Marshall Memo 427

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 12, 2012

In This Issue:

Quotes of the Week

"Practitioners, researchers, and policy makers agree that most current teacher evaluation systems do little to help teachers improve or to support personnel decision making."

Linda Darling-Hammond, Edward Haertel, Audrey Amrein-Beardsley, and Jesse Rothstein (see item #1)

"What teachers need to improve their craft is rarely what they receive from professional development."

Yvette Jackson, former New York City PD director (quoted in item #6)

"We have found that engaging students in high-level talk and writing about texts takes time, but it's worth it!"

Debra Peterson and Barbara Taylor (see item #3)

"I love to see my students' faces light up when they read and talk about books!"

A teacher quoted in *ibid*.

"This has absolutely nothing to do with replacing teachers. When we talk about getting lectures out of the classroom, that's because we think we can move teachers up the value chain – that they are better off forming the bonds and connections. That's what you need a human being to do and for a really great teacher to do. Khan Academy takes some of the more traditional stuff off the plate and now, all of a sudden, the classroom becomes a richer and more stimulating experience."

Salman Khan in "Q&A: Talking with 3 Innovators" by Lesli Maxwell in *Education Week*, Mar. 7, 2012 (Vol. 3, #23, p. S18), http://www.edweek.org

1. Major Problems with Value-Added Test-Score Evaluation of Teachers

"Practitioners, researchers, and policy makers agree that most current teacher evaluation systems do little to help teachers improve or to support personnel decision making." So say Linda Darling-Hammond and Edward Haertel (Stanford University), Audrey Amrein-Beardsley (Arizona State University), and Jesse Rothstein (University of California/Berkeley) in this *Kappan* article. They note the growing consensus that teachers' contributions to student learning should be part of the evaluation process, but strongly criticize the use of value-added test score data to evaluate individual teachers. Here are their reasons:

• *Value-added models don't accurately measure a teacher's impact on students*. That's because gains in student achievement are influenced by a number of factors in addition to the individual teacher: class size; curriculum materials; instructional time; availability of specialists and tutors; availability of books, computers, and science labs; home and community supports or challenges; individual students' needs and abilities, health, and attendance; peer culture and achievement; prior teachers and schooling; other current teachers (for example, art, music, computer, phys. ed., and pullout Title I or ELL instructors); summer learning experiences; and the specific tests used, which may or may not measure all areas of the curriculum and are notoriously inaccurate in measuring achievement that is well above or below grade level. Value-added models attempt to control for non-teacher factors by projecting student-achievement gains based on demographic factors, but they can't take the full range of variables into account and are therefore inaccurate in isolating the true impact of each teacher.

• *Value-added models are inconsistent*. Ratings of teacher effectiveness differ substantially from class to class, from year to year, and from one statistical model to another. In a study of five school districts, some teachers who scored in the bottom quintile one year moved to the top quintile the next, and some teachers who scored in the top quintile moved to the bottom. A re-analysis of the 2011 teacher ratings published in the *Los Angeles Times* found that 40-55% of teachers had markedly different scores when a different metric was used.

• *Value-added ratings assume random assignment of students to classrooms*. But in the real world, students aren't randomly assigned, and studies have shown that teachers' value-add ratings are directly affected by the number of students in their classes who have poor attendance, are homeless, have severe problems at home, have special needs, or are English language learners. "This variability raises concerns that using such ratings for evaluating teachers could create disincentives for teachers to serve high-need students," say the authors.

• *Value-added ratings can't disentangle the many influences on student progress*. Some teachers are effective in certain areas of the curriculum and not in others, and their ratings depend on which curriculum areas are emphasized in the assessment. Some teachers are better at preparing students for state tests but less effective in preparing them for success in the next grade or course, so using value-added ratings can put a premium on narrow test preparation rather than deeper preparation for future success. One school had an 8th-grade science teacher who was getting low value-added scores and a 6th-grade teacher who was getting high scores. The principal flipped their assignments and their ratings flipped too. "The notion that there is a stable 'teacher effect' that's a function of the teacher's teaching ability or effectiveness is called into question if the specific class or grade-level assignment is a stronger predictor of the value-added rating than the teacher," say the authors.

