Marshall Memo 402

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 19, 2011

In This Issue:

Quotes of the Week

"What if our children and young people learn to read and write but don't like to and don't? What if they don't read the newspapers and magazines, or can't find beauty in a poem or love story? What if they don't go as adults to artistic events, don't listen to a broad range of music, aren't optimistic about the world and their place in it, don't notice the trees and the sunset, are indifferent to older citizens, don't participate in politics or community life?"

Vito Perrone accepting a citizenship award in 1998, quoted in a *New York Times* obituary (Perrone died August 24th), Sept. 17, 2011 http://nyti.ms/qnEFj3

"I've spent the first four weeks of this school year trying to make formative assessment a bigger part of my own instructional practices – and it's damn near killed me."

Bill Ferriter (see item #2)

"The simple truth is teachers just don't have the time to do formative assessment correctly if their attention is divided between the kinds of traditional meetings we've always been required to attend."

Bill Ferriter (*ibid*.)

"My point here is that even under ideal circumstances, public-school teaching is one of the hardest jobs a person can do. Most sensible people know that. Anyone who claims not to know that is either a scoundrel or a nincompoop…"

Garret Keizer in "Getting Schooled: The Re-Education of an American Teacher" in *Harpers*, September 2011 (Vol. 323, #1936, p. 33-40), http://harpers.org/archive/2011/09/0083591

1. The Powerful Effect of Teacher Collaboration and Stability

In this thoughtful *Stanford Social Innovation Review* article, University of Pittsburgh professor Carrie Leana says that many K-12 school reformers have embraced a three-part theory of change:

- The importance of "human capital" – teachers' credentials, experience, subject-area knowledge, and pedagogical skills; as it's become clear that teachers' credentials and advanced degrees make almost no difference to classroom effectiveness, the human-capital approach has shifted to using value-added student-achievement data to identify underperforming teachers and reward effective teachers with positive evaluations and higher pay;
- The value of outsiders bringing fresh ideas into schools – for example, Teach for America recruits, curriculum consultants, university experts, and instructional coaches; a natural extension of this idea is that tenure has salted the senior ranks of the teaching force with incompetence, and that less-experienced teachers would do a better job;
- The centrality of the principal to instruction – getting school leaders involved in developing and managing pedagogical practice by being a visible presence in classrooms and actively supervising curriculum, lesson plans, and accountability.

"Unfortunately," says Leana, "all three beliefs are rooted more in conventional wisdom and political sloganeering than in strong empirical research."

Yes, teacher competence affects student learning, outsiders can infuse fresh ideas and enthusiasm, and principals have a key role – but Leana says it's only part of the answer to getting sustained improvement in schools. The research she and her colleagues have conducted has convinced her that reformers have been "overselling the role of human capital and innovation from the top, while greatly undervaluing the benefits of social capital and stability at the bottom."

While the human capital approach focuses on trying to improve the individual teacher, the social-capital approach focuses on relationships among teachers. "In response to the question, 'Why are some teachers better than others?' a human capital perspective would answer that some teachers are just better trained, more gifted, or more motivated," explains Leana. "A social capital perspective would answer the same question by looking not just at what a teacher knows, but also where she gets that knowledge. If she has a problem with a particular student, where does the teacher go for information and advice? Who does she use to

sound out her own ideas or assumptions about teaching? Who does she confide in about the gaps in her understanding of her subject knowledge?"

Leana's research has shown that teachers enhance their knowledge and skills by conferring with colleagues within their school. It's rare for these teachers to consult with experts or their principals. "Further," says Leana, "when the relationships among teachers in a school are characterized by high trust and frequent interaction – that is, when social capital is strong – student achievement scores improve."

From 2005-2007, Leana and her colleagues studied the educational background, experience, and classroom skills of 1,000 grade 4-5 teachers in 130 public elementary schools in New York City and tracked their students' mathematics achievement. The researchers found that teachers overwhelmingly went to their colleagues for help, even though math instructional coaches were available and their principals aspired to be instructionally supportive. The study showed that social capital had a multiplier effect on human capital – there were very strong student-achievement gains when teachers had frequent conversations with colleagues centered on math teaching and when there was a feeling of trust or closeness among teachers. "If a teacher's social capital was just one standard deviation higher than the average," says Leana, "her students' math scores increased by 5.7 percent." Even when teachers' skills were below average, they performed quite well when there was strong social capital present.

