Marshall Memo 380

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 4, 2011

In This Issue:

Quotes of the Week

"There's ample evidence that we are obsessing on a small problem [incompetent teachers] while we give short shrift to professional development strategies that could move large numbers of teachers from satisfactory to excellent."

Barnett Berry (see item #1)

"School leaders have a multiplier effect – they can put in place conditions that help or hamstring effective teaching."

Andrew Rotherham in "Paging Principal Skinner: Evaluating School Leaders" in *Time*, Oct. 21, 2010, http://www.time.com/time/nation/article/0,8599,2026632,00.html

"All confrontation is a search for the truth. We all own a piece of the truth, so as administrators, it's up to us to skillfully find out what is really going on."

Bryan McLain in "Conflict is normal, but learning to deal with conflict skillfully takes practice" in *Journal of Staff Development*, April 2011 (Vol. 32, #2, p. 60) http://www.learningforward.org/news/getDocument.cfm?articleID=2249

"I now understand that some of the most costly conversations are the ones that never happen."

Bryan McLain (*ibid*.)

"IWBAT…"

(I Will Be Able To…), spotted on an East Harlem middle-school classroom whiteboard preceding the lesson objective – more personal and engaging than SWBAT (Students Will Be Able To…)

1. Wrong Ideas About Teacher Hiring and Evaluation

In this article in *The Washington Post Answer Sheet Blog*, Barnett Berry of the Center for Teaching Quality in North Carolina says that five myths have policymakers barking up the wrong trees as they try to improve the quality of teaching. "What we need," he says, "…are millions of well-prepared, highly savvy teachers who know how to teach the iGeneration and work successfully in teams in order to serve diverse public school populations that include large numbers of English language learners and students from poverty."

• *Myth #1: Teacher preparation isn't important*. Nonsense, says Berry. The teachers who will be the most effective in the classroom and are most likely to stay in the profession are those who get first-rate preparation and extensive clinical training, including a full-year internship. Teachers with this kind of training do better than those prepared in traditional university programs or alternative pathways such as Teach for America.

• *Myth #2: Experience doesn't matter*. On the contrary, says Berry, additional experience up to 20 years correlates with better content knowledge, classroom management, teaching strategies, novel and creative adaptations, and ability to work in stressful conditions. Experience makes the biggest difference when teachers work with the same grade or subject for several years, especially in their rookie years. "Experience does not guarantee effective teaching," says Barry, "but when schools are organized to draw on their best teachers, it matters a lot."

• *Myth #3: Incompetent teachers are the problem*. Of course ineffective teachers need to be dealt with, says Berry, but there are far fewer of them than alarmist press reports would suggest. The Teacher Advancement Program (TAP) has conducted thousands of rigorous, results-focused teacher evaluations across the U.S. and found only a small percentage of unsatisfactory teachers. "There's ample evidence," says Berry, "that we are obsessing on a small problem while we give short shrift to professional development strategies that could move large numbers of teachers from satisfactory to excellent."

• *Myth #4: Teacher tenure makes it impossible to fire ineffective teachers*. Tenure reform is necessary, says Berry, but it's not the heart of the matter. He notes that high-performing nations like Finland have strong unions and teacher tenure, while some low-performing states in the U.S. do not. Our problem, as documented by recent studies by The New Teacher Project and the Center for American Progress, is dysfunctional teacher-evaluation systems and poorly-trained and under-supported principals. "We need to identify

our most effective teachers, using fair, rigorous, and valid measures, and let them lead the way in removing ineffective colleagues," says Berry.

• *Myth #5: Merit pay will motivate teachers to do better*. Recent studies have found that performance pay works only if it's designed to improve school climate, provide classroom support, involve teachers, encourage collaboration, and look at more than standardized test scores.

