Marshall Memo 1006

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 9, 2023

In This Issue:

Quotes of the Week

"Stay connected with the kids."

Neil Gupta in "Thriving in School Leadership," an interview with Anthony Rebora in *Educational Leadership*, October 2023 (Vol. 81, #2, pp. 14-19); Gupta can be reached at gupta.neil@oakwoodschools.org.

"A philosopher's job is to precisely clarify the values, ethical considerations, and characteristics of everyday experience."

Tatiana Geron (see item #4)

"At its worst, rigor is difficulty without purpose, more about assessing what students can endure rather than what they have learned… Designing learning experiences for challenge is different than simply making things hard."

Eric Hudson (see item #1)

"Students learn when they take on challenging tasks that are emotionally satisfying and involve the guidance of a skilled partner like a teacher, tutor, or peer."

Eric Hudson (*ibid.*)

"I am a reader!"

A third grader whose reading skills and confidence improved dramatically after a reading panel's thorough analysis and intervention (quoted in item #2)

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1. Classroom Rigor and Artificial Intelligence

In this online article, Eric Hudson says that during a recent workshop he gave on how students can use artificial intelligence to help them think, he was asked this question: *If students need to struggle in order to learn, why would we encourage them to use artificial intelligence?*

"I love this question," says Hudson. "It gets to the heart of what causes learning." What the question reveals is a common belief about rigor: that if we want students to learn, we need to get them doing things that are hard. Rigor is also associated with students' output: pages read, courses taken, levels completed. "At its worst, rigor is difficulty without purpose," says Hudson, "more about assessing what students can endure rather than what they have learned… Designing learning experiences for challenge is different than simply making things hard."

What's more important, he believes, are the *inputs* teachers design – meaningful tasks aligned to students' prior knowledge and responsive to students' values, culture, and identity – and the *process* involved in having students learn those tasks – scaffolding, differentiation, feedback – so students feel challenged and supported. "Outputs," says Hudson, "are simply how we assess how well students used the inputs to navigate the learning process."

More important than rigor, he continues, is students learning in their "zone of proximal development" (Vygotsky) and experiencing "flow" (Csikszentmihalyi): "Students learn," says Hudson, "when they take on challenging tasks that are emotionally satisfying and involve the guidance of a skilled partner like a teacher, tutor, or peer." The sweet spot of learning lies between boredom on one hand and confusion and anxiety on the other.

The human brain can only handle so much at a time and will stop processing when it's overloaded. But students will work hard if they trust the teacher, value the task, and are motivated to try something new and hard because they have a sense of belonging, relevance, and confidence that they will succeed. "The complexity of teaching," says Hudson, "is guiding students to the right places in the learning process where they can focus their precious cognitive and emotional energy on the tasks that will increase knowledge and competence."

Can artificial intelligence help with this kind of learning? Hudson believes AI can support good work at every level of Bloom's taxonomy:

- Remember – Helping a student memorize vocabulary or formulas by presenting them in a variety of formats;
- Understand – Helping students process information by organizing and explaining it in different ways;
- Apply – Modeling a potential way to solve a problem that allows the student to create their own solution and compare it to AI's;
- Analyze – Reviewing students' work and asking follow-up questions;

- Evaluate – Generating alternative arguments or perspectives for critique;
- Create – Offering feedback and elaboration on students' new ideas.

Initial research indicates that AI is especially effective at accelerating improvement among lower-performing students. Why? "Perhaps using AI knocks down some of the cognitive and emotional barriers that hold these performers back from learning deeply," says Hudson. "Perhaps it offers assistance not previously accessible to them (like human tutors). Perhaps it smooths out the simpler or less-important parts of the process to ensure they're fresh for complex tasks."

"Back to School with AI, Part 4: AI and the Question of Rigor" by Eric Hudson on his website, September 22, 2023

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2. A Student-by-Student Approach to Improving Literacy Achievement

In this *Kappan* article, Ann Arbor, Michigan literacy experts Erica Rodriguez-Hatt, Jennifer Poliquin, and Deborah Wolter list what often happens when a student is struggling with learning to read:

- Having the student use a commercial intervention program;
- Moving the student to a different classroom;
- Referring the student to special education;
- Retaining the student for another year in the same grade;
- Paying for costly private tutoring.

Too often, say the authors, these interventions don't get to the heart of the problem, and they have been shown to work to the disadvantage of certain groups of students.

In 2018, Rodriguez-Hatt, Poliquin, and Wolter decided to borrow a concept from the medical field and set up a districtwide "reading board." It consists of central office administrators (including the assistant superintendent for teaching and learning) and literacy and special education leaders. They focus on students who, despite their schools' best efforts, are not making adequate progress. A small coordinating subgroup of the board decides each week which of the 8-10 students being supported are ready to exit and considers new cases. Students' parents do not attend board meetings but are kept informed every step of the way.

The reading board's goal is to put together a comprehensive literacy intervention plan (CLIP) for each student to be implemented and monitored by the school's teachers and specialists. To craft each CLIP, board members look for answers to questions like these (using a third grader named Jeremy as an example):

- What is some key basic background information on Jeremy?
- What interventions have been tried in the past?
- What does literacy instruction look like for him – schedules and routines, access to instruction, curriculum materials used?
- What strategies does Jeremy use to decode unfamiliar words, understand concepts, and deepen comprehension?

- What might have been the missing learning links or accommodations that impeded expected growth?
- What are Jeremy's literacy identities at school? At home? In general?
- What would it take for his teachers to view him as a thriving reader and writer?
- How can the school team cultivate his, and his teachers', full potential?
- How will the school team know when it has succeeded?

The reading board's approach is deliberately asset-based – for example, *How can we build on Jeremy's strengths and areas of interest?* Rodriguez-Hatt, Poliquin, and Wolter contrast these to more-typical questions that tend to steer students into special education – for example, *Where is Jeremy struggling in literacy? What are his weaknesses?*

The reading board also advises each school-based team on professional reading, service providers, curriculum materials and classroom libraries, class routines and grouping, pedagogy, assessments, teacher mindsets, and counseling options.

The reading board's analysis revealed that Jeremy was receiving reading and writing instruction that was isolated and fragmented, with teachers and other providers working with him and doing assessments but not communicating and collaborating. The board also found that Jeremy was interested in books about space and animals, could decode, enjoyed rereading, spoke in African-American dialect, and had gaps in comprehension skills. He was reading at Level J and was labeled a student with special needs.

The board wrote a CLIP that brought together Jeremy's educators and father to build on his strengths. The plan called for providing more-challenging instruction supported by professional development and beefing up the classroom library. One interesting feature of the plan was that teachers and Jeremy's father were asked not to "help" the boy when he made reading miscues, instead supporting him as he figured out challenging words by himself. An occupational therapist and social worker collaborated with his teachers, and all were advised to deal with his African-American dialect in a culturally sensitive manner.

The result, say Rodriguez-Hatt, Poliquin, and Wolter, was "astounding." Over several months, Jeremy began to read avidly, jumped from being two grades below grade to reading on a par with his classmates, and at one point declared, "I am a reader!" Teachers reported that his classmates improved as well, indicating that this intense diagnostic and instructional intervention with one student had a ripple effect.

"The work with the reading board," the authors conclude, "gave teachers more expertise and confidence in approaching literacy in an authentic manner for other students. Several principals adopted a reading board approach in their individual buildings using their own staff, eliminating students' need for additional service time outside the classroom. In one building, five children, all students of color, were removed from the special education caseload or avoided a special education referral altogether."

"A Reading Board for Literacy Justice" by Erica Rodriguez-Hatt, Jennifer Poliquin, and Deborah Wolter in *Kappan*, October 2023 (Vol. 103, #2, pp. 42-47); the authors can be reached at ehatt@washisd.net, JennPoliquin@gmail.com, and restorativeliteracies@gmail.com.

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3. Diversity in Black Teachers' Approach to Multicultural Education

In this article in *American Educational Research Journal*, Faheemah Mustafaa (University of California/Davis) says that because of the vital role African-American educators play with same-race students, it's often assumed that educators of color "naturally" engage in culturally relevant pedagogy. Mustafaa says these "weighty expectations" can lead to burnout, turnover, and attrition. She studied a national sample of 238 black educators and revealed a more-nuanced picture, "acknowledging, appreciating, and engaging with multiple facets of black educators' identities, backgrounds, professional expertise, and pedagogies."

Mustafaa used the Multidimensional Model of Racial Identity (MMRI, Sellers et al., 1998), which identifies four dimensions of "racial ideology" among African Americans – how they believe they should act, feel, or think in life's arenas, and how they believe they are regarded by others:

- Nationalist – emphasizing the uniqueness of the black experience in America and forming coalitions with other marginalized groups;
- Oppressed minority – conscious of being a member of a group historically subjected to discrimination and racism;
- Assimilation – striving to integrate with and be full members of the American political and social system;
- Humanist – recognizing and valuing commonalities among all humans regardless of race.

Mustafaa's study confirmed what other researchers have found: that racial identity varies *between* African Americans and also *within* individuals. "In other words," she says, "an individual is neither ideologically 'nationalist' nor 'humanist,' but can have a comprehensive set of racial identity attitudes characterized, for example, as relatively low, medium, or high on any individual dimension."

In her study, Mustafaa looked at how African-American teachers' racial ideology and other factors affected their approach to culturally relevant classroom pedagogy – specifically, the degree to which they used:

- Afrocentric curriculum – books, resources, and activities;
- Culturally responsive teaching – commitment to getting information on students' cultural backgrounds and making the curriculum responsive to them;
- Sociopolitical commitment – feeling personally invested in helping African-American children achieve.

Mustafaa found that African-American teachers' racial ideology did shed light on their approach to culturally relevant instruction – and so did how central their ideology was to them, their education and training, and the Title I status of their current school. In other words, black teachers were far from homogeneous in their implementation of culturally responsive instruction. A few interesting details from the study:

- Teachers with a higher nationalist ideological orientation on the MMRI survey were more likely to use Afrocentric books, toys, field trips, and curriculum experiences.

- Teachers for whom racial identity was central to their sense of self were more likely to feel personally invested in helping African-American students achieve.
- Teachers higher on the oppressed minority scale were more likely to use culturally responsive pedagogy and work to counteract structural biases.
- Of the other factors (family background, training, schools' Title I status), the only one that significantly affected culturally responsive teaching was teachers' *childhood* SES. The more economically advantaged the circumstances of their upbringing, the less likely teachers were to emphasize culturally responsive instruction and the lower their sociopolitical commitment.

Mustafaa is intrigued by the last finding, which contradicts other research that middle-class black teachers are less committed to culturally responsive teaching. It's not their *current* SES that matters, she says, but how poor or privileged they were *as children*, with teachers who grew up disadvantaged more likely to be stronger on the three areas of culturally responsive instruction.

"This study," says Mustafaa, "challenges homogenizing narratives about black educators while revealing their complex humanity, identities, and pedagogies… Recently, more education scholars have begun to study the complex ways that black educators think about themselves as racialized beings and how they engage in their profession and the world around race." She cites the 2019 article by Monique Cherry-McDaniel, "Skinfolk Ain't Always Kinfolk: The Dangers of Assuming and Assigning Inherent Cultural Responsiveness to Teachers of Color."

Mustafaa believes further research in this area "is greatly needed as we simultaneously acknowledge the need for a more-diverse educator workforce of culturally relevant pedagogues while contending with the realities of a predominantly white female, middle- to upper-class majority – who likewise are diverse in their racial attitudes, lived experiences, and pedagogies."

"Black Educators' Racial Identity Attitudes and Culturally Relevant Pedagogy: A Psychological Framework and Survey of Within-Race Diversity" by Faheemah Mustafaa in *American Educational Research Journal*, October 2023 (Vol. 60, # 5, pp. 847-881); Mustafaa can be reached at fnmustafaa@ucdavis.edu.

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4. Ethical Dilemmas As Teachers Manage Their Classrooms

In this *Harvard Educational Review* article, former middle-school teacher Tatiana Geron, now an education professor at Colby College, uses the term "crowdedness" to describe the complex dynamics of classrooms. Crowdedness, says Geron, is always a factor in the "complex ethical work that teachers do daily" as they strive to develop the knowledge, skills, attitudes, and dispositions students must acquire to lead lives of opportunity and joy. This is in line with her belief that "a philosopher's job is to precisely clarify the values, ethical considerations, and characteristics of everyday experience."

Geron believes the ethical dimensions of instruction are often not addressed as teachers are trained and supervised on the technical aspects of handling their classrooms. Her goal in this article is to develop a model for teachers' ethical decision-making that accounts for classroom realities, building a bridge between the practical and the theoretical – "to help philosophers and educational researchers recognize that teacher practice is complex and situated, and to help teachers name and reason through the ethical complexity of their daily classroom lives."

Geron starts with the case of a high-school teacher with a student who shows up 15 minutes late every day. The teacher understands the reason – the boy escorts his younger siblings to school because their parents work early shifts – but his late arrival disrupts his classmates' learning and it's difficult to catch him up on the material he's missed while attending to the needs of other students, some of whom have greater academic needs and are getting to class on time even though they, too, have family responsibilities.

The teacher is required to report the boy's tardiness, but worries that the school's rigid attendance policy may jeopardize his grades and even ability to graduate – a policy with which she disagrees. The teacher has talked directly to the student, to no avail. "In deciding what to do," says Geron, "she's experiencing an ethical dilemma in which she cannot align all her professional values and responsibilities at the same time." This kind of dilemma, so common for teachers, can lead to demoralization and burnout.

Geron admires Philip Jackson's classic book, *Life in Classrooms* (1998), saying, "I feel he was able to articulate what I perceived so often in my own classroom and rarely saw explained in educational research. Jackson found that in classrooms, student behavior, development, and individuality interact with the institutional expectations of schooling to create an environment that is highly spontaneous and irrational, and that teacher decision-making must be responsive to the classroom's group nature, its 'crowdedness.'" Geron describes five factors that create this complexity:

• *Size* – The typical public school classroom of 20-25 students is the sweet spot – large enough to keep things moving and allow for "a certain spark" but small enough for teachers to know each student. But that number of students in a single classroom creates challenges for the teacher – pedagogy, materials, interactions among students, attention to all students, hall passes, papers to grade. The more students the teacher has, the greater the ethical challenges.

• *Compulsory closeness* – Students have no choice about attendance – they can't "quit school" until a certain age – and teachers usually have no choice on which students they are assigned. "This 'social intimacy,'" says Geron, "sets the classroom apart from almost every other adult space and many spaces where children enter by their own or their guardians' choice (e.g., summer camps, religious programs, community centers)."

Compulsory closeness raises a number of ethical challenges for teachers as they strive to create a safe climate, positive interactions, and high levels of learning for all students, some of whom don't want to be there. Every decision, says Geron, from seating charts to how much noise is tolerated to discipline consequences, is "imbued with ethical and moral weight." Working in close quarters also means that students can often hear what the teacher says to

another student (for example, not having to finish an assignment because she's feeling ill), and may engender feelings of unfairness.

• *Diversity* – The gender, social class, racial/ethnic, cultural, and personality differences within most classrooms make them ideal sites for developing the skills and habits of mind to thrive in a pluralistic society. "Yet this potential relies on teachers' decision-making," says Geron. "Teachers' awareness of the social constructs of power and privilege that accompany students' diverse identities can and should play a role in the micro decisions teachers make, decisions as small as when and how to call on students to share their work… These ethical decisions may take on even greater weight when we realize that classrooms are one of the few social spaces in our society where diverse individuals are required to interact in close proximity along lines of difference."

• *Time pressure* – This is constantly at play in classrooms, from needing to line up three minutes before the dismissal bell to covering the curriculum before a standardized test. Then there are interruptions that steal time from a teacher's plans – a sudden rainstorm that cancels recess, a student's mother is in the office to pick up a student early. "In terms of ethical decision-making," says Geron, "these temporal pressures can stress a teacher's moral center. As teachers make decisions about how to respond to interruptions, meet external goals in set amounts of time, or ask students to wait in response to the needs of the group of external forces, they are making values trade-offs that impact the students' development and teachers' ability to access their own moral rewards."

• *Group dynamics* – The teacher is the leader of a classroom, even in the most progressive schools – the authoritative figure responsible for students' education. "Teachers' ethical responsibilities hinge on their use of authority to expand, not contract, students' 'quality of life in classrooms,'" says Geron (quoting Jackson). "Teachers must make decisions that keep students safe, which often requires compromising autonomy. They also must justify those decisions to their students to create buy-in, or order." They may use power – *Because I'm the teacher!* – or explain decisions in terms of collaboratively established class norms.

The teacher is the one professional in a child's life who can see their whole profile in their social ecology, says Geron, and this gives teachers an "outsize importance." Teachers can have a "invisible hand" that influences students' behavior in indirect ways, hopefully in the direction of positive norms and behavior inside and outside the classroom. This, she says, "requires the teacher to have a nuanced understanding of classroom power dynamics to guide the class in directions that support, rather than diminish, students' opportunities for flourishing."

Classes can have distinct personalities, sometimes lasting from year to year, often stemming from the personalities of one or two students – a jokester, a forceful leader, a bully. If a class has a negative reputation in a school, it can lower a teacher's expectations and degrade pedagogy. "The challenge for teachers," says Geron, "is to respond to the group as a unit, as well as to individuals, to foster a productive and positive dynamic."

Geron uses a second case study to illustrate the ways teachers make ethical decisions. Kate is a student with special needs in a third-grade classroom. She is prone to emotional and

physical outbursts and oppositional behavior, which her family and the school are having difficulty figuring out. Kate is assigned to a mainstream classroom with an experienced teacher who is committed to implementing her IEP and creating a classroom climate where the girl can be successful.

One day, as students are working in groups on a science project, the two boys in Kate's group get into an animated discussion about the rocks they are studying. The teacher is helping another group that does not understand the assignment when she notices that Kate is becoming increasingly agitated, and fears Kate will have an outburst that disrupts the entire class. The teacher needs to make a split-second decision to defuse the situation. Some possibilities:

- Stop working with the group she's helping and intervene with Kate;
- Remove one of the boys from Kate's group;
- Switch to all-class instruction;
- Send Kate to the school's "Think Room" to calm down.

All the "crowdedness" factors discussed above are in play as this teacher decides what to do – size, closeness, diversity, time pressure, and group dynamics. Geron suggests three ways to look at the dilemma:

• *Linear* – This has to do with the number of students this teacher is juggling, and the downside of the teacher leaving the group she's working with to intervene with Kate. On the other hand, if Kate has an outburst, all learning in the class will come to a standstill. Clearly, says Geron, the fewer students a teacher is working with, and the more-manageable their behavior, the easier it is to handle a potential disruption.

• *Second-order* – Because of the close quarters, if Kate is sent out of the classroom, or if the teacher devotes special attention to her, other students will know what's going on. Some may be envious that Kate gets special treatment; others may be upset about a punitive response to their friend's emotional fragility. But the teacher can take advantage of the fact that she has many more weeks with her class, says Geron, and whatever hurt feelings may crop up in this moment can be addressed over time.

• *Preventive* – The situation with Kate may seem out of the blue, but what if the teacher, knowing that something like this might happen, had led conversations with students explaining Kate's special needs in a sympathetic way, framing differences in terms of helping students be their "better selves" at all times? If this had occurred, the teacher's "invisible hand" might lead some of Kate's classmates to notice Kate's distress and intervene with support or humor and solve the problem without the teacher needing to handle it. "Rather than seeing the teacher as the sole actor," says Geron, "we begin to see the students as ethical and community agents in their own right. In this understanding, the challenge for teachers involves taking students' agency seriously while dealing with the natural dynamics of teacher as leader and teacher as member."

"If I'd had this language in my own crowded classroom," says Geron, "I imagine it would have helped me make sense of some of the dilemmas I faced. Perhaps I could have had it in the back of my mind while making in-the-moment decisions, or used it with colleagues during grade-level meetings to think through challenges in our practice – *Why did this decision*

feel so hard to make?... What are the 'crowded' characteristics at play here? Could any of them be used to help me resolve this dilemma?"

"Imagining these shifts in the field," Geron concludes, "means imagining how to better support teachers in making decisions that preserve their moral center, resolve ethical dilemmas, and do right by their students in their busy, messy, moral environment."

"Ethical Decision-Making in the 'Crowded Classroom'" by Tatiana Geron in *Harvard Educational Review*, Fall 2023 (Vol. 93, #3, pp. 342-365); Geron can be reached at tgeron@colby.edu.

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5. Planting Seeds of Student Leadership

In this article in *Principal*, Susan Doherty lists ten ways schools can build students' leadership skills and confidence, starting at the elementary level:

• *Class managers* – When she was a second-grade teacher, Doherty had her students brainstorm classroom helper roles and write job descriptions: hallway manager (a.k.a. line leader), office manager (attendance-taker), cafeteria manager (table-washer), and others. Students were trained for each role and rotated through the jobs every week, applying for new roles they dreamed up as the year progressed.

• *Class greeters* – Each day, the person designated for this job welcomes visitors with a firm handshake and eye contact, quietly tells them the lesson objective, and answers questions, allowing instruction to continue without interruption.

• *Class meeting leaders* – Students take responsibility for facilitating class discussions, developing skills in planning, problem-solving, making decisions, and strengthening connections among classmates. Meetings are a key area for developing social-emotional, critical thinking, and public speaking skills, and having students lead them can flip the usual teacher-led, top-down dynamic.

• *Student-led media* – A school in Tennessee has students research topics of interest, write scripts, and broadcast a morning news program over the PA system. Other schools train students as social media interns, creating new content every day.

• *Building ambassadors* – Some schools train students to lead schoolwide visitor tours, support new students, and lead assemblies. Another role is schoolwide literacy leader, with selected students sharing their love of reading, leading discussions, and recommending books to classes and assemblies.

• *Leadership academy* – Students are selected based on high grades, good behavior, and an application essay, and play a visible role helping students and staff and choosing other ways to serve their school.

• *Peer mentors* – A cross-age mentoring program can make a positive difference to student mentors and mentees, provided it's "strategically planned and well-managed," says Doherty: screening mentors, training them, providing engaging activities, and continuously monitoring student-to-student matches.

• *Student council* – This can be an authentic opportunity for civic engagement and is often students' first exposure to democracy in action, says Doherty. An active student council can develop students' leadership skills, confidence, and understanding of other perspectives while providing valuable insights to the school's leadership team.

• *Extracurricular activities* – Research shows that sports, music and drama, clubs, scouting, and community service help students explore new areas, identify their strengths (especially social-emotional skills), grow as individuals, and flex their leadership muscles.

• *Community youth advisory councils* – School districts, local governments, and nonprofits can amplify youth voice and community engagement by organizing councils that get students involved in broader decision-making.

"The Students Lead the Way" by Susan Doherty in *Principal*, September/October 2023 (Vol. 103, #1, pp. 25-31)

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6. Short Item:

Information on the Solar Eclipse This Saturday – This link has information, graphics, and a video on the timing and trajectory of the solar eclipse happening on October 14, 2023.

"Annular Solar Eclipse, October 14, 2023" from Great American Eclipse, Michael Zeiller, 2023

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If you have feedback or suggestions, 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 other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTMI version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Cult of Pedagogy
District Management Journal
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
Exceptional Children
Harvard Business Review
Harvard Ed (formerly Ed. Magazine)
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Kappan (Phi Delta Kappan)
Knowledge Quest
Language Arts
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Urban Education