Here's what one teacher said: "Teaching is not an isolated activity. If it's going to be done well, it has to be done collaboratively over time. Each of us sets our own priorities in terms of student outcomes. For example, one teacher might emphasize students knowing all the facts and operational skills. Another might think that what's most important is to develop a love of learning in students. Still another teacher might want to develop students to be better critical thinkers and problem solvers, and they're not as concerned about students memorizing the facts. A good teacher needs to help students develop all of those things, but it's easy to get stuck in your own ideology if you are working alone. With collaboration, you are exposed to other teachers' priorities and are better able to incorporate them to broaden your own approach in the classroom."

Another finding in the New York City study was that the teachers who got the most impressive student learning gains were those who had taught math at the same grade level the longest. "The value of experience – and the growth in teacher knowledge that accompanies it – is found in what psychologists call contextualized learning," says Leana, "or, in the case of elementary teachers, learning how to teach children at a particular point in their chronological development." In other words, if we compared two teachers with five years' experience, one at the same grade level, the other at several different grades, the teacher with consistent experience gets better student learning. "Learning mathematics – even at the elementary level – appears to be a sufficiently complex enterprise that the depth of teacher experience matters more than the breadth of experience," says Leana.

The researchers also found that the most devastating thing that could occur in a school was teacher turnover that resulted in the loss of both human capital and social capital. That's when student achievement really plummeted.

In a separate study in Pittsburgh, Leana and her colleagues looked at how principals used their time. They found that the principals whose schools got the best student achievement focused more on facilitating teacher collegiality than on directly supervising classrooms. "They provided teachers with the resources they needed to build social capital – time, space, and staffing – to make the informal and formal connections possible," she says.

"The Missing Link in School Reform?" by Carrie Leana in *Stanford Social Innovation Review,* Fall 2011, http://www.ssireview.org/articles/entry/the_missing_link_in_school_reform/, spotted in *Teacher*, Sept. 1, 2011

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2. A North Carolina Teacher On How to Make Formative Assessment Work

"I've spent the first four weeks of this school year trying to make formative assessment a bigger part of my own instructional practices," says 6th-grade teacher Bill Ferriter in this blog post, "and it's damn near killed me." Ferriter was so impressed by the research on giving students timely and specific feedback on their levels of mastery that he made a number of changes in his practice (see the links in his article):

- Posting short lists of essential objectives written as student-friendly "I can" statements;
- Displaying exemplars of student work at different levels of proficiency;
- Giving 2-3 practice assignments within each unit that count for less than 10% of grades and providing feedback on the "intellectual hiccups" students encounter;
- Using his Livescribe pen to record quick mini-tutorials on concepts that confuse a significant number of students;
- Using clickers to check for understanding and give students immediate feedback;
- Using peer tutors to help struggling students;
- Tutoring students during lunch.

Ferriter feels good about these efforts, but he's stressed out because:

- He's almost three weeks behind the district's curriculum pacing guide due to the extra time needed to follow up on all the formative assessments;
- "I haven't seen my daughter or my wife much this month," he reports, "simply because responsible formative assessment is an incredibly time-consuming process."
- All the extra work is on top of several part-time jobs he works to pay the bills and the meetings he must attend after school.

"If a highly-motivated guy like me is starting to doubt formative assessment, I've GOT to believe that there are thousands – if not millions – of teachers doubting formative assessment too," he concludes.

Here are Ferriter's suggestions for how school leaders can make formative assessments more do-able:

• *Pare down the curriculum to a manageable set of essential components*. If principals continue to insist that teachers cover the entire curriculum, the result will be a high stress level and the breakdown of the formative assessment process.

• *Reduce the number of students each teacher serves*. Ferriter says that working with 120 students makes good formative assessments an impossibly time-consuming process. In middle and high schools, the student-teacher ratio can be reduced by creating integrated classes – for example, combining math/science and ELA/social studies. In elementary schools, eliminating aide positions and hiring additional teachers can reduce class size to 15 in some buildings.