"Myths About Teaching That Are Distracting Policymakers" by Barnett Berry in the *Washington Post Answer Sheet Blog*, Mar. 24, 2011, http://tinyurl.com/4umvpvd (spotted in *PEN Weekly NewsBlast*, Apr. 1, 2011)

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2. The History and Civics Knowledge Deficit

In this depressing *Newsweek* article, Andrew Romano reports on the results of giving the official U.S. citizenship test to a representative sample of a thousand American adult citizens. Thirty-eight percent failed. Some details:

- 81% were unable to identify one power of the federal government.
- 73% didn't know what the Cold War was all about.
- 67% couldn't name the economic system of the United States.
- 65% didn't know what happened at the Constitutional Convention.
- 63% didn't know how many justices sit on the U.S. Supreme Court.
- 61% didn't know the term of a U.S. senator.
- 59% didn't know what Susan B. Anthony did.
- 44% were unable to define the Bill of Rights.
- 42% didn't know who takes over if the president and vice president are unable to serve.
- 35% couldn't name the territory the U.S. bought from France in 1803.
- 33% didn't know when the Declaration of Independence was adopted.
- 29% couldn't name the current vice president.
- 27% didn't know who is in charge of the executive branch.
- 23% didn't know what Martin Luther King, Jr. did.
- 9% couldn't name the ocean on the West Coast of the U.S.
- 6% couldn't circle Independence Day on a calendar.

In another study, only 58% of Americans could identify the Taliban, compared to 76% of Finns, 75% of Britons, and 68% of Danes. Other studies have found that most Americans believe foreign aid makes up 27% of the federal budget – the actual number is less than 1%. Seventy-one percent of Americans say they want to reduce the size of government by cutting waste, which they believe makes up 50% of the budget – and the overwhelming majorities are against cutting the real budget-busters – Medicare, Social Security, and Medicaid.

What explains this lack of knowledge among so many Americans? Well, we have a relatively complicated political system. "Nobody is competent to understand it all, which you realize every time you vote," says political scientist Michael Schudson. "You know you're going to come up short, and that discourages you from learning more." In addition, we have

one of the highest levels of income inequality in the world, and many of our poorest students, including lots of English language learners, are trapped in substandard schools. Furthermore, we don't have a national consensus on the curriculum for history and citizenship, and most Americans tune in to market-driven news and information sources rather than more issue-oriented public broadcasting. Finally, some politicians pander to people's misconceptions, and politicians themselves can be led astray by wired activists at either end of the political spectrum.

Enough excuses, says Romano: "For more than two centuries, Americans have gotten away with not knowing much about the world around them. But times have changed – and they've changed in ways that make civic ignorance a big problem going forward… What happens in China and India (or at a Japanese nuclear plant) affects the autoworker in Detroit; what happens in the statehouse and the White House affects the competition in China and India."

"The problem is ignorance, not stupidity," says Yale professor Jacob Hacker. "We suffer from a lack of information rather than a lack of ability."

"How Dumb Are We?" by Andrew Romano in *Newsweek*, Mar. 28/Apr. 4, 2011
http://www.thedailybeast.com/blogs-and-stories/2011-03-20/americas-ignorance-could-pose-huge-problems-/#
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3. Making History Engaging

"Historical knowledge matters," says Harvard historian Niall Ferguson in this *Newsweek* article piggybacking on the one just above. "If you don't know the origins of America's unique political institutions, you can't truly appreciate the freedoms you enjoy as a U.S. citizen. If you're ignorant of America's many conflicts – from the War of Independence to the war on terror – you underestimate the price of liberty. And if you have no knowledge of slavery, don't expect to understand the enduring difficulties American society has with the issue of race."

Why are so many Americans ignorant of basic historical and civic knowledge? Ferguson blames U.S. textbooks, such as the 1,264-page, 6.4-pound monstrosity, *United States History* (Pearson Education). "How much would you love history if you had to carry one of those to school every day?" he asks.

In addition to their sheer size, textbooks suffer from having been written by committees of history professors who are steeped in their specialty areas and often miss the kinds of big-picture questions that spark students' interest, for example:

- Why did the American Revolution turn out so much better – with far fewer deaths – than the French Revolution?
- Why did George Washington's legacy prove more enduring than Simon Bolivar's?
- Why did the Civil War not end in political division, as Germany's Wars of Unification did?
- What if Washington had shared Napoleon's appetite for imperial power?
- What if the British had supported the Confederacy with cash and weapons?

