collective ownership of improvement* – "For our Japanese colleagues, collaboration was a way of life, not a strategy adopted for selected meetings or projects," say Ermeling and Graff-Ermeling, who were particularly struck by the communal teachers' room in which teachers spent virtually all their non-teaching time. "Regardless of age, experience, or who was presenting the lesson, teachers referred to the instructional plan as a collective responsibility and jointly owned set of ideas. During lesson

observations, they worked as a team to distribute themselves around the room and capture evidence from multiple student perspectives… While the idea of professional learning communities is now commonplace in most US schools, the terms 'learning community' and 'teacher collaboration' are loosely defined and rarely used to reference the kind of commitment to joint improvement exemplified in Japanese settings… This was both exciting and challenging as it required a significant amount of trust and willingness to sacrifice our own personal preferences for the sake of a collective effort."

• *Persisting with problems over time* – Ermeling and Graff-Ermeling were awed by the patience with which their Japanese colleagues crafted lessons, sometimes working on the same one for 3-6 years, and learned to embrace what they call "the slow, steady process of instructional improvement… By contrast, most newly certified US teachers enter a culture that demands immediate results and offers little tolerance for incremental improvement. The training activities we experienced in the USA were typically brief, episodic workshops and generic training sessions during faculty meetings. These events shaped our expectations of professional learning as a largely passive endeavor requiring minimal time, effort, or follow-through. Our lesson study experience challenged us to transcend these pervasive norms and remain hungry, remain humble, and remain curious. It taught us to be patient with our own learning as well as others' and required that we embrace questions and obstacles in our practice as opportunities to grow and improve. This was not an easy adjustment."

What's counterintuitive with lesson study, Ermeling and Graff-Ermeling conclude, is that spending so many hours over several months painstakingly designing and revising a single lesson would be a productive way to improve an entire year's curriculum. And yet research has shown it to be the key to making Japan's schools among the best in the world. A useful analogy is that adding a drop of water to a container filled with water will make a slight ripple and then have no discernible impact (this is like conventional US professional development). But adding a drop of food coloring will have "a deep, pervasive effect that gradually spreads through the entire container and dramatically changes the water to a rich, indelible color," they say. "In much the same fashion, the concentrated planning, observation, and persistent study of these individual research lessons produces a deep, pervasive knowledge that diffuses through daily practice and has a lasting effect on decisions about teaching and learning." Like other scholars who have analyzed lesson study, Ermeling and Graff-Ermeling believe it can profoundly change American schools as well. But such a change will not come easily, and it must be carried out with care, patience, and fidelity to the original model.

"Learning to Learn from Teaching: A First-Hand Account of Lesson Study in Japan" by Bradley Ermeling and Genevieve Graff-Ermeling in *International Journal for Lesson and Learning Studies*, January 2014 (Vol. 3, #2, p. 170-191), http://bit.ly/1iC7oc6

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2. Unpacking the Cooperating Teacher/Student Teacher Relationship

In this *Review of Educational Research* article, Anthony Clarke (University of British Columbia), Valerie Triggs (University of Regina), and Wendy Nielsen (University of

Wollongong) review the ways cooperating teachers fulfill their vital role working with teachers in training. Broadly speaking, cooperating teachers are arrayed on a continuum from high to low participation in the endeavor:

- Teacher educator (coach)
- Supervisor of practica (overseer)
- Classroom placeholder (absentee landlord)

The authors say that while there are pockets of excellence in student-teacher experiences with their cooperating teachers, there are a number of built-in challenges. Clarke, Triggs, and Nielsen draw on a wide range of studies to describe eleven cooperating-teacher roles and how these play out in schools:

• *Providers of feedback* – According to the literature, cooperating teachers' feedback to teachers tends to be narrowly technical (*what* and *how*) rather than conceptual (*why*). It's also more often confirmatory and positive than investigative and reflective, falling into the traditional "follow me" model, with closed versus open-ended questions and the cooperating teacher dominating the exchanges. "Feedback that promotes deep and substantive reflection on practice by student teachers is rare," say Clarke, Triggs, and Nielsen. "Furthermore, cooperating teachers seem to have difficulty in varying the nature and substance of their feedback according to the stage and level of the student teacher's development over the course of the practicum."

• *Gatekeepers of the profession* – Cooperating teachers play an important role in student teachers' final evaluations, but the authors doubt that most cooperating teachers are knowledgeable enough to make these judgments, have the tools to make them, and are discerning enough "to ensure that individual differences and standards of performance are not only recognized but also accurately reported."

• *Modelers of practice* – Following the traditional apprenticeship model, student teachers usually observe their mentors and emulate their techniques and practices. But there are two ways of being a cooperating teacher: a maestro and a mentor. Maestros love to teach and often dominate the relationship with their student teachers. Mentors, on the other hand, "discuss and analyze events and observations with interns and offer time and opportunities for guided rather than mimicked practice," say the authors. Some cooperating teachers believe mentoring is the job of university personnel, and many believe university courses are too theoretical and novice teachers need to understand what schools are really like. Clarke, Triggs, and Nielsen believe that cooperating teachers need to move from maestro modeling in the early weeks of an internship to mentoring in subsequent weeks.

• *Supporters of reflection* – Within an internship, reflection can be superficial – tinkering with skills and accommodating directives – or a deeper consideration of abilities, growth, and professional stature. Again, the challenge for cooperating teachers is to move beyond the first and embrace the second.

• *Purveyors of context* – A practicum is often overwhelming for student teachers, and cooperating teachers are ideally situated to help settle them down and ease the stresses.

• *Convener of relationships* – Mentor teachers can act as a mother/father figure, nurturing the primary relationship with their student teachers and also helping them reach out to others in the school.

• *Agent of socialization* – Cooperating teachers tend to underestimate their impact on student teachers, but it can be significant, especially in the way they induct novices into the profession. Cooperating teachers have the most influence when their philosophical orientation is similar to that of their student teachers. Conversely, student teachers are most resistant to socialization when their beliefs and values are different. Clarke, Triggs, and Nielsen say that cooperating teachers need to be aware of the messages they are imparting; at the worst, they can implicitly reinforce values of "conformity, impersonality, tradition, subordination, and bureaucratic loyalty."

• *Advocates of the practical* – It's natural that at first, cooperating teachers take their mentees by the hand and help them adjust to the day-to-day challenges of classroom management, lesson planning, pacing, and transitions. But if this continues to be the focus of the relationship, student teachers won't be "adequately prepared for the complex and unpredictable interactions that characterize teaching, and cooperating teachers may assume that the job of supervising is complete once the student teacher demonstrates practical competence," say the authors. It's vital to shift gears and deal with deeper issues, critical thinking, and reflection.

• *Gleaners of knowledge* – One bonus cooperating teachers get from working with student teachers is reflecting on and improving how they work with their own pupils. But not enough cooperating teachers consciously develop their skills as adult educators and mentors, say the authors, and not all take advantage of their contact with university faculty to broaden their knowledge and skills. One way to improve the odds of a deeper development experience for cooperating teachers is the Professional Development School model, in which researchers, graduate students, and classroom teachers collaborate as they prepare a new generation of educators.

• *Dealing with the challenges* – Having a student teacher in one's classroom involves some non-trivial difficulties, say Clarke, Triggs, and Nielsen: it disrupts classroom routines, takes extra time and energy, impinges upon autonomy, shifts one's professional identity, and involves holding one's tongue on certain criticisms, withholding information the student teacher isn't ready for, and maintaining a hopeful and upbeat attitude. "[T]his labor is rarely recognized and… responding or not responding to a student teacher may take a greater emotional toll on the cooperating teacher than is often realized," they say (quoting Hastings, 2004). Cooperating teachers also tend "to be excessively polite to the extent that difficult conversations are avoided and cooperating teacher engagement becomes increasingly reserved," they continue (quoting Haggarty, 1995).

• *Teachers of children* – Cooperating teachers all deal with competing loyalties – their students versus their student teacher – striving to do justice to both without disrupting student learning and putting in too many extra hours. "Regardless of the situation or circumstance," say Clarke, Triggs, and Nielsen, "cooperating teachers view themselves as teachers of children

first. Everything else is a distant second. The research suggests that acknowledging this reality is one of the most important steps when inviting cooperating teachers to work with student teachers." Looking on the bright side, having a student teacher can provide an additional resource and new insights into teaching and learning.

"Cooperating Teacher Participation in Teacher Education: A Review of the Literature" by Anthony Clarke, Valerie Triggs, and Wendy Nielsen in *Review of Educational Research*, June 2014 (Vol. 84, #2, p. 163-202), http://bit.ly/1pAUcLY; Clarke can be reached at anthony.clarke@ubc.ca.

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3. Getting Young People with Autism Communicating

In this *Journal of Research in Special Education Needs* (JORSEN) article, Lila Kossyvaki, Glenys Jones, and Karen Guldberg (University of Birmingham, U.K.) describe a protocol that is remarkably effective at getting children with autism to increase their verbal interactions with adults: the Adult Interactive Style Intervention (AISI). Below are the AISI items that had the greatest impact on children's communication (with effect sizes):

- Imitating the child – The adult mimics the child's verbal or non-verbal behavior (9.88)
- Using minimal speech – The adult uses up to four relevant concrete words and maps them exactly onto aspects of the situation in hand. (1.90)
- Responding to all communicative attempts – The adult gives the object the child asked for, takes away the object, allows him or her to start and terminate activities upon request. If the child cannot finish the activity, or has the desired object, the adult acknowledges the communicative attempt and indicates steps for completion of the task. (1.83)
- Establishing appropriate proximity or touch – The adult approaches the child, getting closer than one meter, and may touch the child. (1.43)
- Assigning meaning to random actions or sounds – The adult reacts as if the child's behavior is communicative, even when it is not. (1.23)
- Expanding on the child's communicative attempts – The adult's utterance is the child's utterance plus one. (1.18)
- Providing time to process information – The adult gives the child verbal or non-verbal information and provides him or her with at least five seconds to process it. (1.13)
- Using exaggerated expression – The adult uses animated pitch and animated facial expressions, gestures, or body language. (0.99)
- Showing availability – The adult extends his or her hands toward the child with wide and questioning eyes. (0.95)
- Waiting for initiations – The adult sets the stage for interaction and waits for at least five seconds for the child to initiate. (0.92)

These AISI items had effect sizes below 0.8:

- Gaining the child's attention – The adult calls or sings the child's name before addressing him or her.

- Following the child's lead/focus of attention – The adult joins in what the child is doing or comments on it.
- Using non-verbal cues – The adult uses symbols or pictures, objects of reference, gestures, body language, physical prompts, or Makaton signs to support the child's understanding.

These were the most-effective communicative opportunities, in order of impact:

- Offering choices – The adult gives a choice of activity or food without any verbal prompt, for example two objects for the child to choose or a photo choice board. (1.53)
- Stopping part-way – The adult stops part-way through a child's favorite activity, when it is at its peak. (1.3)
- Giving small portions of food or drink – The adult gives the child small portions of food or drink so the child can ask for more. (1.05)
- Making items inaccessible – The adult puts objects in sight but out of reach so the child needs to ask for them. (0.87)

These had below 0.8 effect sizes:

- Giving the child materials – The adult gives the child materials like wind-up toys or toys in containers that he or she cannot use without the adult's help.
- Contradicting the child's expectations – The adult does something unexpected.
- Giving the child non-preferred items – The adult gives the child items he or she is not interested in to elicit a protest or comment.
- "Forgetting" something vital – The adult sets up a situation where he or she did not do something of vital importance – for example, giving the child paper without crayons or putting on only one of the child's shoes.

"Training Teaching Staff to Facilitate Spontaneous Communication in Children with Autism: Adult Interactive Style Intervention (AISI)" by Lila Kossyvaki, Glenys Jones, and Karen Guldberg in *Journal of Research in Special Education Needs* (JORSEN), May 20, 2014, http://onlinelibrary.wiley.com/doi/10.1111/1471-3802.12068/abstract

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4. Teaching Young Adolescents to View Media More Critically

In this *AMLE Magazine* article, Georgia video journalism teacher Jan Bartley bemoans the fact that all too many students "blindly accept the media messages that saturate their minds." When they are tuned in to multiple media sources, she says, "Our students are careening past us on the media highway fast lane, seemingly unconcerned about their destination." Here are her suggested remedies:

• *Awareness* – Have students generate a list of media types – television, Internet, e-mail, tablet, talking on the phone, texting, e-books, books, magazines, talking, etc. – and use a grid to record the number of minutes spent on each during the week. Then, using the analogy of a healthy media "diet," have students rank their media sources in order of healthiness and unhealthiness (one of her students rated talking as the healthiest "because you need to communicate with people" and computer as the unhealthiest because "it is not very social").

• *Critical lens* – Bartley suggests having students view a TV commercial and ask themselves these five questions recommended by the Center for Media Literacy (each is followed by the core concept):

- Who created the ad? (All media messages are "constructed.")
- What techniques did they use to get my attention? (Media messages are constructed using a creative language with its own rules.)
- What lifestyles, values, and points of view are represented or omitted in this message? (Media have embedded values and points of view.)
- Why was this message sent? (Media are organized to gain profit and/or power.)
- How might others understand this message differently from me? (Two people may experience the same message in different ways.)

A professor who visited Bartley's class introduced this approach by saying, "I am now going to ruin the way you watch TV forever." He was right!

• *Making a film* – Have students pose as video production crew members and create a video using live action, still photos, or animation conveying a convincing message. Bartley recommends the Film Foundation's curriculum, *The Story of Movies*, to guide students in understanding how films are made and walk them through the steps: preproduction (pre-writing), production (draft), postproduction (revise and edit), and premiere (publish): www.storyofmovies.org.

"MediaSOS@medialiteracy" by Jan Bartley in *AMLE Magazine*, May 2014 (Vol. 1, #9, p. 31-35), www.amle.org; Bartley can be reached at bartleyj@fultonschools.org.

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5. Six Keys to Success with Middle-School Boys

In this article in *AMLE Magazine*, Edmond Dixon says it's not lack of passion and energy that keeps adolescent boys from learning – it's teachers not figuring out how to direct it. Drawing on his experience as a parent of boys and a middle-school teacher and principal, Dixon offers these suggestions for eliciting motivated engagement and focused effort:

• *Movement* – It may seem contradictory that boys are restless and fidgety in class and yet can play video games for hours, but these have the same source – a need for constant action. Classrooms that ask boys to be passive and sit still for extended periods of time will encounter problems.

• *Games* – Boys get powerful psychic rewards from setting goals, competing, improving their performance, and winning. "However," says Dixon, "if they don't think they can win in school because they aren't smart enough, they will often refuse to play the game."

• *Humor* – Boys' love of funny stuff can veer into the inappropriate and crude, but teachers can take advantage of this trait to capture interest and spur learning.

• *Challenge* – Posing difficult problems can motivate boys to commit energy and mental tools to improve their performance.

• *Mastery* – "Success for any boy ultimately comes when he takes ownership for his own learning," says Dixon. Part of this is understanding why it's important to learn something, how things work, and how to control them.

• *Meaning* – "Why do we have to learn this?" is a perennial boy question in middle-school classrooms, and it's not about being lazy. "It is essential for him to understand the importance and meaning of the task at hand," says Dixon. "If a teacher can help him see how his learning fits into the larger picture, a boy will increase his interest and commitment in the classroom."

Dixon believes that the first three – movement, games, and humor – are the beachhead to getting boys engaged in the classroom. Once engaged, they're ready for the next two – challenge and mastery – increasing the chances that they'll reach the ultimate goal – seeing meaning in what they're learning in school. This helps a boy attain his "heroic individual potential… an outcome he secretly longs for, but fears he is not worthy of."

Dixon's website has examples of strategies in each area and a three-minute quiz: http://www.proprofs.com/quiz-school/story.php?title=NTM2NTk1.

"Six Secrets for Success in Teaching Boys" by Edmond Dixon in *AMLE Magazine*, May 2014 (Vol. 1, #9, p. 28-30), www.amle.org; Dixon is at dr.dixon@helpingboyslearn.com.

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6. Teacher Attendance in Major School Districts

This report from the National Council on Teacher Quality shows teacher attendance in 40 urban school systems. The report didn't count long-term absences of more than 10 consecutive days for maternity/paternity leave or serious illnesses. It broke short-term absences of 1-10 consecutive days into these categories:

- Excellent attendance – 3 or fewer days absent
- Moderate attendance – between 4 and 10 days
- Frequently absent – between 11 and 17 days
- Chronically absent – 18 or more days

The average teacher attendance for all the districts was 94 percent (11 days absent). On average, 16 percent of teachers had excellent attendance, 40 percent moderate, 28 percent frequent, and 16 percent chronic. The district with the highest overall attendance rate was Indianapolis, while Cleveland had the lowest. Indianapolis was also the district with the fewest chronically absent teachers, while Buffalo had the most in this category. See the link below for full details.

"Roll Call: The Importance of Teacher Attendance" by Nithya Joseph et al. at the National Council on Teacher Quality, June 2014, http://www.nctq.org/dmsView/RollCall_TeacherAttendance, spotted in *Education Week*, June 11, 2014 (Vol. 33, #35, p. 5)

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7. Short Items:

a. A virtual tour of Versailles – This website http://chateauversailles.fr/homepage has a comprehensive tour of the chateau and grounds – in French.

"Webwatch" in *The Language Educator*, April 2014 (Vol. 9, #3, p. 60-61)

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b. A Chinese language learning website – This site www.sinosplice.com has resources for learning Mandarin, including tonal drills, vocabulary, grammar, and pronunciation.

"Webwatch" in *The Language Educator*, April 2014 (Vol. 9, #3, p. 60-61)

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c. Bitesize study resources – This goofy U.K. website www.bbc.co.uk/bitesize has interactive student learning games in reading, listening, speaking, math, and science.

"Webwatch" in *The Language Educator*, April 2014 (Vol. 9, #3, p. 60-61)

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d. Revised New York State Education Department website – EngageNY, the resource-rich education website of New York, has been revamped and reformatted. You can check it out at www.engageny.org.

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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
Essential Teacher
Go Teach
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