Marshall Memo 530

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 31, 2014

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Quotes of the Week

"The SAT is part hoax, part fraud."
Leon Botstein (see item #3)

"As a 20-year veteran middle-school teacher, I learned very early in my career that if you don't physically move middle-school students sometime during your lesson or class time, they will move you in ways you wish you could forget."
Kim Campbell (see item #5)

"When the butt goes numb, the brain goes dumb."
Mark McLeod (quoted in *ibid*.)

"Unfortunately for students, the best way to maximize differences in their learning is poor teaching. Nothing does it better."
Thomas Guskey (see item #2)

"Students thrive in an environment where learning is emphasized, stress is minimal, effort is intrinsic, and students' needs are met."
Pooja Patel (see item #6)

"For most students in the United States, parent conferences are a mysterious event… The student is a passive recipient of information from the teacher, passed through the parent."
Ron Berger (see item #4)

"[A]ddressing prejudice in the classroom is as crucial to our youth's education as learning to read."
David Light Shields (see item #1)

1. Small Actions That Can Cut the Pyramid of Prejudice Down to Size

In this powerful *Kappan* article, David Light Shields (Saint Louis Community College) describes comments that are heard almost every day in schools:

- "Boys will be boys."
- "That's so gay!"
- "It figures that he's good at math – he's Asian."
- "He throws like a girl."
- "Oh, that's lame."

Comments like these feel wrong but often fly below the disciplinary radar, seemingly not serious enough to challenge.

"While subdued forms of everyday prejudice may seem harmless," says Shields, "appearances can be deceiving. Such commonplace prejudices form the foundation upon which more extreme acts of prejudice build. And they leave us vulnerable to costly errors of judgment that can have tragic consequences. That is why addressing prejudice in the classroom is as crucial to our youth's education as learning to read."

At their most basic level, preconceptions about others are an "inevitable part of human cognition," says Shields. "Stereotypes are cognitive maps that help us simplify our highly complex social world. To some extent, they are necessary for mental efficiency and ease. Still, that efficiency comes at the cost of accuracy and fairness." He goes on to provide some helpful definitions:

- *Prejudice* – One psychological root of prejudice is people's need to feel good about themselves, which often comes by comparing something they are or have – being middle class or being American, for example – with something that others aren't or don't have. Prejudices like these can prevent the privileged from understanding what it's like to be less fortunate.
- *Discrimination* is actions, policies, or social arrangements that disadvantage people based on their group. Discrimination is sometimes embedded in organizations and can continue even if individuals implementing discriminatory policies aren't themselves prejudiced.
- Sexism, racism, classism, etc. – "The '-isms' are fundamentally about prejudices combining with power, though the power may be exercised in subtle and indirect ways," says Shields.

He then explains the pyramid principle. Most people are at the broad base of the pyramid, where everyday prejudices and acts of discrimination often go unnoticed – "they have a quiet, inconspicuous, everyday quality to them," says Shields, and most people at this level would be shocked to be described as prejudiced or discriminatory.

Moving up the pyramid, a smaller number of people engage in comments and actions that are more overt, obvious, and extreme. At the top of the pyramid, a very small number of people commit horrendous acts. "The key point is that every vertical movement up the pyramid builds from and depends upon the attitudes and behaviors established by the levels below," says Shields. "[T]he blatant prejudices of the few are magnifications of the latent prejudices of the many… acts of hate or discrimination carried out by the troubled few are actually ugly and exaggerated reflections of imperfections in ourselves."

People at the base of the pyramid don't see themselves as part of the problem – that's the lunatics at the top, they think. "But none of us are completely free of bias," says Shields, "most of which is unconscious." Recent psychological research has shown that a lot of what goes on in our brains is "fast thinking," and that's where most biases and prejudices operate. Stereotypes about male and female behavior are common in schools – blue and pink clothing, "boys' toys" and "girls' toys", "feminine" behavior – all based on assumptions about gender that can reinforce biases against those who don't conform.