- What if FDR had not been president in World War II?

Ferguson has three suggestions for making history more engaging and memorable:

• Replace textbooks with Web-enabled material.

• Make the content more interactive, using games and simulations.

• Ask more "what if" questions like the last three above, thereby escaping the sense of inevitability – whatever happened had to happen – that deadens the study of history.

"How to Get Smart Again" by Niall Ferguson in *Newsweek*, Mar. 28/Apr. 4, 2011
http://mobile.newsweek.com/s/2499/330?itemUriVal=eb2f68f5c04304f6f5d8a91508bd012a%2F334211314610844151312171546&fullStory=true&HeaderTltle

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4. Helping Third Graders Get the Big Idea

In this thoughtful article in *The Reading Teacher*, Sunday Cummins of National-Louis University/Lisle and Illinois third-grade teacher Cate Stallmeyer-Gerard describe how they improved students' comprehension of informational texts in Stallmeyer-Gerard's classroom. In September, the authors gave students a pre-assessment to see how they responded after independently reading a non-fiction text. Students:

- Wrote facts from the text;
- Added some personal responses to the facts they wrote;
- Drew pictures and wrote labels;
- Copied from the text;
- Responded to pictures and captions.

What students didn't do was grasp the big idea the author was trying to convey. They responded to chunks of the texts and weren't synthesizing information; they didn't see the forest for the trees.

Cummins and Stallmeyer-Gerard conducted a second baseline assessment in which they read a story aloud (*Grandma Elephant's In Charge*) and asked students, "What is the author's big idea? What did the author want you to know?" Even with this explicit prompt, only five out of 21 students accurately identified the story's big idea.

Based on these findings, the authors decided to work on getting students to synthesize key ideas as they read or listened to a text and get those ideas down on paper. At least every two weeks for the remainder of the year, Stallmeyer-Gerard read an informational text aloud and asked students to write or sketch a response. Each session took two 45-minute periods. She used three instructional strategies to improve students' skills:

• *Explicit instruction on synthesizing* – This included (a) a vivid explanation of synthesizing (using the analogy of making a cake, with pictures showing how flour + sugar + eggs + butter + vanilla = a cake, and showing how the facts of *Grandma Elephant's In Charge* add up to something more than the parts – the main idea of the story); (b) sharing a few students' written responses to the pre-assessment on *Grandma Elephant's In Charge*, pointing out how some students zeroed in on the big idea; (c) reading aloud a new story, *What Do You Do With a Tail Like This?*, and helping students to see how the "ingredients" add up to the

author's big idea; and (d) asking students to write and sketch the big idea of the new book. At this point, Cummins and Stallmeyer-Gerard began to see progress in students' ability to synthesize and grasp the main idea. Students who had written only one fact in the pre-assessment listed multiple facts and got closer to describing over-arching ideas.

• *Interactive readalouds* – When she read a new text to students every two weeks, Stallmeyer-Gerard worked on making the readalouds interactive, drawing students out on things they already knew (for example, comparing the size of a glacier to the Empire State Building and the comparing the seven-eighths of a glacier that's underwater to what they learned in math about fractions of a pie), in addition to pausing to check for understanding and re-reading when necessary to get to the main idea.

• *Think-aloud mini-lessons* – By January, students' written responses showed that most of them were grasping the big idea of each text, but many were not providing details from the text to support their ideas. So Stallmeyer-Gerard began reading carefully-chosen non-fiction passages and voicing her internal dialogue as she worked her way through facts to the main idea. She also showed models of effective and ineffective student responses on an overhead projector and walked students through how each response could be improved.

At the end of the school year, Cummins and Stallmeyer-Gerard conducted a final assessment and found that 18 of 21 students could synthesize big ideas in response to a read-aloud text, and 20 of 21 could do so after reading a text silently. The remaining students stated only facts. The authors attribute this significant progress to continually asking these questions:

- Where are our students now?
- Where do they need to go next?
- What should instruction look like to help them on this journey?
- How do we know they are learning?