• *Focus meeting time on using formative assessment data*. School leaders, Ferriter believes, "should ask that teachers meet with ONE collaborative group and one collaborative group only. Then, they should require that collaborative groups make formative assessment a priority. Meetings should focus on studying formative assessment data, creating exemplars, improving rubrics, and designing remediation and enrichment opportunities for kids. The simple truth is teachers just don't have the time to do formative assessment correctly if their attention is divided between the kinds of traditional meetings we've always been required to attend."

"Is REAL Formative Assessment Even Possible?" by Bill Ferriter in his *The Tempered Radical* blog, http://bit.ly/olCzFm (spotted in *PEN Weekly NewsBlast*, Sept. 16, 2011)

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3. A Counterintuitive Approach to Dealing with Leadership Challenges

"In today's education arena, there's no leading without bleeding," says former Harvard Graduate School of Education Dean Jerome Murphy in this *Kappan* article. "No matter what we call it – stress, agitation, loss, frustration, fear, exhaustion, shame, confusion, sadness, loneliness, hurt – there's not an executive alive who can lead without experiencing emotional discomfort… Too often our performance deteriorates, our joy evaporates, our misery escalates, our energy dissipates – and some of us even burn out."

That's the pattern, says Murphy, but he believes that "anguish is preventable." It's all in how we *relate* and *respond* to discomfort. Drawing on Western psychology and Eastern practices, he invites us to "pause, close your umbrella, and dance in the rain." Here's his four-part approach:

• *Accept your discomfort*. Leaders who are trying to transform dysfunctional organizations will not have an easy time, says Murphy. "Even if you're not knocked out of the game, almost inevitably you'll fail to placate a key constituency, commit a public gaffe, be misunderstood, or face biting criticism." It's natural to try to analyze away our woes, skirt them, suppress them, escape them, avoid them, or use denial. We're conditioned to think that leaders should *measure up*, but the result is debilitating anguish.

• *Confront negative thoughts without becoming ensnared by them*. The key to escaping this syndrome is accepting the situation as it is and working to change our *behavior*, not our *feelings*. The more we try to escape, the deeper we sink into the quicksand. "As psychologists remind us," says Murphy, "what we resist persists."

• *Treat yourself with compassion and kindness*. When we cut a finger, we give it tender loving care. We need to do the same for our psyches, says Murphy. Suffering is part of being

human, and we need to treat ourselves nonjudgmentally. Self-compassion is not self-indulgent and doesn't make us weak; it's essential to maintaining our balance and dealing well with others.

• *Act with our core values – how we wish to be remembered – front and center in our consciousness*. When we try to avoid conflict and stay in a comfort zone, we tend to lose sight of values. "It's easy for us to confuse our goals with values," says Murphy, "but the two are very different. Our goal may be some distant shore, but our values, like the stars overhead, are always with us, helping us chart our course. They keep us oriented, lighting the way forward even into new and unfamiliar waters. Goals, on the other hand, are achievable outcomes in the service of our values. Goals speak to our destinations; values speak to our journey."

When we are under stress, Murphy suggests identifying with our Balanced Self rather than our Reactive Self, noticing and accepting our discomfort but not being consumed or defined by it. The Reactive Self says, "*I'm furious* at my colleague for making a bad decision", while the Balanced Self says, "*I notice something in me that's furious*." "Our internal dramas may still be intense," he continues, "but we can witness them from a safe place without becoming overwhelmed. Consequently, it's easier to make room for our discomfort, watch our troubling thoughts, show compassion for our predicament – and respond wisely." We can balance emotion with reason, grasp the whole situation, and be calm, clear, and deliberate.

Murphy believes the best way to elicit the Balanced Self is through mindfulness meditation – *observing* our experiences with acceptance and curiosity. Mindfulness is the opposite of multitasking, operating on autopilot, having your mind in one place while your body is in another, or daydreaming. "Mindfulness is not aimed at making us feel better," he says, "but rather at getting better at noticing our feelings and thoughts." It can help us cultivate four vital leadership qualities:

- Situational awareness – "observing with clarity and objectivity our inner and outer experiences as each moment arises, as distinct from judging them and trying to fix them;
- Task attention – focusing our mind's eye on the task at hand and quickly regaining concentration when distracted by discomfort;
- Poise – calmly taking action guided by our values, while letting our discomfort just come and go in private; and
- Resilience – snapping back when we are startled and lose our poise in leadership situations."

"Dancing in the Rain: Tips on Thriving as a Leader in Tough Times" by Jerome Murphy in *Phi Delta Kappan*, September 2011 (Vol. 93, #1, p. 36-41), http://www.kappanmagazine.org; Murphy can be reached at murphyje@gse.harvard.edu.

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4. Remembering a Childhood Battle with Dyslexia

In this moving *New York Times* article, Philip Schultz says he was well into middle age when his second-grade son was found to be dyslexic. "I had never known the name for it," says

Schultz, "but I recognized immediately that the symptoms were also mine. When I was his age I'd already all but given up on myself."

"Repeating third grade at a new school," he continues, "after having been asked to leave my old one for hitting kids who made fun of my perceived stupidity, I was placed in the 'dummy class.' There were three of us, separated from our classmates at a table in the corner of the room. One day, the teacher, who seldom spoke to us since it was understood that most of what she taught was beyond the reach of our intelligence, placed books in our hands and whispered that we should sit there quietly 'pretending to read.' The principal was coming." This seemed reasonable to Schultz, since he couldn't tie his shoes, tell time, tell left from right, or recreate musical notes or words – let alone read.

"My situation then seemed hopeless," he says. "I had no idea what a learning disability was, or that it had nothing to do with intelligence. Being asked to pretend I wasn't as stupid as I feared made perfect sense. Only in recollection does the pain of such a moment make itself felt."

When Schultz was 11, his mother read him Blackhawk comics over and over and a tutor from school worked with him for many hours – all to no avail. He decided he would have to teach himself how to read: "The moon glowing outside my window, I remember, seemed especially interested in my predicament, perhaps attempting its own kind of encouragement. *Was it a dummy, too?* I wondered. If only I could be another boy, a boy my age who could sound out words and read and write like every other kid I knew. I willed myself into being him. I invented a character who could read and write. Starting that night, I'd lie in bed silently imitating the words my mother read, imagining the taste, heft and ring of each sound as if it were coming out of my mouth. I imagined being able to sound out the words by putting the letters together into units of rhythmic sound and the words into sentences that made sense. I imagined the words and their sounds being a kind of key with which I would open an invisible door to a world previously denied me. And suddenly I was reading."

Thus began a lifelong love affair with words. Schultz invented characters to say the things he wanted to say, taking advantage of his belabored relationship with words to develop a deep appreciation of language and its music. He went on to write prodigiously and was ultimately awarded the Pulitzer Prize for poetry.

Schultz cites recent research that dyslexia is much more than just mixing up letters – dyslexics have difficulty with rhythm and meter and word retrieval, recognizing voices and sounds, and learning a foreign language is torture. "It's my profound hope that our schools can use findings like these to better teach children who struggle to read," he concludes, "to help them overcome their limitations, and to help them understand that it's not their fault."

"Words Failed, Then Saved Me" by Philip Schultz in *The New York Times*, Sept. 4, 2011, http://nyti.ms/ogC3Sb

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5. Two Approaches to the Same Middle-School Science Content

In this *Middle School Journal* article, Connecticut science educator Christopher Longo draws a sharp contrast between two middle-school teachers teaching lessons on the human heart rate.

• *Mr. Smith's class* – He begins by giving students a question to investigate: How does exercise affect the human heart rate? Working in groups, students follow a checklist to create a table to record data, take resting heart rates of each member of the group, record members' heart rates after two minutes of jumping jacks, repeat the procedure three more times for each person, create a data table and a line graph, and answer four questions and make one prediction. They record their findings in a worksheet. Mr. Smith collects the lab reports at the end of the period and there is no further discussion about the findings or conclusions.

• *Ms. D'Amico's class* – She begins by giving students a rubric and asking them to work in groups to create an experiment, write questions they would like to investigate, and focus their investigation on one of those questions. As students deliberate, D'Amico circulates and helps them formulate good research questions. Some examples:

- How do sit-ups affect human heart rate compared to push-ups?
- How does the amount of rest between jumping jacks affect human heart rate?
- What are the effects of various exercises on heart rate?
- How does the amount of time one runs in place affect heart rate?
- What are the effects of lung capacity of seventh graders on human heart rate?

If students have trouble formulating problems or distinguishing between dependent and independent variables, D'Amico has them consult http://www.sciencebuddies.com, a website that helps students with the scientific method and writing lab reports.

Students then work in cooperative groups to brainstorm background information on human heart rate and generate hypotheses and predictions. One group hypothesizes, "If push-ups look more difficult to complete and appear to use more energy, then students who do push-ups will have a higher heart rate than those who do sit-ups."

Next, D'Amico posts a guiding question on the class blog and asks students to respond for homework: "Discuss the initial design of your heart-rate experimental problem question and hypothesis. Also comment on at least two other student problem questions or hypotheses." The blog entries are assessed using a 3-point rubric.

The next day, D'Amico monitors students as they conduct their experiments, collect data, and record it in charts and graphs. When they are finished, she has them do oral presentations of their findings in class and on the class blog and evaluates them using a rubric. Finally, she has them share their findings with family members as part of a homework assignment.

A week later, Smith and D'Amico meet during a common planning period mandated by the district and compare methods, assessments, and observations of students for the unit. Objective assessment data aren't available, but Smith reports that his students groaned when he announced that the lab report was required and complained about not being able to do push-ups

or sit-ups. D'Amico, on the other hand, reports that her students showed lots of motivation to complete the task and curiosity about the topic several days later.

Longo concludes by stating his strong belief that a genuine inquiry class such as the one D'Amico conducted will produce much higher student achievement and long-lasting student understanding and enthusiasm for the subject matter.

"Designing Inquiry-Oriented Science Lab Activities" by Christopher Longo in *Middle School Journal*, September 2011 (Vol. 43, #1, p. 6-15), http://bit.ly/oyCGOu; Longo can be reached at longoc@sbcglobal.net

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6. What Do Administrators Do If Students Text During a School Crisis?

In this article in *The School Administrator*, Florida school social worker Charles Jaksec describes the dilemma of a middle-school principal who learned first thing in the morning of the death of one of the school's most popular teachers in a car accident the night before. The principal can't make an official announcement until the police have notified the teacher's next of kin, but scores of students are learning about the tragedy through text messages and tweets. Some of the information students are receiving is inaccurate, but the teacher's death is widely known and students are grieving in the hallways, coming to the office to accuse school officials of being uncaring, and leaving the campus without permission.

Jaksec says that the usual protocol for this kind of school emergency – informing staff, making a thoughtful announcement to students and the community, and getting counseling personnel on site to work with students and staff – are short-circuited when students get up-to-the-minute information electronically. "Understandably," he says, "this creates enormous difficulties for administrators as they face students knowing the details of an unfolding situation before they do! … The use of texting rarely affords school officials additional time to collect information and solidify crisis response plans. It becomes a stressful race against time."

Here are Jaksec's suggestions for dealing with this kind of crisis:

• Inform a superior (the superintendent or area superintendent) and discuss whether to proceed with an official announcement or wait.

• Ask police officers to share information as soon as possible.

• Inform teachers via e-mail and ask them to monitor cell phone use in classrooms.

• Beware of students overhearing conversations and spreading information that might not be accurate.

• If the situation is volatile, delay class changes and have students remain in their classrooms.

• If details are leaking out, make a blanket announcement along these lines: "There is a lot of misinformation on campus regarding an accident that occurred this morning. We do not know all the details at this time, but be assured we will let you know as soon as we receive them. Remember, you should not be texting or using your cell phone at this time."

• Assign all available personnel to monitor hallways and exits.

• Ask crisis intervention personnel to be in place before the official announcement is made and be ready to provide support to a significant number of students.

"Texting's Effects on School Crisis Announcements" by Charles Jaksec in *The School Administrator*, September 2011 (Vol. 8, #68, p. 38-39), no free e-link; Jaksec can be reached at Jaksec@sdhc.k12.fl.us.

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7. Stretching the School Library's Mission

"Don't librarians just read books to students and help them find information in a card catalog?" asks New York City school librarian Khalida Mashriqi in this *Knowledge Quest* article. Not so! Over the last four years she has written grants and gradually integrated technology into her elementary library. "Even though school librarians collaborate with teachers to reinforce students' learning on projects, literacy, and other curriculum elements," she says, "the school librarian's main responsibility is to promote the love of reading and learning. Gaming and technology are simply great vehicles for achieving this."

Mashriqi prides herself on differentiation. She teaches new material in diverse ways and uses class and computer activities that get students working at different levels. She has kindergarten students working on http://www.starfall.com, a free website that uses phonics to teach youngsters how to read. She creates lessons on her interactive whiteboard to help students understand parts of a book, read to their classmates, and compete to find answers. And she shows movies to help students recognize, pronounce, and write letters.

For older students, Mashriqi uses gaming and the whiteboard to teach about cyber-safety, plagiarism, vocabulary, the Dewey Decimal System, finding books in the library, and advanced searches. Students play games using the school's portal and the library's public-access catalog.

"Implementing Technology and Gaming Lessons in a School Library" by Khalida Mashriqi in *Knowledge Quest*, September/October 2011 (Vol. 40, #1, p. 24-28); see http://www.ala.org/aasl/knowledgequest for additional information

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8. Websites:

a. Myths – In this *Knowledge Quest* article, Sara Wolf, Andrea Sumner, and Michelle de Freitas suggest three websites to help students explore myths:

• The Big Myth uses an interactive map to explore various creation myths from ancient cultures: http://www.bigmyth.com/2_eng_myths.html

• This Thinkquest webpage explores Greek gods and goddesses in a game of Memory as well as a maze to escape Daedalus's labyrinth: http://bit.ly/oZkHws

• Scholastic's Myths Brainstorming Machine is an interactive graphic organizer in which students can choose from three groups: Setting, Gods/Goddesses, and Monsters: http://teacher.scholastic.com/writewit/mff/mythmachine.htm

"Skeletal Relations" by Sara Wolf, Andrea Sumner, and Michelle de Freitas in *Knowledge Quest*, September/October 2011 (Vol. 40, #1, p. 34-41), no e-link available

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b. Video-game-making – In this *Knowledge Quest* article, New Jersey library-media specialist Mary Fran Daley suggests these sites to get students creating video games:

- Scratch: http://www.scratch.mit.edu
- Learn Scratch: http://www.learnscratch.org
- Alice: http://www.alice.org
- Greenfoot: http://www.greenfoot.org
- Squeak: http://www.squeak.org
- Game Maker Academy: http://www.gamemakeracademy.org

"Using Video Games to Embrace Inquiry: Learning for Life Through Fun" by Mary Fran Daley in *Knowledge Quest*, September/October 2011 (Vol. 40, #1, p. 66-69), no e-link

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c. Nutrition – In this *Middle School Journal* article, University of Hawaii professor Deborah Zuercher suggest these websites for information on nutrition and obesity:

- Centers for Disease Control and Prevention Body and Mind site: http://www.bam.gov
- Choose My Plate site: http://www.choosemyplate.gov
- Eat Smart, Play Hard: http://www.teamnutrition.usda.gov/Resources/eatsmartmaterials.html
- The Fast Food Explorer: http://www.fatcalories.com
- Let's Move! http://www.letsmove.gov
- PBS Kids Don't Buy It! http://www.pbskids.org/dontbuyit

"Math, Science, and Web-Based Activities to Raise Awareness About Nutrition and Obesity" by Deborah Zuercher in *Middle School Journal*, September 2011 (Vol. 43, #1, p. 42-51), available for purchase at http://bit.ly/oAiZJZ

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 41 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 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 about 50 issues a year).

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Publications covered

Those read this week are underlined.

American Educator
American Journal of Education
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Better Evidence-Based Education
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
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Language Learner (NABE)
Middle Ground
Middle School Journal
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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
Teachers College Record
Teaching Children Mathematics
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice