# *Marshall Memo 62*

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 15, 2004

## In This Issue:



## Quotes of the Week

"Ask any parent how school is going this year, and if they're happy, the first thing they say is that their child has a great teacher."

Anemona Hartocollis in *The New York Times*, Nov. 7, 2004 Education Life p. 16

"A health and nutrition policy is a learning policy and should be recognized as such."

Paul Barton (see item #4)

"[O]n difficult standardized tests – as with brain surgery or chess – relaxed concentration is optimal; anything that compounds performance pressure is likely to be a handicap."

Joshua Aronson (see item #1)

"One of the most pernicious effects of stereotype threat is that it creates an atmosphere in which *looking* smart is more important than *getting* smart."

Joshua Aronson (*ibid*.)

"Educators must not confuse mere congeniality or 'collaboration lite' with the serious professional dialogue essential to school improvement."

Mike Schmoker (see item #2)

"Most schools serve Boston cream pie. We serve spinach. Everyone knows it's better for you, but not everyone would choose it. We try to make the spinach palatable. We add a little garlic, some spices, but we're going to continue to serve it."

Charles Sposato, Principal of MATCH School, Boston (*Yankee Magazine*, Oct. 04)

"Keep verbal instructions to no more than one minute."

Advice on teaching elementary school boys (see item #6)

## 1. Stereotype Threat: Its Impact and What Can Be Done About It

In their research over the last decade, Eliot Aronson and Claude Steele have found that even among college students with identical SAT scores and economic backgrounds, there are significant achievement gaps. Aronson and Steele suspected that another factor was suppressing the achievement of students of color – something not related to their intelligence and skills. They conducted a series of experiments and found the answer: "stereotype threat" – the way in which cultural stereotypes of intellectual inferiority impaired the performance of stigmatized groups. Aronson and Steele believe that if educators understand how stereotype threat works, they can successfully close the persistent achievement gaps in American schools.

Large numbers of Americans have negative stereotypes about different groups (for example, half of white Americans believe that blacks are less intelligent), and most children become aware of these beliefs by first grade. Students who are on the receiving end of negative stereotypes are acutely aware of how others see them, and in evaluative situations – e.g., being called on in class or taking a test – they experience what Aronson describes as "an additional degree of risk not experienced by non-stereotyped students. The very real possibility looms that they will confirm the stereotype's unflattering allegations of inferiority, in the eyes of others and perhaps in their own eyes as well… Such feelings can make black students more apprehensive than white students about being evaluated and about the prospect of failure. They will often begin to question whether they truly belong in an arena that prizes academic talent."

Having identified stereotype threat, Aronson and Steele tried to find ways of reducing its anxiety-producing effects in the classroom. In one experiment, they sat two groups of college students down to take a challenging standardized test: one group was told that the test was intended to measure their intellectual ability; the second was told that it was not a test of ability – just a measure of the psychology of verbal problem-solving. The performance of black students in the first group was far lower than that of black students in the second group, who solved twice as many problems. (The performance of white students was the same in the two groups.) In another study, Aronson and Steele found that when students were asked to identify their race before they took a test, black students performed much worse than whites; when they were not asked their race, performance was comparable.

These studies suggest that human intellectual performance is quite fragile; it

can be affected by anything that threatens a person's sense of competence, feeling of belonging, and trust in other people. Stereotype threat activates these feelings in stigmatized students, causing a marked deterioration in their performance.

Stereotype threat doesn't cause stigmatized students to give up or try less hard. Instead, it gives them an "I'll show you" attitude – and they try *too hard*. Applying extra effort is effective with easy or well-learned tasks and in situations where all that's needed is just trying harder. But with challenging tests, *relaxed concentration* is what's required for optimal performance. Anxious students striving to redeem themselves and their group do less well in such situations – and the negative effects of stress seem to be most pronounced for students who care the most about their performance.

African-American students are not the only ones affected by stereotype threat. It has been shown to affect any group where there is a commonly-held stereotype about lower ability:

- Female students on math tests;
- Latino students on verbal tests;
- Elderly people on tests of short-term memory;
- High-scoring white male engineering students when told that their performance would help understand the mathematical superiority of Asians.

