Marshall Memo 697

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 7, 2017

In This Issue:

Quotes of the Week

"Teachers are first and foremost persons, unique individuals who bring to the classroom their attitudes, their dispositions, ways of thinking, manners of speech, dress, sources of joy, and a host of other factors. Inevitably, these matters are a part of their teaching and, in fact, are very much a part of the reason teachers achieve the results they do. Teachers have a moral atmosphere that radiates into space and is picked up – learned – by others who spend time with them."

John Lounsbury in "Reflections on Teaching and Learning" in *AMLE Magazine*, August 2017 (Vol. 5, #3, p. 9-12), http://bit.ly/2flvH8e; Lounsbury (Georgia College) can be reached at john.lounsbury@gcsu.edu.

"Middle-school students have a heightened sense of fairness, hoping the world is ethical, but afraid that it's not."

Rick Wormeli (see item #6)

"Kids are constantly creating text when they are at home. They tweet, they text, they Facebook. Each of those has its own rules, and one of the advantages is that students learn that you write in different registers in different situations. We can use that to our advantage, working with kids on how we'd put that writing in a more formal situation."

Steve Graham in "What Parents Can Do To Nurture Good Writers" in *The New York Times Education Life*, August 2, 2017, http://nyti.ms/2velL4x

"There was a time in my life when I thought I would never get through a week without stepping barefoot on the sharp side of a Lego. Then there came a time when I looked around and realized there wasn't a single Lego in the house anymore. One minute I was feeding quarters into little bouncy cars that my sons were sitting in, the next minute they were driving away from me in a real car."

Caitlin Flanagan in "Sending Sons Off to College, and Finding Solace in a Big Box Store" in *The New York Times Education Life*, July 31, 2017, http://nyti.ms/2hgKuSc

1. A Vermont Middle School Sends a Letter to Each Graduate in June

In this article in *AMLE Magazine*, Vermont middle-school teachers Ryan Becker and Beth Hayslett describe an annual ritual their school has used with graduating eighth graders for the last five years. In January, the staff decides who will write an individual send-off letter to each graduate to be mailed in June (there are about 80 students in a class). Letter-writers are decided based on their relationship with students over the course of their middle-school careers; teachers who take part typically end up writing two or three letters.

Once assignments have been made, letter-writers get a list of reminders: letters should include reflections on each student's strengths; observations on their academic, athletic, and personal growth; recollections of shared experiences; and hopes and well wishes. The identities of letter writers are not revealed to students, and teachers are instructed not to tell students who they are, however tempting that might be. From January to June, teachers interact with students and work on their letters, and two project coordinators field questions, send periodic reminders about the deadline, and troubleshoot any problems.

When all letters have been turned in (some handwritten, others typed on computers), they're copied onto paper with the project letterhead (designed by the art teacher), copies are made, and each letter is put in an envelope and hand addressed in calligraphy. On the last day of school, after a hike up a small mountain near the school, eighth graders are handed a postcard revealing the identity of their letter writer. The letters are mailed the next day, the first day of summer vacation.

What has been the reaction to this project? Graduating students say they love the personal, affirming nature of the letters – they felt proud, flattered, appreciated, happy, inspired, special, validated, supported, and understood. Teachers also voice appreciation; writing letters helped them see students more clearly and fully, think about their teaching in new ways, and feel more connected to students. One teacher said, "When you are writing to a student, you become much more aware of their actions around school and start reaching out to get to know them on a different level. The transition to high school can be an intimidating time, and I don't doubt some students crave reassurance from their teachers of their talents and potential as they move forward. I think there is something special about an old-fashioned letter; it carries much more meaning." Parents have also been appreciative; one wrote, "My daughter had tears streaming down her face after reading the wonderful letter written to her. Thank you for doing this."

All the letters so far are housed in binders in the school's office with a photo of the class. "Each binder serves as a unique portrait of a particular eighth-grade class as well as the staff they interacted with during their time in the middle school," say Becker and Hayslett. "They capture a positive and powerful collective perspective that grows with each passing year. In such a fast-paced, digital world, we hope this project offers a tangible reminder of the power of the physical, as well as an experience that may one day lead our students to write thoughtful personal letters of their own."

"Going 'Old School' to End School" by Ryan Becker and Beth Hayslett in *AMLE Magazine*, August 2017 (Vol. 5, #3, p. 26-28), www.amle.org; the authors can be reached at rbecker@wcsu.net and bhayslett@wcsu.net.

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2. Getting Students Doing Authentic Writing

In this article in *English Journal*, Anne Elrod Whitney (Penn State University) says teachers can make in-school writing authentic in four ways:

• *Authentic genre* – This means getting young writers working on "real tasks, not fake ones," says Whitney – in other words, not five-paragraph essays, book reports, short answers, summaries. Instead, students should be composing advice columns, book reviews, travel essays, magazine articles. Of course students should see examples of those kinds of writing, what makes each distinct, and their purpose, audience, and context. "Encourage students to pay attention to the writing they see people doing outside of school," she suggests. "Make time to talk about the purposes people fulfill with writing."

• *Authentic process* – "Do we acknowledge the struggle inherent in the process of writing?" asks Whitney. "Do we exercise compassion in its presence? Do we reveal the ways we, too, are imperfect and how we, too, struggle?" The writing process must be flexible, she says, since things never go according to plan. "If their drafts take them somewhere deeper than they thought, do they have the space to follow the thread and see what they write, or does the assignment make a neat fence around their ideas, keeping their writing as tidy as a manicured lawn, but with wilds unexplored on the other side?" She suggests that students keep a process log that follows the ins and outs of their writing over time, perhaps including personal process goals. The teacher might also model writing for the whole class, composing on a projected screen and thinking aloud, naming the various process moves.

• *Authentic audience* – "In a piece of writing," says Whitney, "we don't just say something, we say it *to* someone." Teachers need to orchestrate a variety of real audiences for students – "audiences with expectations, interpretations, interests, and questions; audiences who sometimes even reply to what has been written." Students might write to a family member, a newly elected public official, a student in a younger grade level. They might also experiment with writing the same message to two very different audiences, finding different audiences online, and thinking about the audience response they're seeking: "With a tweet, perhaps the ultimate response is a retweet," says Whitney. "With a letter to the editor, perhaps

it's publication. With a humorous story, maybe it's a laugh. With a public service announcement, maybe it's a change in behavior."

• *Authentic teachers and students* – This means showing our real selves, says Whitney. "No, they don't need to know who you're dating, or about the health scare you're having, if those things don't feel ready for sharing. But I do mean your writing can't all be about puppies, and you can't be such a big and powerful and perfect adult that everything looks easy for you. You're asking your students to take risks. You can also risk them knowing you." If you model being excited, nervous, scared, self-critical while writing, then when a student has similar reactions, you can say, "Me too."

"This means a classroom that is untidy," concludes Whitney. "It means students not finishing, or finishing things that aren't in the genre we had planned or as long as we had planned. It means starting over; it means sitting with a writer while she bravely tries to loosen her grip on the unusable words she has just written – words that were not easy to come by in the first place. It means tears when the writing goes somewhere difficult and unexpected. It means goofy writing and laughs, because young people are actually really goofy and laugh a lot. It means mistakes; it means frustration. It means being brave; it means taking chances. It means hugs. It means watching writers make wrong decisions and resisting the urge to tell them what better decisions would be at least some of the time so that they get a chance to feel what it feels like to discover something through a false start. It means living with things that are messy, messed up, and even not that good some of the time."

"Keeping It Real: Valuing Authenticity in the Writing Classroom" by Anne Elrod Whitney in *English Journal*, July 2017 (Vol. 106, #6, p. 16-21), http://bit.ly/2wnimk3; Whitney can be reached at awhitney@psu.edu.

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3. Two Schools of Thought on Teaching Writing

In this *New York Times Education Life* article, Dana Goldstein reports on two very different approaches to addressing U.S. students' deficiencies in writing (three quarters of 8th and 12th graders scored below proficiency on the most recent NAEP):

• *Judith Hochman's Writing Revolution* – "It all starts with the sentence," says Hochman; her approach focuses on the fundamentals of grammar, mechanics, spelling, and logic. Teachers taking her training learn what to do with this first grader's: *Plants need water it need sun to*. If multiple-problem writing like this isn't addressed early on, says Hochman, students will be writing sentences this way in high school: *Well Machines are good but they take people jobs like if they don't know how to use it they get fired* (an actual submission on the essay section of the ACT). Hochman's training includes mechanics, sentence combining, and learning to use conjunctive words like *but, because, so, therefore, although,* and *nevertheless* (she doesn't believe sentence diagraming is effective). One exercise has students complete each sentence (the correct ending is in italics):

- Fractions are like decimals because *they are all parts of wholes*.
- Fractions are like decimals, but *they are written differently*.

- Fractions are like decimals, so *they can be used interchangeably*.

Note the link to a content area. By middle school, teachers should be giving students writing prompts like *Trace the events leading up to the Civil War* (far better than *What were the events leading up to the Civil War?*).

• *Process writing* – Goldstein describes a Long Island workshop preparing high-school students to write their college essays – which she describes as "that delicate genre calling for a student to highlight her strengths (without sounding boastful) and tell a vivid personal story (without coming off as self-involved)." The workshop had students brainstorming, listening to examples of excellent writing, doing free-writes, journaling, writing a highly personal story, and engaging in peer-to-peer revision. The instructor spent very little time on incomplete sentences and subject-verb agreement, focusing instead on getting students to find their inner voice and fall in love with writing as an activity. One teacher who uses process writing said, "I had to teach myself to look beyond 'There's no capital, there's no period' to say, 'By God, you wrote a gorgeous sentence.'" Some teachers embrace a musical notion of writing – that the ear can be trained to "hear" errors and imitate quality prose.

The Common Core ELA standards have been a much-needed "wake-up call," says Lucy Calkins of Columbia University, requiring students to learn informational, argumentative, and narrative writing. But in the six years since Common Core adoption by almost all states, results aren't much better. Part of the problem is teachers' skill and comfort level teaching writing. "Most teachers are great readers," says Gary Troia of Michigan State University. "They've been successful in college, maybe even graduate school. But when you ask most teachers about their comfort with writing and their writing experiences, they don't do very much or feel comfortable with it."

"There is a notable shortage of high-quality research on the teaching of writing," says Goldstein. But she believes the best classroom approach is a synthesis of the two strategies. Some possible elements:

- Students need to be able to transcribe – to get their thoughts down by hand or by typing on a computer; they need to make the transition from texting on smartphones without conventions to a more conventional, linear format.
- Students need practice writing coherent, correct sentences before they move on to paragraphs.
- At every level, students need clear, prompt feedback on their efforts.
- Free-writing can be helpful if it's followed up with thoughtful feedback.
- Students need to see and imitate models of successful writing.
- Students need to develop confidence in their writing.
- Grammar and mechanics need to be integrated with the writing process and with rich ideas in literature and science.

"Why Kids Can't Write" by Dana Goldstein in *The New York Times Education Life*, August 6, 2017, http://nyti.ms/2f7PU1p

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4. Tips for Writing a Good College Admissions Essay

In this *New York Times Education Life* article, Rachel Toor (Eastern Washington University/Spokane) suggests that students getting ready to write their college essay should picture where it will be read: "A winter-lit room is crammed with admissions professionals and harried faculty members who sit around a big table covered with files. The admissions people, often young and underpaid, buzz with enthusiasm; the professors frequently pause to take off their glasses and rub their eyes. These exhausted folks, hopped up from eating too many cookies and brownies, have been sitting in committee meetings for days after spending a couple of months reading applications, most of which look pretty similar…"

"Your goal," says Toor, "is to write an essay that makes someone fall in love with you." Her suggestions:

- "Choose a topic you really want to write about. If the subject doesn't matter to you, it won't matter to the reader."
- Pick a topic that's complex, where you explore your own clashing emotions, where there's conflict.
- Take a risk. One applicant wrote about having heart-to-heart talks with his mother while making kimchi. "Once my mom said to me in a thick Korean accent, 'Every time you have sex, I want you to make sure to use a condo.' I instantly burst into laughter and said, 'Mom, that could get kind of expensive!'"
- Don't brag about your achievements. Better to describe struggles, even failures. "Be honest and say the hardest things you can," says Toor.
- "And remember those exhausted admissions officers sitting around a table in the winter. Jolt them out of their sugar coma and give them something to be excited about."

Toor also has a list of things students should *avoid* in their college essays:

- Repeating the prompt;
- Giving Webster's Dictionary definitions of words;
- Quoting another writer (not a good use of precious real estate, she says);
- Using the present tense to tell a story;
- Using sound-effect words like *Ouch! Thwack! Whiz! Whoooooosh! Pow!*
- Giving agency to body parts ("My eyes fell to the floor");
- Using clichés;
- Using passive, static writing – Instead of "The essay was written by a student; it was amazing and delightful," write "The student's essay amazed and delighted me."
- Using redundant "word packages" like free gift, personal beliefs, final outcome, very unique
- If they get in the way of effective writing, following "fussy, fusty rules" like avoiding contractions, sentence fragments, split infinitives, ending sentences with a preposition, and beginning a sentence with a conjunction.

"How to Conquer the Admissions Essay" by Rachel Toor in *The New York Times Education Life*, August 2, 2017, http://nyti.ms/2ukG7Xu

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5. Reasons Students Cheat, and How to Minimize Dishonest Behavior

In this article in *AMLE Magazine*, author/consultant Rick Wormeli reports that a majority of middle and high-school students engage in some kind of cheating. Here are the reasons so many cross the line:

- High stakes on state tests, with pep rallies and celebrations pushing students to excel;
- Overemphasis on grades by schools, communities, and parents;
- Intense competition for top academic honors that enhance students' academic profiles;
- Anxious parents giving too much help on projects and papers;
- Adults in the community and nation setting a poor example in their dishonesty in relationships, finances, and politics;
- Students seeing teachers as adversaries rather than advocates who will help them achieve genuine competence;
- Students' undeveloped executive function, which involves impulse control, moral reasoning, time management, and an awareness of the consequences of one's actions and how one is seen by others;
- Students' lack of confidence in their ability to master difficult material;
- Students' poor note-taking skills, including forgetting to put quotation marks around direct quotes, remembering but not citing a quote, and not knowing the proper way to cite the work of others;
- Sleep deprivation, leading students to care less about high-quality work – just get it done and get some rest;
- Last-minute panic when students are blindsided by a deadline and worry that others will discover they're not as good as they were thought to be.

How should teachers deal with cheating when it occurs? "It's a false assumption that Fs and zeroes help students build moral fiber or learn self-discipline," says Wormeli. Students' immaturity shouldn't dictate their destiny. And no research supports a purely punitive approach, which ends up causing resentment, short-circuiting reflection and regret, and undermining academic achievement.

What do teachers confronted with cheating really want to happen? They want miscreants to gain wisdom and maturity from the mistake they made – and learn what was taught. What will accomplish that? Wormeli believes that students should be able to make a full recovery from cheating or plagiarism by doing the whole assignment or test again, while having their freedom severely restricted for a finite period of time – no independent computer work, no errands around the school, no extensions on deadlines, perhaps a parent sitting with them during the re-test. In addition, Wormeli recommends requiring a letter of apology to the class, teacher, and family, performing service to the school as a form of restitution, and submitting to the school's restorative justice program. When all these steps have been taken, students should be reinstated in full and the cheating not held against them.

Wormeli believes this approach will go a long way toward preventing cheating and plagiarism from happening in the first place: "Students learn quickly that they are going to eventually have to complete assignments and assessments ethically, so they might as well do

them properly the first time around." Here are his other suggestions for reducing the incidence of cheating:

• Build positive, trusting relationships with students. "This way," says Wormeli, "they know that they can be honest with you, trusting that, if they come to you admitting they are not prepared for the exam, you will find a way for them to learn the material, obtain credit at a later date, and save face."

• Teach in ways that match students' developmental levels. "When students learn well," says Wormeli, "they grow competent in our disciplines, which reduces the need to cheat."

• Teach executive function skills so students will improve their use of effective study skills, act less impulsively, better understand the consequences of their actions, and include moral reasoning as they consider their actions.

• Reframe cheating as lying and be explicit up front about school policies and consequences. Students may think of cheating as a lower-order form of dishonesty that "everyone does." Calling it lying casts the moral argument more clearly. "Talk about your feelings as you discover the cheating in students' work," says Wormeli, "and how they would feel if some of their cultural and sports heroes cheated in their fields." Show the Robert Redford movie *Quiz Show* and discuss Lance Armstrong's doping and the music industry's dilemma over illegal downloads.

• Be explicit up front on when group responses are acceptable and when individual work is required, and give examples of ethical, well-performed work.

• Teach proper paraphrasing and summarizing techniques, note-taking, and careful tracking of direct quotes and sources.

• Take students on a tour of the websites teachers use to check work for plagiarism, as well as websites that sell finished essays that students can download and fraudulently use.

• At the beginning of a curriculum unit, show students exactly how learning will be assessed at the end – a multiple-choice test, an essay, a performance task. "With no surprises," says Wormeli, "students are more confident going into the exam, reducing anxiety and the panicked moment of cheating."

• Use assessments that require creative responses not easily copied or traded with classmates, and use multiple assessments in varied formats. "Instead of solving the math problem," says Wormeli, "ask students to build a working model of the math concept." Have students explain how a scientific process is comparable to something in another domain, for example, diffusion/osmosis applied to cultural trends or entropy in languages, music, or technology.

• With multi-week projects, do check-ins to see how students are doing, asking for informal products that are highly individual.

• Stop holding pep rallies to torque students up about state tests, and don't give parties to celebrate completing of tests and high scores. Use the time for better teaching and studying.

"Middle-school students have a heightened sense of fairness," Wormeli concludes, "hoping the world is ethical, but afraid that it's not. Assure them that they have the tools to deal with whatever life brings, ethical or not, including adult advocates who demand nothing

but honesty, commitment, and morality, and who will walk with them just as assuredly when they wander off the path."

"Cheating and Plagiarism" by Rick Wormeli in *AMLE Magazine*, August 2017 (Vol. 5, #3, p. 37-40), www.amle.org; Wormeli can be reached at rwormeli@cox.net.

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6. Improving Students' Performance in Secondary-School Math Courses

In this article in *American Educational Research Journal*, Karen Thompson (Oregon State University) reports on her study of English learners in several California districts where almost all students were enrolled in Algebra I by 8th grade. Thompson's three conclusions:

• The opportunity to learn rigorous material was necessary but not sufficient to ensure students' success: nearly half of the students were required to repeat the courses they took, and few students scored proficient on end-of-course assessments in Algebra I, Geometry, and Algebra II.

• When students re-took math courses, few improved their grades from the first time around, and some did worse. Many students were discouraged by their low grades and didn't take advantage of extra support opportunities that were available, or work as hard as they later admitted they should have. "While removing institutional barriers to enrollment in rigorous courses is important," says Thompson, "these findings suggest that educators and policymakers should also reconsider pathways for students who fail a course."

• Thompson suggests three alternatives to having students re-take the same course they failed: (a) more-effective teaching methods that fully implement the Common Core's emphasis on explanation, argumentation, and critiquing the reasoning of others; (b) earlier intervention with struggling students; and (c) a more personalized approach to instruction, especially the second time around, taking advantage of tutorials, peer instruction, and technology.

"Like ecologists, who consider interactions among organisms and their environments when seeking to understand ecosystems," Thompson concludes, "educational leaders would be well served to consider the interplay of factors at different levels – particularly the interactions between course placement policies, ways of knowing valued in math classrooms, and students' motivation – when working to address impediments to student success in secondary math courses."

"What Blocks the Gate? Exploring Current and Former English Learners' Math Course-Taking in Secondary School" by Karen Thompson in *American Educational Research Journal*, August 2017 (Vol. 54, #4, p. 757-798), http://journals.sagepub.com/doi/abs/10.3102/0002831217706687; Thompson can be reached at Karen.thompson@oregonstate.edu.

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7. Addressing the Concerns of a Negative Colleague

In this article in *Leadership Freak*, Dan Rockwell suggests ways to deal constructively with negative members of your team:

• *Don't discount their concerns*. "You encourage negativity when you minimize the problems negative people see," says Rockwell. "When you say, 'It's not that bad' to someone who thinks it's bad, they think that you don't get it. You're out of touch. They'll spend their energy trying to 'help' you understand how bad things really are."

• *Agree at least a little*. "You connect with people when you go with them, not when you push against them," says Rockwell. Some possible responses: "Wow! That sounds terrible." "You know, you're right. This is a tough situation." "I can see how frustrating this must be."

• *Don't try to fix their problem for them* – especially if it's their problem to fix. If you offer a solution, they'll explain why yours won't work. "Now you're in an adversarial conversation that has a winner and a loser," says Rockwell.

• *Find a small yes*. You might say, "I don't think we can find a perfect solution to this problem. Is there some small aspect of this situation we can make better?" If you get a yes, you're in a good place. "When people acknowledge to themselves that forward movement is possible," says Rockwell, "their mind shifts. They move from explaining what can't be done to what could be done."

"4 Ways to Win Over Negative Team Members" by Dan Rockwell in *Leadership Freak*, July 17, 2017, http://bit.ly/2tB4aB9

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8. Graphic Novels for Social Studies Classes

In this article in *AMLE Magazine*, Jeremiah Clabough (University of Alabama/ Birmingham) touts high-quality graphic novels as a way of hooking reluctant readers and building all students' depth of knowledge in social studies. He suggests these books:

- *Alamo All Stars* by N. Hale (Abrams)
- *March: Book Three* by J. Lewis and A. Aydin (Top Shelf Productions)
- *The Red Baron: The Graphic History of Richthofen's Flying Circus and the Air War of WWI* by W. Vansant (Zenith Press)
- *The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey (Hill and Wang)
- *Maus: My Father Bleeds* by Art Spiegelman (Pantheon)
- *Persepolis: The Story of a Childhood* by Marjane Satrapi (Pantheon)
- *American Born Chinese* by Gene Luen Yang (Square Fish)
- *Ronald Reagan: A Graphic Biography* by Andrew Helfer (Hill and Wang)
- *The Hammer and the Anvil: Frederick Douglass, Abraham Lincoln, and the End of Slavery in America* by James McPherson (Hill and Wang)
- *Footnotes in Gaza: A Graphic Novel* by Joe Sacco (Metropolitan Books)
- *Trinity: A Graphic History of the First Atomic Bomb* by Jonathan Fetter-Vorm (Hill and Wang)
- *The Gettysburg Address: A Graphic Adaptation* by Jonathan Hennessey (William Morrow Paperbacks)

- *The 9/11 Report: A Graphic Adaptation* by Sid Jacobson (Hill and Wang)

"Using Graphic Novels to Open the Gateway for Struggling Readers" by Jeremiah Clabough in *AMLE Magazine*, August 2017 (Vol. 5, #3, p. 23-25), www.amle.org; Clabough can be reached at jclabou2@uab.edu.

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9. Short Item:

Material on the upcoming solar eclipse – This Vox article has videos and clear explanations of what happens with an eclipse and describes what different parts of the U.S. will experience on August 21st.

"A Solar Eclipse Is Coming to America; Here's What You'll See" by Casey Miller, Ryan Mark, and Brian Resnick in *Vox*, July 25, 2017, https://www.vox.com/science-and-health/2017/7/25/16019892/solar-eclipse-2017-interactive-map

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If you have feedback or suggestions,
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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 48 years' experience as a teacher, principal, central office administrator, consultant, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 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).

Subscriptions:

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
District Management Journal
Ed. Magazine
Education Digest
Education Next
Education Update
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Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Essential Teacher
Exceptional Children
Go Teach
Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Knowledge Quest
Literacy Today
Mathematics Teaching in the Middle School
Middle School Journal
Peabody Journal of Education
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Education Gadfly
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time Magazine