Stereotypes about race are also common. For example, an African-American boy is described as "aggressive" while a white boy with similar behaviors is "spirited." A black girl is described as a "natural" athlete. Teachers may be more alert to rule violations by black than by white children. "Most prejudices at the base of the pyramid have few immediate and obvious negative consequences," says Shields. "Their cost comes from their cumulative effect and the launching pad they provide for expressions of prejudice at higher levels."

The higher on the pyramid we go, the more it's the legal system that should provide remedies. The lower on the pyramid we go, "the more it is the educational system that needs to take responsibility," says Shields. "That is where schools and teachers need to shoulder responsibility." The problem is that educators who step up to the plate on small manifestations of prejudice are often told, "You're just being PC." A lot of people are so afraid of the "politically correct" put-down that they don't speak up when they should. "Every act at the bottom of the pyramid is shouldering part of the responsibility for those acts residing above," says Shields. A boy laughs at a racist joke but defends himself by saying he didn't use the "n" word. He doesn't see how he's part of continuing racial prejudice in the community.

What should K-12 educators do? Step one, says Shields, is self-awareness. Why is the Latina girl in a playground fight singled out as the aggressor? Underlying a lot of prejudice is an us/them mindset and we need to be aware of it. Step two is speaking up. "Silence endorses," he says. "Silence leaves harmful patterns uninterrupted. Speak with humility and grace, but speak up when everyday prejudices are expressed or exhibited."

Step three is a schoolwide dialogue. "Spotting prejudices in others is easier than seeing them in ourselves," says Shields, "and an open, honest discussion can be helpful. Dealing with the adult culture of the school is a prerequisite to dealing effectively with students and their

peer culture." These themes can be incorporated into character-education programs, cooperative learning structures in classrooms, and competitive team sports (using heterogeneous teams within which diverse students can build bridges).

And then there's the academic curriculum: "If you teach biology, why not challenge the false dualism of male and female?" asks Shields. "If you teach health and physical education, why not reflect on why there are significant health disparities across racial and ethnic groups or why gay athletes have a hard time coming out? If you teach literature, social studies, or history, the possibilities are almost endless."

"Deconstructing the Pyramid of Prejudice" by David Light Shields in *Phi Delta Kappan*, March 2014 (Vol. 95, #6, p. 20-24), www.kappanmagazine.org; Shields can be reached at dshields32@stlcc.edu.

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2. Thomas Guskey on Class Ranking and Valedictorians

In this thoughtful article in *Kappan*, University of Kentucky professor Thomas Guskey has a challenging question for schools: Is our purpose to *select* student talent or it to *develop* student talent? If the goal is selection, then we need to teach and assess in ways that spread out test scores, because that makes it easier to identify the most talented students. "Unfortunately for students, the best way to maximize differences in their learning is poor teaching," says Guskey. "Nothing does it better. If you want to accentuate the differences among students, then teach them as poorly as possible. A few students will be able to direct their own learning and achieve at a high level, regardless of what the teacher does. But the vast majority of students need guidance and direction in their learning."

If the purpose is *developing* talent, we need a completely different approach: clear learning goals and a full-court press to get all students to mastery. "Standards-based approaches are built on this premise," says Guskey. "In standards-based education environments, teachers and students unite in efforts to have everyone learn well."

He uses this logic to ask why so many high schools are still computing their graduating students' class rank. The process of using grade-point averages to rank-order students is clearly about selecting talent, he says: "Determining class rank does not help students achieve more or reach higher levels of proficiency… On the contrary, evidence indicates ranking students may diminish student motivation."

Why do high schools rank-order students? School administrators may believe it's because colleges and universities demand it, but a recent survey found that only 19 percent gave serious consideration to class rank. Most admissions officers consider the data fuzzy and unreliable because of tremendous variations in the way high schools compute GPAs. However, highly selective colleges *do* use class rank as a major factor. Why? Because ranking helps them select the most talented students. "The question for high-school educators, however, is this," says Guskey. "Is your purpose also to select talent? If that is not your job, then why do college and university admission officers' jobs for them? Why compute every graduate's class rank

when ranking helps nobody but perhaps the very top-ranked students and could be hurting the majority?"

Guskey applies the same logic to the selection of class valedictorians. Most educators have abandoned the practice of "grading on the curve" because they realize that assessing students on their relative standing sets up unhealthy competition for the few high grades awarded by teachers (as well as creating disincentives to take art, music, and other "less serious" courses). But the same negative consequences occur in schools that choose the valedictorian based on the highest, weighted grade-point average. "This often results in aggressive and sometimes bitter competition among high-achieving students to be that top-ranked individual," says Guskey. "Gaining the honor requires not simply high achievement; it requires outdoing everyone else in the class. And sometimes the difference among these top-achieving students is as little as one hundred thousandth of a decimal point in their weighted grade-point average."

Some high schools have decided to identify the top 10 students, or the top 10 percent, but these are arbitrary cut-offs, says Guskey: "Regardless of the number or percent chosen, the result is the same. Excellence is not defined in terms of rigorous and challenging learning criteria. It is defined in terms of a student's relative standing among classmates."

Interestingly, the term valedictorian comes from the Latin *vale dicere*, which means "to say farewell." Originally (beginning at Harvard College in 1759) a student was selected to deliver the farewell address at college commencement. For a time, these student commencement speakers were selected based on academic achievement, but colleges have moved away from that approach and generally choose them by a vote, by a merit system taking into account service projects and extracurricular activities, or by an essay competition. "Only high schools maintain the competitive practice of selecting the valedictorian based solely on students' cumulative grade-point averages," says Guskey.

How do valedictorians do after they graduate? A comprehensive 1995 study by Karen Arnold followed the careers of 81 valedictorians over 14 years and found that, although most had successful lives as accountants, physicians, lawyers, engineers, physical therapists, and healthcare professionals, few were risk takers or mold breakers. "They worked hard and followed the rules," says Guskey, " but rarely proposed innovations or explored unfamiliar areas." The question he poses for educators is this: "Do current policies for selecting the class valedictorian foster development of the traits we most value in students?... Clearly, we should honor outstanding academic achievement, hard work, and perseverance in academic tasks. But what about service, caring, compassion, and a sense of social justice?... Do we want students who merely follow the rules, or do we want them to question the rules and propose ways to make the rules better?"

What's the alternative? Guskey salutes a number of high schools that have adopted the college system of awarding diplomas at three levels of achievement – *cum laude, magna cum laude,* and *summa cum laude* – as measured by known standards of excellence, with the commencement speaker selected from among honorees. He also commends schools that select a non-fixed number of valedictorians (a Virginia high school recently chose 15) based on

rigorous standards, not norm-referenced competition. Top honors should be awarded based on "clear models of excellence developed from standards that represent our highest aspirations and goals for students," he concludes. "Educators more concerned with developing talent than selecting talent should take pride in helping the largest number of students possible meet these rigorous criteria and high standards of excellence. Students will too."

"Class Rank Weighs Down True Learning" by Thomas Guskey in *Phi Delta Kappan*, March 2014 (Vol. 95, #6, p. 15-19), www.kappanmagazine.org; Guskey can be reached at guskey@uky.edu.

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3. A College President Makes the Case for Replacing the SAT

"As the president of a selective liberal-arts college, I can state without much hesitation that the SAT is part hoax, part fraud," says Leon Botstein of Bard College in this important article in *Time*. The College Board's recently announced revisions to the SAT are too little, too late, he contends. "It needs to be abandoned and replaced." Here's why:

• *Poor prediction* – High-school grades are much more helpful in showing how students will do in college, says Botstein, as long as we control for each school's curriculum and academic program.

• *Alignment* – The SAT doesn't measure what is taught in high school or what should be taught in high school, he contends.

• *Instructional usefulness* – Students never find out which questions they got wrong and why. "What purpose is served by putting young people through an ordeal from which they learn nothing?" asks Botstein. "No baseball coach would train a team by accumulating an aggregate comparative numerical score of errors and well-executed plays by each player, rating the players and then sending them the results weeks later."