Research has shown that stereotype threat kicks in as early as sixth grade; by this age, children are concerned with what others think of them, see that society has negative expectations of certain groups, and have absorbed the American belief about innate intellectual ability (people are born very smart, sorta smart, or kinda dumb, to use Jeff Howard's ironic formulation). By middle and high school, stereotype threat has a marked impact on students' performance and the kinds of classes they take. It leads minority students and girls to avoid challenge when they feel are being evaluated: "When given a choice of problems ranging in difficulty, they generally select, easy, success-ensuring tasks. One of the most pernicious effects of stereotype threat is that it creates an atmosphere in which *looking* smart is more important than *getting* smart."

Is there anything educators can do about this? Aronson believes that several strategies effectively counteract the effects of stereotype threat. He says that implementing these in schools will cause stigmatized students' test scores, motivation, and enjoyment of school to "soar."

- *Using cooperative classroom structures* in which students work

interdependently; such classrooms reduce competition, distrust, and stereotyping.

• *Teaching students that intelligence is expandable* rather than fixed. "When we teach students to reconsider the nature of intelligence, to think of their minds as muscles that get strengthened and expanded – *smarter* – with hard work, we find that their negative responses to stereotype threat diminish."

• *Teaching students about stereotype threat* – "Learning that their test anxiety results from a common response to stereotyping helps students interpret their struggles in a less pejorative and anxiety-producing way and results in higher test scores."

• *Exposing minority students to role models* who have triumphed over similar academic struggles with hard work and persistence.

Aronson concludes by cautioning against believing that one single factor will close the achievement gap. It's not just stereotyping. It's not just the family. It's not just the schools. It's all of the above, and we need, Aronson says, "to think complexly about the problem… to find a way for all children to thrive in school."

"The Threat of Stereotype" by Joshua Aronson in *Educational Leadership*, November 2004 (Vol. 62, #3, p. 14-19)
http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed_lead/index.html

## 2. Mike Schmoker on What Drives Continuous Improvement

In this guest column in *The School Administrator*, Mike Schmoker outlines the "simple, powerful structure" that produces high student achievement and closes the achievement gap without lavish investments of time and money:

- Groups of teachers meet regularly;
- They identify essential and valued student learning;
- They develop common during-the-year assessments;
- They analyze current levels of achievement;
- They set achievement goals for the end of the year, aiming for significant gains;
- After each assessment, they immediately score and analyze students' work;
- They meet to share ideas and strategically change their instructional practice;
- They implement the improved instructional practices in their classrooms;
- They continuously assess student results and adjust their lessons accordingly.

Schmoker cites a slew of researchers who believe that this process works: "If there is anything that the research community agrees on, it is this: the right kind of

continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting."

But Schmoker cautions that the what looks like effective teacher teamwork in many schools is missing an important ingredient: "What passes for collaboration or collegiality in schools typically lacks a focus on achievement results – on short term, formative assessment – and thus has little impact on the character and quality of teaching. Educators must not confuse mere congeniality or 'collaboration lite' with the serious professional dialogue essential to school improvement… Mere collegiality won't cut it. Even discussions about curricular issues or popular strategies can feel good but go nowhere. The right image to embrace is of a group of teachers who meet regularly to share, refine and assess the impact of lessons and strategies continuously to help increasing number of students learn at higher levels."

"Start Here for Improving Teaching and Learning" by Mike Schmoker in *The School Administrator*, Nov. 2004
http://www.aasa.org/publications/sa/2004_11/col_schmoker.htm

## 3. Eight Ways to Improve a School's Professional Culture

Joan Richardson of the National Staff Development Council suggests these ways to shift a school's culture and get teachers more involved in their own learning and that of their students:

- *Form action research teams* in which teachers choose questions that matter to them and collect data to find the answers.
- *Shadow students* to get insights on how school looks from the kids' vantage point.
- *Do classroom walkthroughs* (4-5 minutes per room) to get snapshot impressions of classroom environment, learning experience, and student perspectives.
- *Keep a journal* to reflect on daily classroom experiences.
- *Construct a curriculum map* to make visible the alignment of lessons and units with state and district standards and facilitate connections and multidisciplinary lessons.
- *Assemble professional portfolios* with examples of curriculum units and student work.
- *Look at student work using a tuning protocol* so that colleagues can give their perspective on how students are doing and how instruction can be improved.

• *Explore "lesson study,"* the Japanese procedure for collaboratively planning, teaching, polishing, and publishing one lesson. Catherine Lewis calls this the best way teachers to "slow down the act of teaching in order to learn more about students, subject matter, and their own teaching."

"Teaching Teachers About Learning" by Joan Richardson in *Leadership Compass*, Fall 2004 (#2, p. 5), no e-link available (condensed in *Education Digest*, November 2004)

## 4. School and Home Factors that Influence the Achievement Gap

In the lead article in November's *Educational Leadership*, Paul Barton, a researcher at Educational Testing Service, draws on current research to list 14 factors inside and outside schools that are tightly correlated with student achievement. With every one of these factors, there is an economic and racial achievement gap. Barton begins with the factors that affect children outside of school, all of which are experienced to a greater degree by poor and minority families and result in these children entering school with significant disadvantages:

- Low birthweight;
- Lead poisoning;
- Hunger and poor nutrition;
- Family members not reading to young children;
- Heavy television watching;
- Limited parent availability;
- Students moving from school to school;
- Low parent participation in school activities.

Barton then lists inside-school factors that solid research has linked to student achievement:

• *Rigor of curriculum* – Poor and minority students lag behind in participation in demanding courses such as Advanced Placement and International Baccalaureate.

• *Teacher experience and attendance* – Poor and minority students have fewer teachers with five or more years of experience, which is a threshold for the most positive impact on achievement. These students are also more likely to have numerous substitutes due to lower teacher attendance in their schools.

• *Teacher preparation* – Unqualified and out-of-field teachers are more common in schools attended by poor and minority students.

• Class size – Poor and minority students are more likely to have larger classes.

• *Technology-assisted instruction* – Although the digital divide is narrowing in terms of basic hardware, there is still a gap in the availability of Internet access and high-quality hardware and software.

• *School safety* – Poor and minority students are more likely to fear for their personal safety and attend schools with daily disruptions to teaching and learning.

Barton says that research has not spelled out the way outside-school factors interact with those inside schools, but cites common-sense examples of how this might occur: a child who comes from a single-parent home with a mother who works two jobs and hasn't read to her children will enter school with a marked disadvantage in terms of vocabulary and knowledge about the world. What's not known is the degree to which extra attention in school, increased instructional time, highly trained and experienced teachers, tutors, and other factors can make up for this deficit. "Unfortunately," says Barton, "we *do* know that minority students and poor students will be getting *less* of this richer schooling than the average student, not more."

Barton urges educators to hold themselves accountable for the factors that are within their control and strive to improve the school experience of all children. But closing the gap, he says, "must be more than a one-front operation… Governments, communities, neighborhoods, and families have the responsibility to create conditions that remove barriers to cognitive development and support learning in the home." Citing the impact that low birthweight, poor nutrition, and vision and dental problems have on school learning, he says, "A health and nutrition policy is a learning policy and should be recognized as such."

"Why Does the Gap Persist?" by Paul Barton in *Educational Leadership*, November 2004 (Vol. 62, #3, p. 8-13)
http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed_lead/index.html

## 5. Using the Community as a Resource to Engage All Students

According to this *Education Week* article, 40-60 percent of American high-school students are chronically disengaged from schools. This "culture of detachment" puts them at risk of school failure and high-risk adolescent behaviors. "If we are serious about leaving no child behind," argue the authors, "we must present the content that young people need to meet high standards in a context that has meaning and relevance in their everyday lives… [S]tudents can meet challenging standards when they have a personal stake in what they are learning."

The key to greater relevance and engagement, they argue, is using the community around the school as a "text" by:

- Linking parts of the curriculum to community needs, issues, and interests (for example, hands-on learning in the woods and wetlands around a school in East Feliciana, Louisiana);
- Having students serve as resources to their communities and as producers, and well as consumers, of knowledge;
- Using community-based partners as collaborators in teaching and learning;
- Ensuring that after-school and community-based learning is connected to core standards and brings together knowledge from diverse disciplines across the curriculum.

The payoffs are fivefold: (a) Greater student motivation and interest; (b) greater student engagement in civic affairs in the community; (c) improved school climate; (d) tangible contributions to the community; and (e) improvements in the school's image in the community.

To make optimal use of the community, schools need to be more flexible about letting students out into the community during the school day, bringing more community people into classrooms, and effectively using after-school time (which might require flexibility in staffing and scheduling). It also requires new efforts in curriculum development, professional development, school policy (e.g., not letting test preparation crowd out hands-on learning), and outreach to community organizations.

"Creating a Culture of Attachment: A Community-as-Text Approach to Learning" by Milbrey McLaughlin and Martin Blank in *Education Week*, Nov. 10, 2004 (Vol. 24, #11, p. 34-35), http://www.edweek.org/ew/articles/2004/11/10/11mclaughlin.h24.html

## 6. Teaching in Ways That Are Sensitive to Boy-Girl Differences

In a provocative *Educational Leadership* article on male-female differences, gender activists Michael Gurian and Kathy Stevens present the following statistics on the gap that exists between boys' and girls' achievement:

- Boys earn 70 percent of D's and F's and fewer than half of A's.
- Boys account for two-thirds of students diagnosed with learning disabilities.
- Boys make up 90 percent of discipline referrals.
- Boys dominate those who are diagnosed as ADD/ADHD.
- Eighty percent of high-school dropouts are males.

- Males make up fewer than 40 percent of college students.

Gurian and Stevens argue that this male-female achievement gap stems from hard-wired brain differences between boys and girls revealed by PET and MRI scans. These include differences in the size of the corpus calossum and the hippocampus, the activity level of the prefrontal cortex, the cortical space dedicated to verbal and emotive versus spatial-mechanical functioning, serotonin levels, lateralization between the two sides of the brain, and the propensity to enter a "rest state" (i.e., zone out). Brain differences, say the authors, explain "why girls generally outperform boys in reading and writing from early childhood throughout life," are more able to sit through boring classes with the appearance of being attentive, why "boys generally learn higher math and physics more easily than most girls do when those subjects are taught abstractly on the chalkboard; why more boys than girls play video games that involve physical movement and even physical destruction; and why more boys than girls tend to get in trouble for impulsiveness, shows of boredom, and fidgeting, as well as for their more generalized inability to listen, fulfill assignments, and learn in the verbal-emotive world of the contemporary classroom."

Gurian and Stevens have used these findings to develop a set of recommendations on how educators can be trained to take account of and compensate for male-female differences and modify classrooms in ways that will improve the school achievement and life chances of boys and girls:

***For elementary school boys:***

• Use beadwork and other manipulatives to promote fine motor development. Boys are behind girls in this area when they start school.

• Place books on shelves all around the room so boys get used to their omnipresence.

• Make lessons experiential and kinesthetic.

• Keep verbal instructions to no more than one minute.

• Personalize the student's desk, coat rack, and cubby to increase his sense of attachment.

• Use male mentors and role models, such as fathers, grandfathers, or other male volunteers.

• Let boys nurture one another through healthy aggression and direct empathy.

***For elementary school girls:***

• Play physical games to promote gross motor skills. Girls are behind boys in

this area when they start school.

• Have portable/digital cameras around to take pictures of girls being successful at tasks.

• Use water and sand tables to promote science in a spatial venue.

• Use lots of puzzles to foster perceptual learning.

• Form working groups and teams to promote leadership roles and negotiation skills.

• Use manipulatives to teach math.

• Verbally encourage the hidden high energy of the quieter girls.

"With Boys and Girls in Mind" by Michael Gurian and Kathy Stevens in *Educational Leadership*, November 2004 (Vol. 62, #3, p. 21-26)

## 7. Fond Memories of Diagramming Sentences – But Does It Help?

Kitty Burns Florey wistfully recalls learning how to diagram sentences from Sister Bernadette, her sixth-grade teacher, in the 1950's: "I can still see her: a tiny nun with a sharp pink nose, confidently drawing a dead-straight horizontal line like a highway across the blackboard, flourishing her chalk in the air at the end of it, her veil flipping out behind her as she turned back to the class. 'We begin,' she said, 'with a straight line.' And then, in her firm and saintly script, she put words on the line, a noun and a verb – probably something like *dog barked*." Sister Bernadette then drew a vertical line between the subject and predicate and put the article *The* on a little line jutting below *dog*. "That was it: subject, predicate, and the little modifying article that civilized the sentence – all of it made into a picture that was every bit as clear and informative as an actual portrait of a beagle in mid-woof. The thrilling part was that this was a picture not of the animal but of the words that stood for the animal and its noises. It was a representation of something both concrete and abstract. The diagram was a bit like art, a bit like mathematics. It was much more than words uttered or words written: it was a picture of language."

Florey remembers diagramming sentences as a treat, a game that broke up the school day. "You took a sentence, threw it up against the wall, picked up the pieces, and put them together again, slotting each word into its pigeonhole. When you got it right, you made order and sense out of what we used all the time and took for granted: sentences."

But in the 1960's, sentence diagramming fell out of favor in schools, and Florey thinks she knows why. Despite her happy memories, she thinks that this exercise

doesn't help students write any better because it doesn't focus on the *meaning* or the *quality* of what's being written, only to its grammatical correctness: "[D]iagramming sentences seems to double the task of the student, who has to learn a whole new set of rules – where does that pesky line go, and which way does it slant? – in order to illustrate a set of rules that, in fact, has been learned pretty thoroughly simply by immersion in the language from birth… Diagramming may have taught us to write more correctly – and maybe even to think more logically – but I don't think anyone would claim that it taught us to write well." Florey says that "the best way to learn to write good sentences is not to diagram them but to read them."

"Sister Bernadette's Barking Dog" by Kitty Burns Florey in *Vocabulary Review* (an online literary journal), spotted in *Harper's*, December 2004 (Vol. 309, #1855, p. 23-27), no e-link available

## 8. Sentence Diagramming Makes a Comeback

Kate Zernike, a *New York Times* reporter, traces the origins of sentence diagramming to 1877, when two Brooklyn Polytechnic professors invented a way to help students understand how to structure sentences like architectural plans. Zernike tells us that in recent years, diagramming is enjoying something of a comeback due to the renewed emphasis on grammar in state standards, tests, and school curriculums. Teachers, professors, and employers are finding too much unclear writing – and too many misplaced modifiers, leading to a push for any method that will improve writing.

As the pendulum swings back, a mild resurgence of sentence diagramming is under way, and a 1982 textbook by Martha Kolln, *Understanding English Grammar*, is in is sixth printing. Even the National Council of Teachers of English, which knocked sentence diagramming in a 1985 report as "a deterrent to the improvement of students' speaking and writing," admits that diagramming (in moderation) can be helpful.

But Kolln herself cautions against overdoing it: "My purpose was not to teach diagramming," she says; "it was to help students understand sentences. A lot of students are visual learners. it's a good teaching tool for them… To understand the meaning, you need to understand the structure." For an online primer to sentence diagramming: http://webster.commnet.edu/grammar/diagrams/diagrams.htm

"Modifying the Subject" by Kate Zernike in *The New York Times*, Education Life, November 7, 2004, p. 25

## 9. Second Thoughts on Boston's TERC Investigations Math Curriculum

In a lead editorial last Monday, *The Boston Globe* addressed the contentious issue of the TERC Investigations math curriculum recently mandated in all Boston public elementary schools. The Boston Teachers Union contends that the curriculum is too cumbersome and is actually widening the achievement gap because students can only be successful if they are fortunate enough to get plentiful support from highly-educated parents or expensive tutors. (Thirty-seven percent of black students failed the 4th-grade MCAS last spring while only 16 percent of white students failed.) The argument is also made that the "constructivist" TERC curriculum, which stresses mathematical reasoning and understanding, doesn't put enough emphasis on learning math facts and mastering traditional computation.

Some Boston teachers feel that there is a particularly wide gap between TERC's approach and the skills that students need for the Independent School Entrance Examination required for admission to Boston's elite exam schools. In the weeks before students take this test, teachers veer away from TERC and teach from traditional materials.

The editorial notes that a constructivist curriculum requires more teacher training and professional time than the traditional fare, and quotes Susan Jo Russell, a Cambridge curriculum specialist involved with TERC: "A curriculum is only a tool. It can be implemented well or poorly." The Globe's editors call for more research but conclude with these words, "[I]t might simply be the case that the city's educators and students can no longer afford the luxury of a high-maintenance math curriculum."

"Mathematical Unknowns" in *The Boston Globe*, November 8, 2004, no free e-link

## 10. English as a Second Language; Not Meaning Quite What We Say

A reporter from *The Economist* spotted the following guide to understanding the idiosyncrasies of British English on an office wall in the European Court of Justice:

*What they say*: I hear what you say.
*What is understood*: He accepts my point of view.
*What they mean*: I disagree and do not want to discuss it any further.

*What they say*: I'll bear it in mind.
*What is understood*: He will probably do it.
*What they mean*: I will do nothing about it.

*What they say*: Very interesting.
*What is understood*: He is impressed.
*What they mean*: I don't agree; I don't believe you.

*What they say*: By the way/Incidentally…
*What is understood*: This is not very important.
*What they mean*: The primary purpose of our discussion is…

*What they say*: I was a bit disappointed that…
*What is understood*: It doesn't really matter.
*What they mean*: I am most upset and cross.

*What they say*: I'm sure it's my fault.
*What is understood*: It is his fault.
*What they mean*: It's *your* fault.

*What they say*: Correct me if I'm wrong.
*What is understood*: Tell me what you think.
*What they mean*: I know I'm right – please don't contradict me.

*What they say*: With the greatest respect…
*What is understood*: He is listening to me.
*What they mean*: I think you are wrong, or a fool.

*What they say*: That is an original point of view.
*What is understood*: He likes my ideas.
*What they mean*: You must be crazy!

*What they say*: You must come to dinner sometime.
*What is understood*: I will get an invitation soon.
*What they mean*: Not an invitation, just being polite.

*What they say*: Quite good.
*What is understood*: Quite good.
*What they mean*: A bit disappointing.

"English As a Second Language" in *Harpers*, Nov. 2004 (Vol. 309, #1855, p. 27-28), no e-link available

## 11. Short Items:

***a. Kindergarten report cards*** – Boston newspapers made quite a fuss last week when the Boston Public Schools announced that kindergarten students would soon be getting report cards. Starting next month, kindergarteners will be graded three times each year on a 4-3-2-1 scale on three dozen learning standards, including recognizing the rhyme and rhythms in poems and combining two-dimensional shapes to make other 2-D shapes. Boston superintendent Tom Payzant said, "We have not always done a good job in communicating with parents on what the expectations are in school. Kindergarten should be preparing them to be 5-year-olds in the real world. We want children to be able to listen to stories that are read to them, to be able to talk about the stories they heard. They need to know their numbers, their letters, their shapes."

Articles by Tracy Jan and Megan Tench in *The Boston Globe*, Nov. 10 and 11, 2004 and article in the *Boston Herald*

***b. Using teacher listservs*** – In a letter responding to Tony Wagner's October 27, 2004 *Education Week* article on teacher collaboration, a high-school psychology teacher in San Francisco touted Internet listservs as an ideal way for low-incidence teachers who do not have colleagues in their school to link up to teachers around the country to share lesson plans, activities, resources, and challenges. In his case, PsychNews was the link to other psychology teachers around the world.

Letter to *Education Week* from Patrick Mattimore, November 10, 2004 (p. 37)



***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 aims to keep busy principals and other educators very well-informed on important research and ideas in K-12 education. Kim Marshall, drawing on 35 years of experience as a teacher, principal, central office administrator, coach of principals, and writer, acts as "designated reader." Kim searches through 39 publications the week they come out, chooses the articles that are most relevant and useful to improving teaching and learning, and summarizes them in a brief e-mail. Some ideas will be familiar, reinforcing what readers already know; others will be new and genuinely thought-provoking.

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## *Publications covered:*

(those read this week are underlined)

American Education Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
Curriculum Update (ASCD)
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Update (ASCD)
Education Week
Educational Leadership
Educational Researcher
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Education Review
Journal of Staff Development
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teachers College Record
Teacher Magazine

E-links will be provided whenever possible.