Marshall Memo 137

A Weekly Round-up of Important Ideas and Research in K-12 Education
May 22, 2006

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Quotes of the Week

"Creativity cannot be taught, but it can be killed."
Yong Zhao, Michigan State professor (*Educational Leadership*, May 2006, p. 30)

"Animal rights? What are 'animal rights'? Animals are food."
An immigrant student in a Virginia classroom discussion (see item #2)

"It takes guts and persistence, even when all the data are on your side, to move a school in the right direction and keep it focused and disciplined over time."
David Ferrero (see item #3)

"People change what they do less because they are given analysis that shifts their *thinking* than because they are shown a truth that influences their *feelings*."
John Kotter and Dan Cohen (quoted in *Tools for Schools*, May/June 2006, p. 1-2)

"If struggling urban school districts could improve students' graduation rates and achievement on their own, they would have done so by now."
Gary Lichtenstein (see item #4)

"Only by setting clear goals that incorporate the skills needed for this new century can high schools truly prepare students to succeed in postsecondary education, the workplace, and community life."
Ken Kay and Thomas Houilhan (see item #6)

"You better cut the pizza into four pieces because I'm not hungry enough to eat six."
Yogi Berra

1. Doug Reeves on Making Change Through Networks

In this intriguing article in *Educational Leadership*, author/consultant Doug Reeves proposes an alternative paradigm for bringing about change in schools. The traditional model is linear and hierarchical, with the superintendent or principal sending a message down through the ranks. This usually works about as well as the children's game of telephone: by the time the message reaches the classroom level, it has been grossly distorted. Reeves says he often hears superintendents declare confidently that a program is being implemented throughout the system, only to visit a school and find little evidence of the program. (In one school, the materials were still shrink-wrapped in a filing cabinet because the principal thought the faculty "wasn't ready for this yet.") The problem with the top-down approach, says Reeves, is that it assumes that, "as rational beings, people will listen to the evidence, learn the new procedures, and follow directions. Leaders find it maddening when, even after they present the evidence and clearly teach new procedures, staff members don't implement the changes."

The flaw in the traditional approach is this, says Reeves: "Behavior does not stem from a rational consideration of evidence, but from an emotional attachment to a trusted colleague… changes in behavior do not follow the creation of a personal belief system; they precede it." The people most teachers turn to for guidance on whether to support a reform effort are colleagues down the hall, not the principal, a visiting speaker, or officials downtown. "The delusions of strategic plans and management charts notwithstanding," says Reeves, "organizations function not as hierarchies, but as networks."

According to this theory, schools are composed of "nodes," "hubs," and "superhubs," and ideas spread through the network in a distinctly non-linear fashion. A node is a single point of contact (usually an individual teacher). A hub has multiple connections to other nodes (perhaps a grade-level leader, department chair, or principal). A superhub is a node to which an exceptionally large number of other nodes and hubs are connected – a teacher who gets 20 times more e-mail than others and gets frequent visits from colleagues and visitors. When teachers want advice about a proposed change, they rarely go to their principal or other hierarchical leaders; they ask "Jill", the superhub. "Colleagues seek out Jill for advice on everything from restaurants to computers," explains Reeves.

"Leaders who want to authentically change the status quo," he continues, "must abandon the fantasy that their colleagues will conform to hierarchical expectations. They must instead find the islands of excellence within their school culture and leverage the enormous potential that such individuals hold. They must, in brief, find Jill."

How would a new principal go about finding the superhub? By asking a number of people in the school the following question: "When you have a classroom problem, where do you go for advice?" The person most often mentioned by colleagues is the superhub – Jill. She may be unassuming and have no official power in the school, but she is key to change. Sometimes the principal can promote or empower Jill, but more often there's no alternative to accepting her on her own terms. "We can observe her work, listen to her advice, and emulate some of her communication patterns," says Reeves, "But we cannot mandate that Jill become anything other than who she is – an extraordinary source of power and influence within the organization. Jill will not necessarily listen to our exhortations and commands. It's the other way around: School leaders need to listen to Jill, inviting this exceptionally influential colleague to meetings, conferences, and informal discussions."

What if Jill doesn't agree with something the principal wants to do? It's important to understand her reasons, because if she remains in opposition, other teachers will follow her lead. "Leaders can only influence Jill if they know her identity and are willing to engage in colleague-to-colleague dialogue rather than issue commands," says Reeves.

Unfortunately, many schools have the opposite of Jill – a toxic hub whom Reeves calls Jack the Jerk. This negative force is usually more visible than Jill and sows discord and oppositional behavior in the staff. He may have some positive qualities (perhaps he knows how to fix computers), but Jack's impact is overwhelmingly negative: he heightens aggravation, messes up communication, and lowers morale in the school. Dealing with Jack is a major priority for any principal.

"Understanding, identifying, and deploying networks for positive results is the central challenge of leaders who seek to transform the status quo," concludes Reeves. "Rather than trying to contrive networks through organizational charts or rigid hierarchies, school leaders should harness the power of the networks that they already have by listening to their key members – which is the greatest leadership technique of all."

"Of Hubs, Bridges, and Networks" by Douglas Reeves in *Educational Leadership*, May 2006 (Vol. 63, #8, p. 32-37), no free e-link but the article can be purchased for $3.00 at: http://www.ascd.org/infocon/

2. What Immigrant Students Give to Their American-Born Peers

In this *Education Week* article, Virginia author/consultant Eileen Gale Kugler bemoans the fact that many American-born parents see immigrant students as a resource drain and steer clear of schools with significant immigrant populations, fearing that their own children won't get their fair share and will be pulled down by peers with "low aspirations and poor study habits."

Quite the contrary, says Kugler, drawing on the experience of her own children in a diverse Virginia high school. "There are valuable lessons taught in diverse classrooms that could only be imagined in homogeneous classrooms. I have marveled at the deeper thinking of students who are confronted with perspectives different from their own, based on life

experiences poles apart. Recent immigrants bring firsthand knowledge of life in distant lands, illuminating classroom dialogues. Students in multicultural schools quickly learn that people view the world through a variety of prisms, a lesson that will serve them well in the small global community that will await them… When students' eyes are opened to new worlds, they open their minds to new approaches, new ways of thinking."

Kugler describes a recent classroom discussion at her children's school about the rights of animals used in testing foods and drugs. One recent immigrant from Africa was puzzled. "Animal rights?" he asked. "What are 'animal rights'? Animals are food." To his classmates, most of whom had never experienced real hunger or seen a farm animal, this comment was a true eye-opener. In the course of the year, another immigrant student told of dodging bullets during a civil war, yet another of watching her father shot in his own home because he was on the wrong side of a political argument.

Kugler says her children have gained a valuable perspective by watching their immigrant classmates taking leadership roles in the school, participating in rallies on immigrant rights, working at part-time jobs to buy shoes for their baby brothers and sisters, helping out in the family dry-cleaning business, and walking miles home from football practice because no one in the family can drive them. "How could a textbook or lecture duplicate the lessons learned just by watching a teenager from El Salvador who had been in the United States for only six months poignantly sing 'Climb Every Mountain' in the spring choral show?" she asks.

Kugler also feels strongly about second-language skills. "I've watched extraordinary recent immigrants to this country master the complex language of English in addition to the one, or two, or more languages they already speak," she writes. "Our society gives them little credit for this accomplishment, even as we extol the American-born student who manages to become bilingual."

"Our schools are stronger because of the immigrant students who enrich the academic environment for all of our children," Kugler concludes. "The resources invested in their academic development pay dividends that strengthen our society."

"What We Owe Immigrant Children" by Eileen Gale Kugler in *Education Week*, May 17, 2006 (Vol. 25, #37, p. 32), no e-link available

3. Having It Both Ways: A Hybrid Model in Two Successful High Schools

In this thoughtful *Educational Leadership* article, David Ferrero, the Gates Foundation's director for research and evaluation, describes how two Chicago-area high schools straddle the chasm between education's ideological camps. Suburban John Hersey High School and Chicago International Charter School's Northtown Academy Campus are both using the same model: a curriculum tightly aligned to the ACT, a relentless focus on academic achievement, and achievement grouping – and at the same time student-centered activities, lively debates on controversial topics, and a focus on higher-order thinking.

Results at both Hersey and Northtown have been impressive, with Hersey's average ACT scores surging from the 60th percentile nationally in 2000 (21.8) to the 75th percentile in 2005 (23.4) and Northtown's juniors scoring an average of 19.4 in 2004, ranking them at the top of nonselective schools in Chicago in the school's very first year of operation.

Ferrero believes the key to success is both schools' refusal to be pigeonholed in one ideological camp and willingness to draw best practices from both sides of the divide:

Traditional	***Innovative***
Standardized tests	Authentic assessment
Basic skills	Higher-order thinking
Homogeneous grouping	Heterogeneous grouping
Essays/research papers	Hands-on projects
Subject-matter disciplines	Interdisciplinary integration
Chronology/history	Thematic integration
Breadth	Depth
Academic mastery	Cultivation of individual talents
Eurocentrism	Multiculturalism
Canonical curriculum	Inclusive curriculum
Top-down curriculum	Teacher autonomy/creativity
Required content	Student interest

"Teaching and learning in these schools are standards-based *and* student-centered," writes Ferrero, "broad *and* deep, subject-focused *and* integrative, canonical *and* critical, academic *and* civic in orientation."

Teachers at the schools are required to buy into certain ground rules, starting with an acceptance of standardized tests. In Illinois, every eleventh grader is required to take the ACT college entrance exam. Hersey and Northtown gear their academic curriculum toward these standards and administer pre-ACT tests in eighth and tenth grades to make sure students are on track, targeting remediation to students who aren't. "This careful mapping of skills instruction to an external assessment," writes Ferrero, "is what produces the schools' extraordinary success with students who enter with serious skills deficiencies."

Homogeneous grouping of students by skill level is perhaps the most controversial part of the schools' approach. Ferrero believes this allows teachers to focus more effectively on students' needs than they would in heterogeneous classes – but all students get the same curriculum content and participate in the same integrated units four times a year, and all teachers constantly work on diagnosing learning problems and fixing them along the way.

The 9-12 curriculum is a mixture of innovative and canonical. Teachers in different subject areas integrate skills and content according to a grade-wide theme. For example, Northtown's ninth-grade quarterly themes are:

- Current social issues and the political spectrum;
- Identity: race, class, and gender;
- Belief, values, morality, and the separation of church and state;
- Current global issues.

Each theme is anchored by a common text, for example, *Fast Food Nation* or *Inherit the Wind*, and a unit is often kicked off by a dramatized debate staged by teachers and guest speakers for the entire grade level, for example, on the merits of teaching "intelligent design" as science.

The thematic approach in ninth grade gives way to a more traditional history curriculum in sophomore and junior years. Tenth grade focuses on European and world history, using the overarching question of humanities and inhumanities throughout history, and eleventh grade covers American history, probing conflicting interpretations of American culture. Ferrero says that the schools try to make the study of the traditional history curriculum "a vehicle for knowledge and appreciation of the past, as well as an object of critique and a means for students to hone their analytical and critical thinking skills."

In their senior year, students focus on college and career issues and have more choice of courses as they prepare for their next step. AP courses are a popular option for many seniors.

The Hersey/Northtown curriculum depends on teacher leadership and collaboration to plan effective units, projects, lessons, and assessments. Teachers play to their strengths, with some researching and organizing classical content, others organizing debates and forums, and others designing hands-on learning experiences.

Hersey and Northtown's success came as a result of persistent effort and the departure (voluntary and involuntary) of staff members who were unwilling to come out of their ideological foxholes. One Hersey teacher, for example, said that the program was damaging kids by "making them think they're smarter than they really are." And Northtown had to release several teachers who were offended by the school's tight structure and instructional practices. "There's a leadership lesson in this," says Ferrero. "It takes guts and persistence, even when all the data are on your side, to move a school in the right direction and keep it focused and disciplined over time."

"Both schools," concludes Ferrero, "enhance teacher and student freedoms by judiciously constraining them – and cultivate students' critical reasoning by providing them with consequential material to reason about. And students have responded, through both spirited engagement in their learning and high performance on standardized achievement measures… When rightly calibrated, standardized performance accountability can enhance rather than inhibit rich professional practice and enable teachers to help more students succeed."

"Having It All" by David Ferrero in *Educational Leadership*, May 2006 (Vol. 63, #8, p. 8-14), no free e-link, but the article can be purchased for $3.00 at http://www.ascd.org/infocon/.

4. Why a Small-Schools Effort Crashed and Burned in Denver

In this probing *Education Week* article, Colorado researcher Gary Lichtenstein analyzes the failure of an attempt to break up a large, dysfunctional high school into three small schools – and the lessons that can be learned for other small-schools initiatives.

The $2 million, Gates-funded project at Manual High in Denver was supposed to be the "mother ship of small-school conversions," writes Lichtenstein. Everyone had the best

intentions, he reports, and many things were done right. "Now, five years later, the mother ship has sunk, swamping high expectations within the Manual community and across the country." What went wrong? He cites three factors:

• The breakup of Manual into three small schools was implemented with only four months of planning – not nearly enough time to prepare the staff and put all the pieces in place. Why the rush? To take advantage of a non-renewable Gates Foundation grant. In retrospect, a full year of planning would have made all the difference.

• The rushed implementation didn't leave enough time to talk through a philosophical conflict between the theme-based philosophy of the three small schools and Denver's ambitious systemwide curriculum reforms. This resulted in major, ongoing problems.

• Under the breakup plan, the three small schools, each occupying a floor in the same building, were supposed to be autonomous. This precept was implemented so rigidly that the schools failed to make efficient use of common resources such as the gymnasium, cafeteria, media center, and textbooks.

"The critical point is this," concludes Lichtenstein, who was involved in the Manual reform effort. "If struggling urban school districts could improve students' graduation rates and achievement on their own, they would have done so by now… As external agents, we are guests. Unless we take seriously the circumstances in which district leaders operate – the pressures, legal constraints, and prior commitments – we will be unwelcome guests. And if we are unwelcome, our efforts will inevitably fail."

"What Went Wrong at Manual High? The Role of Intermediaries in the Quest for Smaller Schools" by Gary Lichtenstein in *Education Week*, May 17, 2006 (Vol. 25, #37, p. 44, 33), no e-link available

5. An Illinois High School Puts Seniors to Work in Classrooms

In this *Educational Leadership* article, two educators from 4,000-student New Trier High School in Illinois describe a program they implemented to prevent their students' final year from being the traditional marking-time senioritis experience. They believe that the school's Senior Instructional Leadership Corps (SILC) program has successfully "infused vitality into our senior year."

Before SILC, seniors competed for a small number of leadership roles in student government, clubs, service organizations, and sports, but many students were disengaged and bored as they waited to head off to college. SILC was established to give seniors an opportunity to work in classrooms as tutors, mentors, and teachers' assistants 2-5 times a week. SILCers are required to:

- Meet with their mentor teacher once a week to plan activities;
- Attend monthly seminars with program coordinators for training and discussion;
- Keep a journal of their activities and reflections;
- Write a self-evaluation and confer with their mentor and a coordinator at the end of the semester;

- Agree to adhere to the SILC code of ethics (maintaining student confidentiality, respecting the teacher's authority, and striving continually to contribute to the educational effectiveness of the classroom);
- Upon satisfactory completion of a semester in SILC, students earn a .25 credit in independent study from the department in which they worked.

From its inception in 1998, SILC has become increasingly popular with teachers (who sign up voluntarily) and seniors (who talk it up among juniors every year). The program is non-selective as long as each student agrees to abide by the code of conduct and can get a teacher to request his or her services. Teachers speak highly of the assistance and the "extra pair of eyes" they get from SILCers, and report that shy students tend come out of their shells and provide valuable assistance to younger students. In addition, seniors who never considered teaching as a possible career begin to think about it.

In her self-evaluation at the end of the program, a senior named Molly wrote, "I hope that I have helped these freshmen transition into high school as much as I know they have helped me transition into the real world. Next year I will be faced with many challenges and my newly learned leadership and personal relationship-building skills will be very useful. I look forward to each day with these students because they make me feel useful and appreciated. Some might say they helped me find joy. I would say they helped me find a purpose."

"Let Seniors Lead" by Janice Dreis and Larry Rehage in *Educational Leadership*, May 2006 (Vol. 63, #8, p. 38-42), no free-link available, but the article can be purchased for $3.00 at http://www.ascd.org/infocon/

6. Rigorous 21st-Century Standards for High-School Graduates

Conventional high-school graduation standards are all well and good, say Ken Kay and Thomas Houlihan in this *Education Week* article, but schools need to shoot for more ambitious outcomes if students are to be successful in the 21st century. "Only by setting clear goals that incorporate the skills needed for this new century," they write, "can high schools truly prepare students to succeed in postsecondary education, the workplace, and community life." Quoting from a recent report from the Partnership for 21st Century Skills, Kay and Houlihan list what they believe are the six key elements of a truly rigorous high-school education:

• *Core subjects* – English, reading or language arts, math, science, foreign languages, civics, government, economics, arts, history, and geography.

• *21st-century content* – Global awareness; literacy in financial, economic, business, and entrepreneurial areas; civic literacy; and health and wellness awareness.

• *Lifelong learning and thinking skills* – Graduates need to know how to keep learning and making effective and innovative use of what they know. This includes skills in critical thinking, problem solving, communication, creativity, innovation, collaboration, contextual learning, information, and media literacy.

• *Information and communications technology (ITC) literacy* – Graduates need to be able to use computers and other technology to continuously learn, think critically, solve problems, use information, communicate, innovate, and collaborate.

• *Life skills* – High schools need to systematically teach leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.

• *Continuous assessment* – High schools need to give students frequent feedback on these five skills using standardized tests and formative assessments.

"Redefining 'Rigor' for a New Century: Results That Matter for Today's High Schools Go Beyond Core Subjects" by Ken Kay and Thomas Houlihan in *Education Week*, May 17, 2006 (Vol. 25, #37, p. 31, 33), no e-link available

7. A MicroSociety Program in a Washington Elementary School

In this article in *Educational Leadership*, Sheryl Dunton, the principal of Talbot Elementary School in Renton, Washington, enthuses about the MicroSociety program she brought to the school. The program, which originated in Brooklyn in 1967 and has now spread to about 250 schools in 40 states, gets students involved in simulated real-world applications within the school day. Three afternoons a week, all students in Dunton's school participate in a "for-profit business," a "government agency," or a "nonprofit organization." Primary-grade students do MicroSociety activities in their homerooms; older students go to their jobs or organizations in other parts of the school. Among the activities from which they can choose:

• *Mad Scientists* conduct science investigations and then create science presentations and products for other students. One project studied rockets, created and sold paper rockets, and then taught students how to launch them.

• *Eye of the Tiger*, the school newspaper, has student reporters, photographers, sales managers, and editors to report events in the school. The paper sells individual copies and subscriptions.

• *The Art Implosion* involves students in learning about artists and artistic styles and then producing paintings and other artwork for sale. Students also create museum exhibits and hire themselves out to help with art projects.

• *The Talbot Internal Revenue Service* manages the Tiger Warehouse, the school's wholesale store where students buy supplies for their products and keep track of the school's tax accounts. The school's for-profit businesses pay a 30 percent business tax, and nonprofit employees pay individual income tax – all in "Cool Cash", the school's currency.

• *Hall of Justice* tries students for actual offenses, including theft and fraud.

Dunton says that she and her staff carefully aligned MicroSociety activities with Washington's state curriculum, and teachers are required to align each activity to the standards. For example, creating scripts for the school's TV station integrates reading, writing, and communication, technology, teamwork, and problem-solving standards.

Dunton concedes that MicroSociety demands a lot of teachers and would not be possible with the normal amount of professional development time. So the school "banks" five

minutes of contractual time a day, creating an additional five days for training each year. (Teachers also have 45 minutes a day to work in grade-level teams.) The school raises money from corporations and community donors to make the MicroSociety possible.

Dunton says there's been a payoff in academic achievement – a 14.3 percent improvement in math scores and 11.6 percent improvement in reading from 2004 to 2005, far exceeding AYP goals – and, more importantly, real gains in student engagement and social competency. "When you go to a regular school," wrote one student who had been to four schools, "you're just waiting for that bell to ring. But here, time just flies by."

"Building a MicroSociety" by Sheryl Dunton in *Educational Leadership*, May 2006 (Vol. 63, #8, p. 56-60), no free e-link, but the article can be purchased for $3.00 at http://www.ascd.org/infocon/.

8. Departmentalizing and Looping Three Core Elementary Subjects

In this *Educational Leadership* article, three educators report on the implementation of Project CHILD (Changing How Instruction for Learning Is Delivered) in a Kentucky elementary school. CHILD has a team of three elementary teachers specialize in reading, writing, and math and loop with the same multiage cohort of grade 3-5 students for three years. Thus, each student has the same teacher for each of these subjects for three years. Students rotate among their reading, writing, and math classrooms for 60-minute instructional blocks, with science and social studies taught in their homerooms. Most classes begin with a whole-group lesson with follow-up activities at learning centers:

- a teacher station for small-group and one-on-one tutorials;
- a computer station with 3-6 computers;
- a textbook station for work with the district's core programs;
- three stations for hands-on discovery learning;
- an exploration station for manipulating materials;
- a challenge station for games and puzzles;
- an imagination station for creative projects.

The authors say the program has been highly successful over the last five years; the school exceeded its state academic goals and was recognized as a National School Change Award winner in 2004. Asked about the three-subject looping model, most teachers say, "I'll never go back."

"Letting Teachers Specialize" by Sarah Butzin, Robin Caroll, and Bridet Lutz in *Educational Leadership*, May 2006 (Vol. 63, #8, p. 73-75), no free e-link, but the article can be purchased for $3.00 at http://www.ascd.org/infocon/.

9. Short Item:

Reading in color – I nearly missed this article in *Educational Leadership* because it looked so much like an advertisement. It turns out that was the point! Valerie Ruth Kirschenbaum, an English teacher in New York City, has become a passionate advocate of

presenting reading material to her students in different colors, and her article was designed to model her message.

The impact of color and graphics was discovered long ago by the advertising industry: one widely cited study found that adding color produced a 34 percent improvement in response rate to a mass mailing, a 25 percent increase in the size of the order, a 48 percent increase in repeat orders, a 32 percent increase in overall profit, and a 35 percent improvement in response time (Romano, 2001).

Since reading this study, Kirschenbaum has tried to expose her students to "visually stunning, multi-sensory ways of reading and writing." She claims that the reading comprehension and achievement of her Bronx high-school students soars when she gives them material that's not just black type on white paper, and boasts a 96 percent passing rate on state Regents Exams.

"The Old Way of Reading and the New" by Valerie Ruth Kirschenbaum in *Educational Leadership*, May 2006 (Vol. 63, #8,p. 47-50), no free-link available, but the article can be purchased for $3.00 at http://www.ascd.org/infocon/

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:

Individual subscriptions are $50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

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- Focus topics
- Headlines for all issues
- What readers say
- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- 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
Phi Delta Kappan
Principal
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
Times Educational Supplement