So are value-added models good for anything? Yes, say Darling-Hammond, Haertel, Amrein-Beardsley, and Rothstein – if they're used to look at *groups* of teachers and specific teaching *practices* that can be used in a more thoughtful approach to teacher evaluation. These include:

- Teachers understanding subject matter deeply and flexibly;
- Connecting what is to be learned to students' prior knowledge and experience;
- Creating effective scaffolds and supports for learning;
- Using instructional strategies that help students make connections, apply what they're learning, practice new skills, and monitor their own learning;
- Continuously assessing student learning and using data to adapt teaching;
- Providing clear standards, constant feedback, and opportunities to revise work;
- Managing a collaborative classroom in which students have a voice.

These and other effective practices have been studied and are being incorporated into the teacher-evaluation process in a number of districts. Best practices are most accurately measured by multiple classroom visits with timely and meaningful feedback to teachers. Presenting evidence of student learning is also part of the mix in some districts. "With these features in place," conclude the authors, "evaluation can become a more useful part of a productive teaching and learning system, supporting accurate information about teachers, helpful feedback, and well-grounded personnel decisions."

"Evaluating Teacher Evaluation" by Linda Darling-Hammond, Edward Haertel, Audrey Amrein-Beardsley, and Jesse Rothstein in *Phi Delta Kappan*, March 2012 (Vol. 93, #6, p. 8-15), http://www.kappanmagazine.org; Darling-Hammond can be reached at ldh@stanford.edu.

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2. How to Reduce Students' Anxiety About Tests

A certain amount of student anxiety about tests is normal and even helpful to performance, says SUNY/New Paltz professor Spencer Salend in this *Kappan* article. But between 25 and 40 percent of students experience severe test anxiety – they are extremely nervous and apprehensive, have physical symptoms (perspiration, nausea, rapid heartbeat, dizziness), have difficulty concentrating, and engage in negative self-talk – all of which has a

serious impact on their ability to perform well and harms their development and feelings about themselves and school.

Salend distinguishes test anxiety from the more generalized "trait anxiety", which applies across a wide range of situations. A number of factors can produce test anxiety, including:

- Anxiety, attention, or obsessive-compulsive disorders;
- Perfectionist tendencies and unrealistic expectations;
- Negative self-esteem, self-statements, and procrastination;
- Stereotype threat;
- Inadequate study and test-taking skills;
- Poor performance on previous tests;
- Pressure from family, teachers, and peers;
- Unfavorable testing environments;
- Invalid, flawed, and timed tests;
- Ineffective teaching that leaves students unprepared to handle a test.

One or two of these factors can snowball to others, working a student into an anxious and unproductive mental state.

Salend suggests a number of strategies to alleviate test anxiety. These are helpful to all students, not just those with extreme test anxiety.

• *Make tests student-friendly*. This includes crystal-clear test directions, using questions that relate to students' lives, giving students choices, and spreading tests out so students aren't over-tested in any one time period.

• *Maximize validity*. It's important for teachers to know the topics, concepts, vocabulary, and skills that upcoming tests are going to assess so they can align the curriculum accordingly. The number of test items for each area should correspond to the amount of instructional time spent during the year. Some aspects of the curriculum may lend themselves to observations, clickers, performance assessments, and portfolios rather than paper-and-pencil tests.

• *Make tests graphically accessible*. This includes clear layout and format, clear transitions from item to item, not too many test items on a page, grouping similar types of questions, and providing students enough space to respond.

• *Enhance readability*. This means using as few words as possible in short sentences; using comprehensible vocabulary, sentence structure, and voice; avoiding pronouns, double negatives, abbreviations, acronyms, and parentheses; using readable type fonts and sizes; not putting too many words per line; and avoiding right-justification.

• *Foster motivation during testing*. This includes embedding prompts at strategic points in a test to help students stay focused, remain calm, and succeed.

• *Teach anxiety-reduction strategies*. This might include advising students not to arrive early for a test (to avoid tense conversations with peers); using meditation, prayer, yoga, smelling fragrances, deep breaths and breaks; and using positive self-talk, guided imagery, and focusing on past successes.

• *Teach test-taking strategies*. These include developing and reviewing study guides, using effective study techniques (e.g., spaced practice, self-testing), getting students working in collaborative study groups, using memory strategies, using educational games to prepare, thinking through possible test questions, doing a memory dump at the beginning of the test, scanning the whole test before beginning, budgeting time efficiently, and highlighting key words in the directions. Students whose IEPs entitle them to accommodations should take full advantage of them.

"Teaching Students Not to Sweat the Test" by Spencer Salend in *Phi Delta Kappan*, March 2012 (Vol. 93, #6, p. 20-25), http://www.kappanmagazine.org

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3. Getting Higher-Level Responses to Reading Passages in Classrooms

In this article in *The Reading Teacher*, University of Minnesota/Twin Cities professors Debra Peterson and Barbara Taylor describe how elementary teachers can improve on this kind of teacher-directed text discussion that uses mostly lower-level questions:

> Teacher: Before you turn the page, what are the two things you should listen for?
> Student: Things that are fantasy.
> Teacher: So we are looking at fantasy and what else? What's the opposite of fantasy?
> Student: Real.
> Teacher. Turn back to page 312. What were the details you noticed on that page that were fantasy?
> Student: Mice don't wear hats.
> Teacher: What else?
> Student: Summer.
> Teacher: Summer is real. What else?
> Student: Mouses don't cook barbecues.
> Teacher: What is the plural of mouse? Mice.

The same teachers began to ask for higher-level talk and writing in their classrooms. "Higher-order questioning requires students to think at a deeper level and to elaborate on their oral and written responses to literature," say Peterson and Taylor.

Here are some examples of higher-order questions or prompts on common curriculum themes:

- Persistence: Describe a time when you were persistent, when you tried to do something that was hard for you but you kept trying until you could do it.
- Friendship: How do you know that someone is your friend? What does he or she do or say? Can you be friends with people who are different from you? Why or why not?
- Character interpretation: How did the character change from the beginning of the story? What do you think led to this change? Please cite specific examples from the text to support your ideas.
- Why do you think the character made the decision she did in this situation? What in the text makes you think that? What would you have done in the same situation? Why?

- Connections to students' lives: In our story, we see the main character struggle to fit in and make friends. Think of a time in your life when you struggled to make new friends. What did you do? How did you feel? How was your experience the same or different from our story?
- The main character is very sad because his grandfather died. Think of a time you experienced a loss. Describe what happened and how you coped with your loss. How does this help you relate to other people who are grieving?
- Describe a time in your life when someone told you that you couldn't do something you really wanted to do. How did you respond? Did you keep working to follow your dream or did you change your goals? Why?

At first, this is difficult for many students. To get the ball rolling, Peterson and Taylor suggest that teachers pose good questions to students about a text they are reading, model a response, have students write briefly, get small groups of students discussing the questions, monitor the conversations and ask probing questions ("Please tell me more about that", "What happened then?"), and then have students share their ideas with the whole class.

How did teachers change from lower-order questions fired at individual students to student-to-student discussions of higher-order concepts? Here's what Peterson and Taylor found:

• Teachers worked in grade-level team meetings to compare student assessment results and share higher-order questions they were writing – or their students wrote.

• Teachers met in cross-grade, teacher-led study groups to read research, share videos of their students' discussions, reflect on observation data, and discuss student work. From these meetings came a gradual process of classroom change.

• Teachers worked with literacy coaches in their buildings to apply insights from teacher meetings to their classrooms.

"We have found that engaging students in high-level talk and writing about texts takes time," say Peterson and Taylor, "but it's worth it!" Students in the classrooms of the teachers they studied consistently grew more in reading achievement than students in conventionally taught classrooms. "I love to see my students' faces light up when they read and talk about books!" said one teacher. "Increased reading scores and enthusiastic readers," conclude Peterson and Taylor, "what teacher doesn't want to make that happen in her classroom?"

"Using Higher Order Questioning to Accelerate Students' Growth in Reading" by Debra Peterson and Barbara Taylor in *The Reading Teacher*, February 2012 (Vol. 65, #5, p. 295-304), http://onlinelibrary.wiley.com/doi/10.1002/TRTR.01045/abstract; Peterson can be reached at Debra.s.peterson-2@umn.edu, Taylor at bmtaylor@umn.edu.

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4. A First-Grade Teacher Uses a "Practice Page" in Interactive Writing

In this thoughtful article in *The Reading Teacher*, Cheri Williams (University of Cincinnati), Tammie Sherry (Northern Kentucky University), Nicole Robinson (Salvation

Army Learning Center in Cincinnati), and Diane Hungler (Williams Avenue Elementary School in Ohio) describe how Diane, a Reading Recovery-trained first-grade teacher, reads a big-book story with her students, asks a question ("What's the crazy thing that happened in this story?"), gets student responses, and then draws a line nine inches from the top of her large writing tablet and explains that the space above it is "the practice part" where they will rough out their interactive writing sentence before using the bottom part, which is "where we write."

The three researchers watching this were struck by how it "transforms the nature of interactive writing instruction in significant ways." They believe her use of the practice space is an example of *mediated action*, which allows the kind of explicit instruction that's particularly helpful to primary-grade children.

In most ways, Diane's daily 20-30-minute interactive writing segment is similar to the standard model:

- She focuses on a shared experience – a book they're read, a field trip, an experience.
- Students share ideas about possible texts to be written, often revising the message several times to capture "the best part" or "the main thing that happened."
- Once the precise message has been decided, the teacher begins to write it on a large writing tablet.
- As she writes, she thinks out loud about the writing process, for example, "I have to begin with a capital letter" or "I need to leave space between the words so that everyone can read our message."
- She wonders aloud about specific words in the text: "I wonder if the word *huge* would be better here than *big*? We can change it if we want to; writers often revise their work."
- The teacher "shares the pen", inviting students to come up to write specific letters, letter clusters, capitals, words, or punctuation marks. "The goal of sharing the pen," say Williams, Sherry, Robinson, and Hungler, "is to focus students' attention on specific aspects of the writing process that they are still coming to understand or need to learn to develop as writers."
- The teacher continues to draw attention to letter-sound correspondences and orthography patterns used to spell the words they are writing. She also talks about spelling strategies students can use on their own.
- Throughout the lesson, the teacher and students reread the text they have written to make sure what they have written makes sense. They also continue to edit and revise, as "good writers" do.
- At the end of the lesson, the teacher summarizes the key concepts taught and talks to students about the ways they can use them in their own writing.

Diane does all this in her interactive writing segments. But she has included a new wrinkle – the practice page. Drawn from Reading Recovery, this "working space" is where students can focus on specific words with their teacher:

- They can "try out" a word they think they know before writing it in the story.

- Teacher and students may analyze the sounds in a particular word, perhaps using the Elkonin boxes – another Reading Recovery technique.
- Students may be asked to do repeated writings of a particular high-utility word.
- The teacher can write models of letters or words that students need.
- When students are uncertain, the teacher can encourage them to "try it on the practice page."

In her interactive writing lessons, Diane most often used the practice space for "word solving" – figuring out the spelling of specific words to be written in the class's story. "We do our thinking out loud," she explains. "Using the practice page makes the instruction more explicit, powerful, and memorable for students. By breaking down the spelling of a word or showing students some strategies they can use to spell a word, it makes spelling more concrete. It helps them understand [orthographic] concepts that were previously confusing to them… The practice page show visible evidence of how we work out words that are tricky. Some students may need this extra visual."

"As Diane worked with children on the practice page," say the authors, "strategy instruction was foremost. She explicitly taught, demonstrated, and prompted a variety of word-solving strategies." For example, she pointed out how *an* is part of *landed*, how *rain* rhymes with *train*, how *Sally* is different from *really*. "Diane also used the practice page to draw students' attention to 'tricky' aspects of words." Sometimes Diane prompted children to "use a resource" in the room – like the word wall – or asked them to "say it slowly and listen for the sounds" and "stretch it out." These promptings signaled her expectation that students were supposed to use the cognitive tools she'd taught them. "She was shifting responsibility for word solving to the children," say the authors.

Observing her through the year, the researchers noticed that she shifted from using the top portion of the writing tablet as the practice space, to using a separate tablet, to using a dry-erase board, which made it easier for students to erase and correct errors. This modeled the practice of proficient writers, who use every scrap of paper to jot ideas and develop thoughts. In February, Diane gave each student a clipboard and paper and told them, "You should be writing what we are writing up here. You should also have a practice part somewhere on your paper. Make a little place on your paper, so you have a place to practice – in case you need to practice. I'm going to walk around and check your papers. I want to see everyone's practice part."

Two weeks later, Diane replaced the clipboards with individual dry-erase boards, markers, and erasers. She told students they would be writing entire sentences: "Okay, write that sentence, that's your job," she said. A student then wrote the sentence on the class board, and students checked their own work to see if they had it right.

"The Practice Page as a Mediational Tool for Interactive Writing Instruction" by Cheri Williams, Tammie Sherry, Nicole Robinson, and Diane Hungler in *The Reading Teacher*, February 2012 (Vol. 65, #5, p. 330-340),

http://onlinelibrary.wiley.com/doi/10.1002/TRTR.01051/abstract; the authors can be reached at cheri.williams@uc.edu, sherry1@nku.edu, nikbranrob@hotmail.com, and hungler.d@norwoodschools.org

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5. Hyperbole as a Tool to Motivate Reluctant Writers

"Have you ever encountered students who are able to orally recount vivid, detailed stories from their everyday lives, but then have nothing to write about?" ask Susan Ehmann and Kellyann Gayer in this article in *The Reading Teacher*. "It's up to you to harness that excitement in sharing an oral account and help to channel it into the written word." Hyperbole and exaggeration are authors' tools that are fun to play with and can be helpful in getting reluctant writers going.

Ehmann and Gayer suggest priming the pump with some examples from everyday parlance…

- *He's a skinny as a toothpick.*
- *I'm so hungry I could eat a horse.*
- *I have a million things to do today.*
- *She was so embarrassed she thought she might die.*

and then reading selected passages from authors who are good at this, for example, *Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague (Ike's letters on October 7th and October 11th describing how difficult life is for him in Dog Obedience School); *Earrings!* by Judith Viorst (the eighth page of the story, where a girl tells her parents that she is the *only* girl in the world who doesn't have pierced ears); and *Diamond Life* by Charles R. Smith, Jr. ("To the Moon" in which we eavesdrop on a conversation among a group of Little Leaguers as they describe their batting prowess). Other possible books: *Dogs Rule!* By Daniel Kirk, *Hot City* by Barbara Joosse, *Someday* by Eileen Spinelli, and *Whoosh Went the Wind* by Sally Derby.

A teacher might then have students talk about what they noticed and get their reactions to various kinds of hyperbole, the imagery it conjures up, and the authors' reasons for using it. Students might then explore the use of exaggeration in classroom books over several days, working in pairs or small groups to jot down examples, and sharing them during read-aloud time. Possible discussion questions: How do different writers use hyperbole? Are there similarities? What effect does it have on the reader?

The teacher might then use chart paper or an interactive whiteboard to model turning an ordinary sentence into an extraordinary, or hyperbolic sentence, perhaps introducing illustrations – for example: *I dropped the glass on the kitchen floor and it broke* becomes *I dropped the glass on the kitchen floor and it shattered into a million pieces with a crash that made me jump out of my shoes*. Students might then try their hand at transforming some ordinary sentences like: *I have a lot of homework*. Students might then work independently, and revisit pieces of their own writing that might benefit from a little hyperbole.

"Toolbox: Emphasize with Extravagant Exaggeration" by Susan Ehmann and Kellyann Gayer (adapted from their book, *I Can Write Like That! A Guide to Mentor Texts and Craft Studies*

for Writers' Workshop, K-6, International Reading Association, 2009), in *The Reading Teacher*, February 2012 (Vol. 65, #5, p. 305-307)

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6. Mike Schmoker on the Preconditions for Effective PD

In this *Kappan* article, author/consultant Mike Schmoker quotes Yvette Jackson, former head of professional development for New York City: "What teachers need to improve their craft is rarely what they receive from professional development." Schmoker puts it more bluntly: "Every year, teachers and administrators are subjected to a torrent of artfully marketed, seductive, pedagogic fads, technology, products, and programs cooked up by commercial entities that promise them the world." These include blended learning, using fantasy baseball to teach math, green-screen technology for active learning, elaborate vocabulary programs, culturally responsive pedagogy, grouping students by gender, wikis, podcasting, concept mapping, and more.

Schmoker believes that before running off to various professional development offerings, educators need to master three powerful, foundational elements: (a) a content-rich curriculum; (b) lots of purposeful classroom reading, writing, and discussion; and (c) a model for effective lessons. He advocates a freeze on other types of PD while districts and schools focus on:

• Curriculum 101 – Organizing content and skills into an effective pacing guide and gradually incorporating the evolving Common Core standards;

• Effective teaching 101 – Clear learning objectives, teaching and modeling in small bites, multiple cycles of guided practice, and checks for understanding until students are ready for independent practice;

• Literacy 101 – Reviewing difficult vocabulary before reading a text, briefly providing background knowledge, providing purpose in the form of a question or prompt, and modeling how to analyze, underline, annotate, discuss and write formally and informally about the text.

• PLCs 101 – Working in teams to use assessment data to continuously improve teaching and student mastery of content and skills.

Curriculum is the starting point. "When we postpone the implementation of curriculum," says Schmoker, "we forfeit the benefits of the most powerful lever for improvement. And we make the work of team-based professional learning communities impossible."

"Refocus Professional Development" by Mike Schmoker in *Phi Delta Kappan*, March 2012 (Vol. 93, #6, p. 68-69), http://www.kappanmagazine.org

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7. The Success and Failure of New Principals in Six Urban Districts

In this Rand study of first-year principals (in Memphis, Chicago, New York City, Washington, DC, Baltimore, and Oakland), researchers Susan Burkhauser, Susan Gates, Laura Hamilton, and Gina Schuyler Ikemoto come to the following conclusions:

• Of the 519 new principals in the study, 61 left within one year and another 56 within two years. Those placed in schools that had previously failed to meet AYP were more likely to leave soon, as were those whose schools' test scores declined on their watch.

• Most schools that lost a principal after one year performed less well the next year, indicating that "a poor match between a principal and a school can have lingering consequences," say the authors. "This suggests that improving the principal placement process to ensure that individuals are truly ready for and supported in their new roles could have important implications for student achievement – particularly in low-performing schools.

• The study did not find a strong relationship between principals' stated goals and student achievement – or their chances of staying in the position. Successful and unsuccessful principals articulated similar goals (e.g., promoting data use, observing classrooms, forming leadership teams, teacher PD, building culture) and said they spent time pursuing them. It was the *quality of implementation* and level of *staff buy-in* that made the difference in student outcomes and principals' longevity.

• Teacher capacity and staff cohesiveness were the variables most strongly associated with better student achievement, and the most successful new principals in the study had an immediate impact in these areas. They:

- Wasted no time recruiting strong staff;
- Conducted one-on-one meetings with all staff;
- Respected prior practices and culture;
- Communicated clear and fair expectations;
- Were visible in classrooms.

These actions helped new principals implement improvement strategies efficiently and successfully.

• Principals' career plans were not strongly related to retention. The desire to "trade up" to a "better" school did not seem to play a part in whether principals stayed or left.

"First-Year Principals in Urban School Districts: How Actions and Working Conditions Relate to Outcomes" by Susan Burkhauser, Susan Gates, Laura Hamilton, and Gina Schuyler Ikemoto, a Rand Corporation Education Technical Report, February 2012; this study was sponsored by New Leaders (formerly New Leaders for New Schools); http://www.rand.org/content/dam/rand/pubs/technical_reports/2012/RAND_TR1191.sum.pdf

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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
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Education Digest
Education Gadfly
Education Next
Education Week
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The Chronicle of Higher Education
The Language Educator
The New Yorker
The Reading Teacher
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Theory Into Practice