Marshall Memo 133

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 24, 2006

In This Issue:

Quotes of the Week

"It's like the Broncos game we went to one time. We left early because they were so far ahead but then we found out they got beat. I never leave now until it's over. In my whole life I have learned from that, never leave early. It gets you every time."

Collin, a Colorado fourth grader (see item #1)

"All the SAT prep courses in the world cannot bring a non-reading student to the scoring level of voracious, experienced readers whose eyes have passed over tens of thousands of pages because they enjoy, even crave, reading."

Peter Gow in *Teacher*, May/June 2006, page 41

"Cheaters are made, not born. No genetic marker will be discovered predestining a particular person to engage in wholesale hoodwinking. B.F. Skinner had it right on this point: People become cheaters because they've been reinforced for cheating."

James Popham (see item #3)

"When I was in gym class, I didn't feel motivated. I didn't want to sweat and go to [my next class] gross and nasty."

Lyssa Hansen, Minneapolis high-school senior, on online phys. ed. (see item #7)

"Tweens are unpredictable. They go from being young adults to babbling infants in a second."

Bruce Morgan and Deb Odom (see item #1)

1. A Teacher Reflects on a Lesson That Flopped

In this candid, thoughtful article in the April *Educational Leadership*, two Colorado elementary-school teachers, Bruce Morgan and Deb Odom, share their thoughts on the challenges of teaching in the upper-elementary and middle-school grades. "Tweens are unpredictable," they write. "They go from being young adults to babbling infants in a second. One moment they are introspective and thoughtful; the next, they howl with laughter at an inappropriate remark. They look deeply into the meaning of text, and then grab their Pokémon cards and head to recess. They roll their eyes at you in disgust, then sit with you and cry at the ending of *Where the Red Fern Grows*. Academically, they swing from swagger and bravado to insecure blobs of protoplasm."

Morgan then describes a recent math lesson, noting that he has been trying to get students to do journal-writing in math, science, and social studies. "I have been intrigued by how deeply 4th graders think," he says, "but sometimes horrified by what actually gets onto the paper."

Morgan tells how he sat with a group of students and showed them two envelopes. Without allowing students to peek inside, he told them that one envelope contained 15 blue counters and 5 white counters, and the other contained 10 blues and 5 whites. He then pulled a counter from the first envelope, returned it, shook the envelope, and pulled again. How many times would he have to repeat this operation, he asked, to be sure which combination, 15/5 or 10/5, this envelope contained?

Students came up with a wide variety of suggestions, and Morgan let the discussion continue for a while:

- Aimee: "It's envelope one."
- Austin: "I say we pull a whole lot because we'll get closer."
- Nathan: "We have more chances to get a blue in the envelope that has 15 blues."
- Aimee: "It's envelope one."
- Codi: "It's too early, Aimee; hold on. You're rushing for nothing."
- Collin: "Aimee, we haven't even pulled from the second envelope yet."
- Austin: "Hey, look at the numbers. It's a pattern – 10 blues and 5 whites and 15 blues and 5 whites. Get it?"
- Miranda: "Ohhh, Austin. Give me the manipulatives… See, it *is* a pattern."
- Nathan: "There are 2 to 1 in one envelope and 3 to 1 in the other one. I'm sticking to pulling 20 times. Then we should know for sure."

• Carson: "Yeah, but think about what probability means. We won't *ever* know for sure. Even if we pull a million times, we'll get closer to being sure, but it might really suck and be wrong."

Feeling that the lesson was going well, Morgan summarized the discussion so far. He and the students then decided to pull 20 counters from each envelope and then predict which envelope had which combination. They pulled far fewer blue counters from the first envelope, so students made the logical prediction that it was the one with the 10/5 ratio. But when they opened the envelope, it turned out they were wrong.

Students were shocked, then excited, says Morgan. They seemed to be on the verge of understanding the concept of probability, so he had them sit down and write in their journals. But when he walked around looking over their shoulders, he was shocked with the poor quality of their reflections. "These brilliant, animated, reflective thinkers turned into zombies when they actually had to write about their ideas," he laments. "They stumbled and faltered and produced works of staggering mediocrity."

• Colin drew a picture of both envelopes and wrote, "Envelope 1, 15 w 5 B."

• Christophe scrawled, "The first envelope is the fist chose. The seont chose is the sencont envalope more were pulled out of the seonct envope."

• Aimee wrote, "I can't really explane I got confused if envelop one was envelop 2. So I just prodiked."

• Nathan sat, played with his pencil, and wrote nothing.

Morgan pondered this instructional melt-down: "Their intelligence had blinded me to the fact that they were 9 years old and there was often a discrepancy between what they could think and what they could do. They needed guidance, structure, modeling, and a sense of security before taking an intellectual risk." He gathered the group and said to them, "I blew it; I'm sorry. I set you up. And – your writing was pathetic. What is up with all these incomplete sentences? What about punctuation marks? Man, you sure used great spelling approximations, didn't you? Wrong! Look, let me do a quick demonstration of what I meant. Here's what I was thinking…"

Morgan walked them through the experiment, jotting notes about what he was thinking as he talked. He then asked several students to synthesize their thinking out loud. Before sending them back to their seats, he told them explicitly that these words needed to be in their journal reflections.

This time students produced better thinking and writing, but the range was still enormous:

• Christophe: "There were two envalopes with a different number of chips in each one. One envalope has 10 blue chips and 5 white chips. The other one has 15 blues and 5 whites. I predicted that the first envalope has less bule than the second because more white chips were pulled out of first than the second envalope. I was wrong, but I should have been right."

• Collin: "I suspended belief until I had enogh information. It was very hard because the envlope that had the 10 blues and 5 whites really looked like it has the 15 blues. I waited, but not long enough. It's like the Broncos game we went to one time. We left early because they

were so far ahead but then we found out they got beat. I never leave now until it's over. In my whole life I have learned from that, never leave early. It gets you every time."

• Aimee continued to make predictions before pulling any counters, steadfastly refusing to believe that it made any difference.

Reflecting on the lesson afterward, Morgan was encouraged by the progress some students made, especially Christophe, and was determined not to give up on Aimee. "This wasn't a one-shot deal," he says. "I had the entire year to continue working with all the students." Nathan had to stay in for three recesses to finish his writing. "I don't really want to do this," said the boy. "Too bad, Nathan," said his teacher. "You're in until you finish."

Morgan also realized that during the lesson, boys talked more than girls. "The girls had equally important observations to make," he writes, "but were mowed down in the process. This can easily happen in intermediate classrooms. I forgot to pull the girls' thinking out and make it visible." Finally, Morgan made these three observations:

• It's essential to discuss before asking students to write.

• Demonstration lessons are key.

• High expectations for standard conventions in writing are vital.

"Stories from Tween Classrooms" by Bruce Morgan and Deb Odom in *Educational Leadership*, April 2006 (Vol. 63, #7, p. 38-41), no e-link available

2. Building Real Self-Confidence in Tweens

In this thoughtful piece in *Educational Leadership*, Terri Apter, a senior tutor in a British university, reflects on the challenge of parenting and teaching tweens, who sometimes act more confident and worldly-wise than they really are. "Often," she says, "these young people have simply picked up a superficial sophistication from exposure to certain music, clothes, and common phrases. To impress their peers and to convince adults that they are grown up, they hide their uncertainty and confusion."

"At the cusp of adolescence," Apter continues, "young people become aware of how complex and difficult life is. This realization may take the wind out of their sails… Loneliness, sometimes accompanied by moodiness, afflicts young people as they flounder in this space between appearance and experience." They may also be much less willing to take on new challenges, like a more difficult kind of math problem.

Parents often find their formerly cuddly children more distant and irritable at this age. One mother says that her 12-year-old daughter "complains that I am in her space if I stand behind her to see what she's doing on the computer. She wriggles her shoulders, even when I don't touch her."

Self-confidence and self-esteem are essential qualities to build in the tween years, says Apter, but how? *Not* by telling kids "You are wonderful," "You are beautiful," "You are smart," "You can do anything." This kind of general praise carries the hidden message, "You're not allowed to admit that a task is challenging for you." Tweens need adults to acknowledge their fears and self-doubts, asking specifically what needs to happen to improve.

Real self-confidence, says Apter, is "a set of skills that allows individuals to tolerate frustration in the face of apparent failure, to persist in their efforts to achieve, and to draw links between their own efforts and their capabilities." The best kind of praise is a comment like, "Look how much better you're doing after putting in all that practice." An emphasis on work and improvement also helps tweens deal with the peer pressures and increased academic demands that they encounter.

The essence of this "operational" approach to building self-confidence is actively fostering a belief that one's own efforts lead to improvement and achievement. If tweens believe that success comes from hard work, concentration, and practice, they will persist in the face of more difficult challenges. Adults need to reinforce this message constantly. Three examples:

• 11-year-old Helen is irritated when her mother tells her that her woodwork project is "perfect" when she (Helen) knows that the design is not as imaginative as her friend's and that the hinges are not just right. "Instead of praise," says Apter, "she needs encouragement to say what she herself likes or dislikes about her nearly finished project. And she needs a parent or teacher to remind her, 'You can work at it and improve what you don't like.'"

• Maria, 12, suspects that good grades in school are jeopardizing her friendships – her friends ask, "Why sweat it?" – but she wants to make her mother proud. Apter says that if Maria can be persuaded that success in school means that she works hard, "she would know that her success does not make her a different kind of person from her friends. It's not that she is intrinsically 'smarter' or 'better' – she has merely decided to do work that makes her, as well as her mother, proud. She could say to her friends, 'You could do as well as I do, if you wanted to. You may not want to, and that's up to you. But surely you don't mind if I want to work!'"

• Jeff has been told that he has natural ability in math, but in middle school, math is becoming more difficult. Jeff secretly fears that this means he's not as intelligent, since having natural ability means not having to try hard. So he says math is "stupid" and avoids working hard and doesn't ask for help. Apter's analysis: if Jeff understands that success in math is about hard work as well as innate ability, he wouldn't worry about working hard and even failing some of the time. "If he changed his perspective and saw that his own efforts determine his success, Jeff could feel good about working hard and persisting even through math is more challenging for him."

"We need to give tweens the message that they may sometimes fail," concludes Apter, "that they will face difficult tasks ahead, but that they can overcome difficulties with practice, with dedication, and sometimes with a parent's or teacher's help."

"Resolving the Confidence Crisis" by Terri Apter in *Educational Leadership*, April 2006 (Vol. 63, #7, p. 42-46), no e-link available

3. James Popham on How to Stop Educator Cheating on High-Stakes Tests

In this sharply worded commentary article in the current *Education Week*, UCLA assessment guru James Popham says that the pressure of No Child Left Behind is producing an "astonishing amount" of educator cheating on high-stakes tests, including:

- Teachers giving students more than the allotted testing time;
- Teachers giving students heavy-handed hints about which answers are correct while the test is being given;
- Test preparation sessions using actual test items surreptitiously copied from exams;
- Administrators erasing incorrect responses on students' answer sheets and substituting correct responses.

Why is this happening? "Cheaters are made, not born," says Popham. "No genetic marker will be discovered predestining a particular person to engage in wholesale hoodwinking. B.F. Skinner had it right on this point: People become cheaters because they've been reinforced for cheating. If there's no need to cheat, that is, if there's no payoff for people's cheating, then the problem can be quickly extinguished."

Popham thinks the root of the problem is the fact that many state tests are "instructionally insensitive" – that is, students' scores don't go up when teachers teach well – which gives educators an incentive to cheat. Norm-referenced tests are the worst offenders, he says, along with tests built around a traditional psychometric strategy that makes students' socioeconomic status the strongest correlate of high achievement. But even some standards-based tests can be instructionally insensitive if the state's curriculum goals are too numerous and there are too few test items to accurately measure students' mastery. In states like these, says Popham, "Teachers can't really target their instruction sensibly or use students' test results in a meaningful, diagnostic manner."

Most teachers will still do the right thing even when tests are bad, says Popham. "But too many others, unable to improve students' scores on tests that won't reflect such improvements, may scurry in frustration toward fraud."

The solution, then, is instructionally sensitive tests – tests that truly measure good teaching and student work. Popham says that some states have accomplished this and others, including Wyoming, are in the process of improving their tests along these lines. He recommends that states that currently have instructionally insensitive tests take these three steps:

• *Cut down state curriculum expectations* to a manageable number for each grade level. State tests, says Popham, should measure "only a modest number of genuinely significant curricular aims – so significant, in fact, that those curricular aims subsume a number of sub-skills and bodies of knowledge."

• *Describe state curriculum outcomes clearly* so that teachers can aim their instruction toward students' mastery of the goals "and not toward students' correctly answering a particular set of test items."

• *Use enough test items to truly measure student mastery* of each curriculum goal, "allowing teachers, students, and parents to know which curricular aims have and have not been mastered."

Following these steps, says Popham, will cause educator cheating on high-stakes tests to fall dramatically. There would still be a few teachers who can't get results even with instructionally sensitive tests, and they may be tempted to cheat. To catch them, school districts need strict regulations and sophisticated software to sniff out suspicious test results. But with the right kind of tests, Popham thinks that educator cheating will "virtually disappear."

"Educator Cheating on No Child Left Behind Tests: Can We Stop It?" by James Popham in *Education Week*, Apr. 19, 2006 (Vol. 25, #32, p. 32-33), no free e-link available

4. Teaching Students to Care

In this *Educational Leadership* article, two staffers from the American Institutes for Research (AIR) summarize what's been learned about prosocial behavior among students, which they define as "positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain." Examples include saying a kind word to a classmate, acknowledging other students' feelings, sharing books and advice, and defending a victim of bullying.

Schools are in an ideal position to foster prosocial behavior, say the authors, and they recommend the following research-based steps, with the caveat that any program should be implemented schoolwide and requires a good deal of staff training time:

• *Integrate values instruction into classroom management*, for example, including students in class decision-making and having students work in cooperative groups on academic tasks. A useful resource is the Responsive Classroom program (http://www.responsiveclassroom.org).

• *Foster a caring community throughout the school.* All adults in the school – teachers, administrators, paraprofessionals, cafeteria workers, bus drivers, volunteers – should model and promote caring and respectful behavior. Cross-age student "buddy" activities also help. A useful resource is the Caring School Community program (http://www.devstu.org/csc).

• *Use positive discipline practices.* "Threats, punishments, and extrinsic rewards might keep a lid on negative behavior but will not necessarily promote prosocial behavior, write the authors. A more positive approach includes clear expectations, discussion, and modeling. A useful program is Positive Behavioral Interventions and Supports, which aims to promote prosocial attitudes in all parts of the school (http://www.pbis.org).

"Promoting Adolescents' Prosocial Behavior" by Yael Kidron and Steve Fleischman in *Educational Leadership*, April 2006 (Vol. 63, #7, p. 90-91), no e-link available

5. Is Gum-Chewing the Real Issue?

In her monthly column in *Educational Leadership*, former principal Joanne Rooney describes her school's losing battle with student gum-chewing. "The faculty had clearly spelled

out consequences for violating this honored regulation and we consistently enforced them. The second offense incurred an additional penalty, and on the third we called the parents. We simply did not tolerate gum chewing. We maintained careful records of chewers and spelled out the evils of gum. When we found wads stuck to the underside of desks and obstructing the drains of drinking fountains, we ratcheted up our pursuit of offenders. But our efforts were of no avail."

Defeated, she and her staff decided to take another look at the issue. After lengthy deliberation, they came up a code of behavior "in harmony with our work as educators, not prison guards." By common agreement, the following rules were posted in every classroom:

- Show respect for all people in the school community.
- Keep hands, feet, and all other objects to ourselves.
- Finish classwork and all homework.
- Read.
- Learn as much as we are able.

The schoolwide consistency that these rules engendered was a big plus, says Rooney. The previous "your kids/my kids" mentality changed into one of "our kids." More important, she says, "The more seriously we attended to the matter of successful student engagement in learning, the less we needed to address rule-breaking and consequences. When students' daily experiences in the classroom were positive and successful, misbehavior became less of an issue."

Rooney closes with a set of questions for principals and teachers: "What topics dominate conversations and official communication in your school? Do they focus on rule-making and enforcing, or on kids and learning? If your school culture spotlights student conformity more brightly than the joy and importance of learning, it may be time to dramatically refocus the spotlight."

"Picking Our Battles" by Joanne Rooney in *Educational Leadership*, April 2006 (Vol. 63, #7, p. 88), no e-link available

6. Effective Use of Young Adult Literature

In this *Educational Leadership* article, University of Alabama dean Joyce Stallworth argues that young adult literature can foster "life literacy" – the kind of reading, writing, speaking, and listening skills that young adolescents need to succeed in school, and also their capacity to manage life's problems. She lists three ways this can happen:

- *Young adult literature tackles tough questions*, allowing tweens to learn vicariously in a safe classroom about situations they may face. Stallworth cautions teachers about possible challenges to controversial books, and recommends that teachers visit the websites of the American Library Associations (http://www.ala.org) and the National Council of Teachers of English (http://www.ncte.org) for guidance on avoiding or dealing with challenges.
- *Young adult literature, handled well, can teach empathy and morality* in ways that more didactic "character trait of the month" programs don't.

• *Young adult literature, including graphic novels, can be a bridge to troubled students* who are not interested in standard curriculum offerings.

Stallworth has these pieces of advice for teachers embarking on using young adult literature:

- Read widely and deeply.
- Involve students in the process of choosing books to read.
- Give students choices in what they can read.
- Collaborate with colleagues, including library media specialists.

Stallworth also provides an annotated list of recommended books:

• *A Single Shard* by Linda Sue Park – This historical novel tells the story of an orphan in 12th century Korea who pursues his dream of becoming a master potter.

• *The First Part Last* by Angela Johnson – The consequences of teen pregnancy are explored through a male perspective through the story of 16-year-old single father Bobby.

• *Every Time a Rainbow Dies* by Rita Williams-Garcia – Teenager Thulani has been an unwelcome guest in his brother's home since the death of his mother three years earlier. Thulani lives quietly as the caretaker of pigeons until he helps a young girl recover from a brutal attack.

• *The Earth, My Butt, and Other Big Round Things* by Carolyn Mackler – Fifteen-year-old Ginny Shreves believes she is an outcast both at school and among her beautiful family. A traumatic incident involving her brother in college acts catalyzes change in the Shreves household and transforms Ginny's perspective.

• *Esperanza Rising* by Pam Munoz Ryan – A Mexican-American family becomes acculturated to life in the U.S. in this story that draws on Ryan's grandmother's experiences and wisdom.

• *Kira-Kira* by Cynthia Kadohata – Katie Kakeshima relates her Japanese-American family's story of challenge and triumph over prejudice and poverty while living in the South during the 1950s and early 1960s.

• *Looking for Alaska* by John Green – In an Alabama boarding school, 16-year-old protagonist Miles Halter experiences love and loss with an enigmatic girl named Alaska.

• *Saving Francesca* by Melina Marchetta – Sixteen-year-old Francesca humorously tells how she struggles with her mother's clinical depression and the upheavals of attending a new school.

• *The House of the Scorpion* by Nancy Farmer – In this futuristic story, a clone named Matt gradually learns the real purpose of his existence. This novel deals with cloning, illegal immigration, and the drug trade.

• *The Rag and Bone Shop* by Robert Cormier – Twelve-year-old Jason is wrongly accused of murdering a young neighbor and is forced to confess after hours of interrogation. We learn of his reprieve only at the end of the book.

• *The Sisterhood of the Traveling Pants* by Ann Brashares – A pair of pants purchased at a thrift store binds together four lifelong friends through their first summer separation.

For more information on award-winning young adult literature, see the American Library Association's website: http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/literaryrelated.htm

"The Relevance of Young Adult Literature" by Joyce Stallworth in *Educational Leadership*, April 2006 (Vol. 63, #7, p. 59-63), no e-link available

7. Taking Phys. Ed. Online

This *Teacher* article describes a Minneapolis public schools program offering high-school students the option of taking physical education online. Online phys. ed. is possible because of a sea change in the kinds of activities teachers are offering. Traditional team sports and kickball are giving way to lifetime fitness activities like in-line skating and cross-country skiing that can take place outside the school setting. Here's how the Minneapolis program works:

- Students take a fitness test and get a baseline resting heart rate.
- Students tell their phys. ed. teacher the exercise routine they have chosen, which can include jogging, walking, lifting weights, rock-climbing, karate, or horseback riding.
- Students demonstrate that their activity will increase their heart rates to a pre-defined level.
- Three times a week, at convenient times after school, students exercise for 30 minutes and use a monitor to keep track of their heart rate.
- Parents keep track of the exercise routine and sign off that their teen has performed it three times a week.
- Students complete written assignments on topics like body-mass index and proper nutrition.
- At the end of the course, students repeat the fitness test and take a new reading of their resting heart rate. A high reading shows that they have been slacking off and credit can be withheld.

Students seem to like online PE. Lyssa Hansen, a senior at South High School, thinks it's nice to be able to exercise "on your own terms." She definitely prefers the online program to traditional phys. ed. "When I was in gym class, I didn't feel motivated," she said. "I didn't want to sweat and go to [my next class] gross and nasty."

Teachers also like the online routine. Frank Goodrich, a Minneapolis PE teacher, says that he can give more individual attention than he could to a traditional class. He can also work on form by having students watch video clips and asking them follow-up questions. Goodrich does acknowledge that lack of face-to-face contact with peers is a weakness of this format.

"Let's Get Virtual" by Eric Wills in *Teacher*, May/June 2006 (p. 9-10), no e-link available

8. Student Filmmaking in the Digital Age

This *Education Week* article describes a new generation of high-school film-making courses that take advantage of easy-to-use digital video cameras and computer film editing

software. Some teachers include core content in their courses. "OK, I tricked you," says Konise Millender to her students at North East School of the Arts in Austin. "This isn't just cinema class, but also an English class, a history class, a math class." She has students tape oral histories, use math to figure out equipment and filming budgets, and use spatial reasoning to block out floor plans for films and learn how to develop the arc of a story when writing their screenplays.

Actually making a film also sharpens students' critical eye. "They learn to look at the bones of a film, … to be more objective," says Clay Nichols, another Austin teacher. "Filmmaking is the most powerful way to teach media literacy. All kids deserve to have a barrier of knowledge between them and the media that's trying to shape their behavior."

In a sidebar to this article there are references to two books on student filmmaking (*Filmmaking for Teens: Pulling Off Your Shorts* and *Filmmaking for Teens: Docs and Mocs – Your Reel Life*, both by Troy Lanier and Clay Nichols) and several websites:

- Austin School of Film and Media Arts Center: http://www.motionmac.org
- Austin Film Festival Cinema TV Summer Camp: http://www.austinfilmfestival.com/site/camp2006
- Cinemakids: http://www.cinematexas.org/festival/sectionIndex.html?id=3
- Fresh Films summer program: http://www.fresh-films.com
- Storyboard Consulting LLC: http://www.storyboardconsulting.com
- YourTube: http://www.yourtube.com
- CurrentTV: http://www.current.tv

"Film Credits" by Rhea Borja in *Education Week*, Apr. 19, 2006 (Vol. 25, #32, p. 29-31), no free e-link available

Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 36 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 44 carefully-chosen publications (see list to the right), sifts through scores of articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2004-05).

Subscriptions:

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Update
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Jimmy Kilpatrick
Journal of Staff Development
Language Learner
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
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Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
Theory Into Practice