"Teaching for Synthesis of Informational Texts with Read-Alouds" by Sunday Cummins and Cate Stallmeyer-Gerard in *The Reading Teacher*, March 2011 (Vol. 64, #6, p. 394-405), http://www.reading.org/Publish.aspx?page=/publications/journals/rt/v64/i6/abstracts/rt-64-6-cummins.html&mode=redirect; the authors can be reached at sunday.cummins@nl.edu and Stallmca@champaignschools.org.

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5. Moving Student's Informational Writing Along a Continuum

In this article in *The Reading Teacher*, Carol Donovan of the University of Alabama/Tuscaloosa and Laura Smolkin of the University of Virginia/Charlottesville present eight developmental levels for students' informational report writing:

• Level 1: Labels – For example, *This is my dog*. (a first grader)

• Level 2: Fact statements – For example, *Mama bears take good care of baby cubs*. (a kindergarten student)

• Level 3: Fact list – For example, *Spiders lay eggs. Spiders make webs. Spiders use thread*. (a kindergarten student)

• Level 4: Couplet – For example, *Jungles have a lot of good animals. There are bears, tigers, monkeys, and gorillas.* (a first grader)

• Level 5: Fact list collection – For example, *Pigs are slippery. Pigs eat slop. They oink. Cows give milk. They eat grass. Some are brown. Sheeps give wool. They go baa. Some are brown.* (a second grader)

• Level 6: A collection of two related statements (simple couplets) serving as subtopics, which begin to include more supporting evidence and explanations – For example, *Hot Air Balloons: They have special shapes. There are many shapes like T-Rex, a stork, and a shoe. Some balloons are all red. Some balloons are all colors of the rainbow. Balloons go up early in the morning. They go up when it is cold and we wear coats. The balloons glow at night. The burner shines in the dark.* (a second grader)

• Level 7: Single and unordered paragraphs – For example, *Balloons: Balloons are really neat. I'm talking about hot air balloons. They are made out of nylon. They can be special shapes or regular balloon shapes.*

First, you fill the balloon up with a big fan. A tarp is put underneath the balloon to roll it out. Many people have to work together.

Then, it is neat riding up in a balloon. I have been up in a balloon and my dad is a person in a chase crew. When I am in the air, I can see him riding far below me.

At the end, the balloon is put in a big bag when the ride is finished. When it is finished it is still filled with air. You jump or roll on the balloon to get the air out. (a fourth grader)

• Level 8: Ordered paragraphs – For example, *Hot Air Balloons: Hot air balloons are really neat. It is neat riding up in a balloon. I have been up in a balloon and my dad is a person in a chase crew. So I know about hot air balloons.*

The envelope is made of nylon. They can be a regular shape or special shape. Some of the special shapes are T-Rex, the Old Woman's Show, and a stork. The regular shape is like a light bulb.

To get started the envelope must be filled with air. You use a big fan. A tarp is put underneath the envelope when it is rolled out. This keeps it clean and keeps it from getting damaged. The envelope is very big so many people must work together. The people that do this work are called the chase crew.

When the balloon lands and the flying is over, the envelope is stored in a big bag. Since the envelope is still filled with air you jump or roll on it to get the air out. Then the envelope and gondola, or basket, are put in the truck and stored until next time.

Maybe you'll get to take a hot air balloon ride sometime. It is fantastic! (a fourth grader after working with her teacher)

Donovan and Smolkin suggest that teachers scaffold their students' report writing, first ascertaining the student's purpose and then using the continuum and its exemplars to help them move to the next level:

• From label to fact statement – A student writes, *This is a bird.* The teacher might say, "Can you make your writing sound like an information book? Try thinking of a sentence that starts, 'Birds…'"

• From fact statement to fact list or couplet – The student writes, *Volcanoes are dangerous and hot*. The teacher might ask, "What else do you know about volcanoes?"

• From couplet to couplet collection or single paragraph – To the author of Jungles (Level 4 above), the teacher could encourage adding supporting evidence to each statement.

• From fact list to fact list collection or couplet collection – The author of Spiders (Level 3 above) could be asked "Why" about each sentence.

• From couplet collection to unorganized or organized paragraphs – The author of Hot Air Balloons (Level 6 above) might be advised to include a topic presentation and then elaborate each couplet and link the ideas into paragraphs.

• From unordered paragraphs to ordered paragraphs – Levels 7 and 8 above show what happened when a teacher worked with this fourth grader to make the report more cohesive and include more technical language.

"Supporting Informational Writing in the Elementary Grades" by Carol Donovan and Laura Smolkin in *The Reading Teacher*, March 2011 (Vol. 64, #6, p. 406-416), http://www.reading.org/Publish.aspx?page=/publications/journals/rt/v64/i6/abstracts/rt-64-6-donovan.html&mode=redirect; the authors can be reached at cdonovan@bamaed.ua.edu and lbs5z@virginia.edu.

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6. Using Spanish Cognates to Support the Literacy Development of ELs

In this article in *The Reading Teacher*, José Montelongo, Anita Hernandez, Roberta Herter, and Jaime Cuello say that there are more than 20,000 cognates – words that are orthographically, semantically, and syntactically similar – in English and Spanish. Some are identical, like *hospital/hospital*; others are close, like *democracy/democracia*; others a little less obvious, like *cat/gato*. Cognates are generally academic, or Tier 2, words because many originated in Latin, the language of Renaissance and medieval European scholars.

The authors say that cognates are an underutilized classroom resource and recommend teaching Latino English learners to use context clues (synonyms, antonyms, definitions, examples, appositives, and punctuation) in conjunction with cognates to figure out the meaning of unfamiliar English words. It's best to use cognates that are similar or identical, say the authors, and to avoid rarely used words like *beverage/brebaje*. Here are some examples of combining context and cognate clues (the unknown word is underlined):

- *The Indian children gathered the olives. They collected these small fruits for use in cooking*. The cognate clue to the meaning of gathered is collect/coleccionar, which is a synonym.
- *Bandits raided farms and ranches for food and money. The farmers and ranchers defended themselves with guns and rifles*. The cognate clue is *defend/defender*, which is almost the opposite of raided.

One complication with using cognates is that there are some words that are spelled similarly in English and Spanish but have different meanings, for example, *embarrassed* and

embarazada (pregnant). "Such false cognates set off alarms for the language student and the language teacher," say the authors – but there are many more true cognates than false ones.

The authors recommend the site http://www.angelfire.com/ill/monte/findacognate.html and the book, *NTC's Dictionary of Spanish Cognates: Thematically Organized* (Nash, 1997).

"Through the cognate strategy," they conclude, "Latino ELs learn to prize their ability to speak two languages as their teachers tap into this rich linguistic reservoir."

"Using Cognates to Scaffold Context Clue Strategies for Latino ELs" by José Montelongo, Anita Hernandez, Roberta Herter, and Jaime Cuello in *The Reading Teacher*, March 2011 (Vol. 64, #6, p. 429-434), http://www.reading.org/Publish.aspx?page=/publications/journals/rt/v64/i6/abstracts/rt-64-6-montelongo.html&mode=redirect; Montelongo can be reached at jmontelongo@canutillo-isd.org.

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7. Oral Reading At Its Best

In this article in *The Reading Teacher,* Beth Hurst, Kathleen Scales, Elizabeth Frecks, and Kayla Lewis suggest that students should be asked to choose a passage to read aloud, sign up for a particular day, rehearse reading the passage with support and feedback, and on the appointed day explain to classmates why this particular passage was chosen and read it aloud, followed by questions and discussion. "This concept of reading performance gives students a reason to practice reading," say the authors, "and practice makes perfect." It also develops students' reading skills and sparks interest among classmates in the subject matter and the book or poem or magazine that was chosen. In addition, it builds fluency and confidence. In the words of one student, "It helps with your speaking skills; it makes you less nervous in front of people."

How often should students read to their classmates? To prevent the performances from becoming tedious, the authors recommend that one or two students perform each week, or as an occasional reward. Some teachers don't begin to schedule readings until the second half of the year, when the classroom climate has been established.

How are passages selected? Being able to choose one's own passages adds motivation and interest, and it's especially important for reluctant readers. Students need to check their passages with the teacher for appropriateness and length, and then they begin to practice, either individually, with reading buddies, with their Title I teacher, or with a family member.

How about struggling readers? The authors say it's rare for students to refuse to take part, but a student who's exceptionally nervous should be steered toward a short passage of high interest and then given lots of support. The authors describe how one boy balked at first, then decided to read a few humorous Yogi Berra quotes. His classmates surprised him by urging him to read more, and he ended up having one of the longest performances in the class and getting a terrific boost in confidence. Super-resistant students might be given the option of taking part in a collaborative reading performance, Readers Theatre, or double-voice poetry. "Teachers have to be sensitive to the unique needs of students and manage and set high

expectations for peer response and for civility toward classmates who are reading," say the authors.

How about assessment? "The feedback students receive is what one would expect with any type of performance," say the authors – "we laugh when the reading is funny, cry when it is sad, and clap when it is over. Our only assessment is participation points." Having the courage to stand up in front of a class and read is the main criterion for success. It's not about critiquing students or assessing their reading ability or fluency.

"Sign Up for Reading: Students Read Aloud to the Class" by Beth Hurst, Kathleen Scales, Elizabeth Frecks, and Kayla Lewis in *The Reading Teacher*, March 2011 (Vol. 64, #6, p. 439-443), http://www.reading.org/Publish.aspx?page=/publications/journals/rt/v64/i6/abstracts/rt-64-6-hurst.html&mode=redirect; Hurst can be reached at BethHurst@missouristate.edu.

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8. The Payoff of Talking to Students

In this article in *The Reading Teacher*, Greenwich, Connecticut third-grade teacher Grace Blomberg describes how reading a professional article made her ask, "Do I really talk to my students?" She realized that the pressures of her job were preventing her from low-key human contact with kids.

"This realization led me to take action," she says, "action that required no professional development, extra planning, or extra paperwork. I just talked to my students!" By chatting about students' dogs, friends, vacations, and family members, something magical happened. One student told her how she felt sad watching a sanitation worker picking up garbage on a rainy morning. Another student talked about a fight he'd had with his brother. Another told about her grandmother's death. Another told about her brother's shoe somehow getting caught in a tree; it needed to be retrieved with his father's cane.

"Just talking to my students took only a few minutes each day," says Blomberg, "but the results were profound. They felt cared for and enthused that their life stories had meaning in our classroom and in their reading and writing notebooks. I didn't plan on making curriculum connections – that happened naturally. Just talking to kids reinvigorated my classroom practice, enriched my curriculum, and reminded me why I became a teacher in the first place."

"The Power of Informal Talk" by Grace Blomberg in *The Reading Teacher*, March 2011 (Vol. 64, #6, p. 460), http://www.reading.org/Publish.aspx?page=/publications/journals/rt/v64/i6/citepages/rt-64-6-blomberg.html&mode=redirect

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9. Short Items:

a. Waldomaths – This free website created by a retired British mathematics teacher has interactive explanations for scores of math concepts: http://www.waldomaths.com

Many thanks to Memo reader Bob Scavullo for suggesting this website.

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b. Another Hans Rosling talk – In this TED lecture, Swedish economist Hans Rosling shows how the washing machine is a marker of economic development because it frees women from hours of drudgery and makes it possible for them to read with their children: http://www.ted.com/talks/hans_rosling_and_the_magic_washing_machine.html

"The Magic Washing Machine" on TED, March 2011

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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.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 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
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
New York Times
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
The Atlantic Monthly
The Chronicle of Higher Education
The Language Educator
The Learning Principal
The New Yorker
The Reading Teacher
The School Administrator
Theory Into Practice
Tools for Schools