• *Multiple-choice questions* – He calls these "a bizarre relic of long-outdated 20th-century social-scientific assumptions and strategies." In the real world, knowledge and skills are not about choosing the "correct" answer from a set of options. "No scientist, engineer, writer, psychologist, artist, or physician pursues his or her vocation by getting right answers from a set of prescribed alternatives that trivialize complexity and ambiguity," says Botstein. "The truth is that the only legitimate test is one in which a question is put forward and an answer is required with no options or hints."

• *Class bias* – SAT scores closely track socioeconomic status, he says. "Nothing that is now proposed by the College Board breaks the fundamental role the SAT plays in perpetuating economic and therefore educational inequality."

• *The ratings racket* – Selective colleges use SAT scores to reject many deserving students and boost their ratings by admitting high-scoring students. "The victims of this unholy alliance between the College Board (a rather lucrative nonprofit) and our elite institutions of higher education are the students – and our nation's educational standards," says Botstein.

What we need, he concludes, is "an entirely new generation of testing instruments that use modern technology not only to measure the performance of our students but also to teach

them… We need to come up with one that puts applicants through a rigorous but enlightening process that reveals what they can and cannot do and what they know and do not know. Only then can we reverse the unacceptably low standard of learning among high-school graduates that we now tolerate and inspire prospective college students with the joy of serious learning."

"The SAT Is Part Hoax, Part Fraud" by Leon Botstein in *Time*, March 24, 2014 (p. 18), http://time.com/15199/college-president-sat-is-part-hoax-and-part-fraud/

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4. Student-Led Conferences and Passage Presentations

(Originally titled "When Students Lead Their Learning")

In this helpful article in *Educational Leadership*, Expeditionary Learning honcho Ron Berger describes two practices that shift assessments from evaluating and ranking students to motivating and equipping them to learn:

• *Student-led report card conferences* – "For most students in the United States, parent conferences are a mysterious event," says Berger. "The student is a passive recipient of information from the teacher, passed through the parent." This dynamic changes completely when students lead report card conferences. Here are excerpts from a Kansas kindergarten student presenting her goals and samples of her work to her parents, watched by the teacher (see the link below for video footage of this and other student presentations):

- She explained her strategies for adding. "I can find the sum of two numbers," she said.
- "I can stretch out words to hear all the sounds."
- Showing several drafts of a drawing of a butterfly, she said, "What I like about this is the colors because they look beautiful. But I need to fix the symmetry, because this wing is smaller than that wing."

Students get increasingly sophisticated as they move through the grades. Berger describes a conference in which a seventh grader explains to her father how she's using context clues, evaluating algebraic expressions, spotting a sequence error in a science quiz, and focusing on two goals in science, her weakest subject.

"When students must report to their families what they're learning – what skills and understandings they have, what areas still challenge them, and where they hope to get to – they must understand their own learning and progress," says Berger. "They take pride in what they can do and take responsibility for what they need to work on. Education stops being something *done to them* and begins being something that *they are leading*."

For teachers, student-led conferences catalyze high-quality instruction. Students must be able to explain what they are learning, which means teachers must monitor each student's progress and push for conceptual understanding. And the conferences involve parents much more deeply in their children's learning. Berger says that most Expeditionary Learning schools get 100 percent family attendance.

The following guidelines are critical to the success of these conferences:

- There are clear expectations for what students will say and share and how they will involve parents;

- Teachers or advisors prepare students, focusing on speaking skills, courtesy, and reflection on how work is meeting learning targets.
- Portfolios of high-quality work anchor the conferences and show progress in academic work, character traits, and other school activities.
- Schoolwide guidelines deal with logistics, scheduling, and outreach.

Implementing student-led conferences inevitably draws attention to the rigor and quality of curriculum and learning, and that's a good thing, says Berger.

• *Passage presentations* – At key transitions (for example, 8th, 10th, and 12th grade), students present their entire academic portfolio to a panel of experts – which might include the superintendent, school board and community members, and visiting educators (with family members in the audience). Berger describes a presentation by a Massachusetts sixth grader in which he explains that he transferred to the school at the beginning of the year and had to catch up in math and writing; describes an in-depth, multi-week problem that he worked on with three classmates; presents his winning entry to a math contest; demonstrates his reading, writing, and research skills in a series of projects on the architecture of ancient civilizations; and explains two service projects: designing a playground for younger students and building a dollhouse for a homeless shelter. When students complete one of these presentations, says Berger, "there are often tears or shouts or family celebrations. The passage process elevates student learning to a new level." Teachers plan more carefully to make sure students are successful and can explain their learning. The community is coming to watch, so the kids had better be ready!

"When Students Lead Their Learning" by Ron Berger in *Educational Leadership*, March 2014 (Vol. 71, #6, online only), http://bit.ly/1mjn4GG; Berger is at rberger@elschools.org.

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5. Getting Middle-School Students Moving During Class – Without Chaos

"As a 20-year veteran middle-school teacher, I learned very early in my career that if you don't physically move middle-school students sometime during your lesson or class time, they will move you in ways you wish you could forget," says Minnesota teacher Kim Campbell in this thought-provoking *AMLE Magazine* article. Campbell believes students can actively listen to a teacher for about as many minutes as they are old, meaning that most middle-school students are good for less than 15 minutes of seat time before their attention flags. Her colleague Mark McLeod puts it this way: "When the butt goes numb, the brain goes dumb." Here are Campbell's guidelines for managing movement for the greatest instructional gain:

- Plan carefully when and how movement will happen, how long it will last, and how it will end.
- Anticipate potential problems: Is there enough space for this activity? Can you see all students as they move? Who needs to be watched especially closely?
- Plan how to get students focused back on you and the lesson when the activity is over.
- Have a back-up plan if the activity doesn't work out as planned.

And here are Campbell's favorite movement activities:

• *Board games with exercise* – Get students working on laminated, curriculum-linked board games with instructions printed on the back, and ask them to do 10 pushups or 10 jumping jacks at specific intervals.

• *Flip it* – Begin the class with a 15-minute lecture on the topic of the day with students taking notes. Then have them work with a partner writing a 20-word summary of what they learned. Finally, have students make a video of their summary using an iPad, cell phone, or flip camera, strictly limited to 20 words.

• *Come and give it, come and get it* – Campbell has her students walk up to her when they hand in papers (she asks them if they have a compliment) and positions assignments and materials around the room so students have to walk around to get them.

• *Brain breaks* – As a change of pace, students thumb wrestle or take another fun break – for ideas, see www.watchknowlearn.org/Category.aspx?CategoryID=17404.

• *Varied responses* – During question-and-answer times, students respond in different ways, for example: If you agree with this statement, point to the ceiling. If you disagree with this statement, pound your desk. If you agree with this statement, stand up and switch seats with someone.

• *Let's talk* – Divide the class into two groups and have students stand face to face with another student, introduce themselves, shake hands, and take turns answering questions posed by the teacher – for example, "If you had a chance to fly a plane, fly a helicopter, or pilot a submarine, which would you do and why?" When both students have answered a question, they switch partners and repeat the process.

• *Movie time* – Pause an instructional film every 20 minutes and have students walk seven steps away from their desks and back. According to brain expert Eric Jensen, this short walk is enough to get the brain ready for new learning.

• *Pacing* – "Kids today want material presented to them in four ways," says author David Walsh: "Fast, fun, easy, and more." Campbell takes this as one more reason to create fast-paced lessons mixing up brief lectures, partner share, independent work, and short video clips.

"Get Your Students Moving" by Kim Campbell in *AMLE Magazine*, March 2014 (Vol. 1, #7, p. 12-14), www.amle.org; Campbell can be reached at kim.mtm@gmail.com.

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6. Should Students Be Allowed to Re-Take Tests?

In this thoughtful article in *AMLE Magazine*, Pooja Patel (New York City teacher), Darlene Pope (California teacher), and Patricia George (*AMLE Magazine* editor) debate whether students should be allowed to take a quiz or test again if they're not satisfied with their grade. George lists the reasons some educators are opposed to the idea:

- It reduces students' incentive to prepare well for the initial test.
- It allows students to treat the first go-round as a pre-test, giving them a heads-up on content and rigor.

- If full credit is given for re-takes, that's unfair to students who took the test only once.
- Allowing re-takes doesn't prepare students for the real world, where doing your best the first time around is important.
- It's a waste of teachers' time and effort to prepare and grade two sets of tests.

George says some schools have countered these concerns by allowing only one re-take per grading period, requiring students to do re-takes after school, and giving only partial credit for re-takes.

Patel argues that allowing students to retake tests is an effective way of differentiating instruction, helping students learn from mistakes, motivating students to work harder, and thereby improving achievement. "All students will not reach mastery at the same time," she says. "If we provide students with only one opportunity to show their understanding, we do not allow all of them to understand to their true capacity… Students thrive in an environment where learning is emphasized, stress is minimal, effort is intrinsic, and students' needs are met."

Pope recalls author/consultant Rick DuFour asking what happens when someone fails a driving test. They take it again, as many times as necessary. And which one counts? The one in which they demonstrated mastery. "This simple analogy spurred me to rethink my position on testing and revise my practice so that my focus was on mastery, not deadlines," says Pope. "I think we need to remember that when students fail, it is not always just their fault." When students in her classes don't do well on assignments or tests, she helps them during the lunch period (or verifies that another adult has worked with them) and allows them to try again. Since she made this shift ten years ago, her students' achievement on state tests has improved significantly, and she believes their understanding is deeper.

"Perspectives: Opportunity for a Do-Over" by Pooja Patel, Darlene Pope, and Patricia George *AMLE Magazine*, March 2014 (Vol. 1, #7, p. 6-7), www.amle.org; Patel and Pope can be reached at pooja979@gmail.com and pope_d@sgusd.k12.ca.us.

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7. Balancing Children's Virtual World with Face-to-Face Interactions

In this *Kappan* article, Angela Walmsley (Northeastern University/Seattle) worries that her elementary-aged children would rather watch television or play with an iPad than run around outside, and she sees older children holed up in their bedrooms engrossed in computer games, texting, and Facebook. "Have they become enthralled with the virtual world we live in, or is something wrong?" asks Walmsley. "While they may be learning how to communicate virtually, they lack the confidence and knowledge of reacting verbally and with appropriate body language when engaged in a face-to-face conversation." She suggests a number of ways for schools to help correct this imbalance:

• Structure classroom activities in which students must speak in front of others, coaching them on eye contact, nonverbal cues, and articulation.

• Get students working in groups and talking with each other as they solve problems and complete projects.

• When students complete a group project, have them communicate about what worked well – who talked too little, how nonverbal cues were used, and how interactions can improve.

• Model in-person teamwork by team-teaching with another teacher.

• Use a "Technology Corner" in the school newsletter to (a) Encourage parents to have rules at home about when students can watch TV, use a tablet, or text. (One idea is having everyone's phone "sleep" in the same room at night); (b) Encourage parents to have conversations at the dinner table with no electronics; and (c) Encourage parents to balance in-person with electronic interactions and get their children engaging in unstructured play outside.

"Unplug the Kids" by Angela Walmsley in *Phi Delta Kappan*, March 2014 (Vol. 95, #6, p. 80), www.kappanmagazine.org; Walmsley can be reached at a.walmsley@neu.edu.

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8. Short Items:

a. Map showing the step-by-step expansion of the United States – Check out this link for a nifty sequence of the formation of the country:

http://gif-explode.com/?explode=http://i.imgur.com/yPov2.gif

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b. One family's unique way of helping a son with autism – In this extraordinary *New York Times Magazine* article, Ron Suskind describes how his son, Owen, developed severe autism at the age of 3 and completely withdrew – and how the family gradually, over many years, and with much help from professionals, used Disney characters to reach Owen and help him emerge as a person. I highly recommend this article.

"Animating Owen" by Ron Suskind in *The New York Times Magazine*, March 9, 2014, http://nyti.ms/1lyufuH

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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 43 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 64 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).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
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Harvard Educational Review
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Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
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Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest