Marshall Memo 500

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 2, 2013

In This Issue:

Quotes of the Week

"Try to leave out the part that readers tend to skip."

Elmore Leonard's advice to writers, quoted in an obituary in *The Week*, Aug. 30, 2013

"Concrete language helps people, especially novices, understand new concepts. Abstraction is the luxury of the expert. If you've got to teach an idea to a room full of people, and you aren't certain what they know, concreteness is the only safe language."

Chip Heath and Dan Heath in *Made to Stick* (Random House, 2007, p. 104)

"If you're a school principal, why give a teacher a bad rating if you know you still can't remove her from the classroom? All you've done is create an enemy – or set yourself up for a lawsuit. Smart principals know better and will do what they've always done, which is to find a way to play the 'dance of the lemons,' sending their bad teachers to another school."

Michael Petrilli (see item #3)

"Why should I care about your math if you don't care about me?"

A Mississippi junior-high school student to Carol Lach in the 1970s, quoted in "What Really Matters in Education: Compassion" in *Education Week*, Aug. 28, 2013 (Vol. 33, #2, p. 27)

"A good teacher carefully reads and takes into account all the things going on in a student's environment. A good teacher identifies and organizes materials that are responsive as much to mandated content as the more immediate context of a student's life. A good teacher recognizes that when it comes to teaching and learning, causality is inconveniently complicated."

James Nehring (see item #2)

1. Atul Gawande on What It Takes to Change Ineffective Practices

In this thoughtful article in *The New Yorker*, Boston surgeon/author Atul Gawande analyzes why some worthwhile innovations spread like wildfire while others incubate for decades before gaining acceptance. For example, the idea of using ether for anesthesia was suggested to a Boston surgeon in 1846 and within six months, it was being used all over the world. But it was a full generation before doctors accepted the idea of using antiseptics to kill and prevent germs.

What was the difference between these two changes? "First," says Gawande, "one combatted a visible and immediate problem (pain); the other combatted an invisible problem (germs) whose effects wouldn't be manifest until well after the operation. Second, although both made life better for patients, only one made life better for doctors. Anesthesia changed surgery from a brutal, time-pressured assault on a shrieking patient to a quiet, considered procedure." Keeping germs from infecting patients, on the other hand, was a cumbersome, tedious, and uncomfortable process for doctors.

For similar reasons, says Gawande, America isn't implementing known solutions to a number of contemporary problems – climate change, an over-sugared diet, a trillion dollars in unpaid student debt – because we can't see immediate results and they require individual sacrifice and inconvenience.

Is there a way to speed up the adoption of good ideas? "In the era of the iPhone, Facebook, and Twitter," says Gawande, "we've become enamored of ideas that spread as effortlessly as ether. We want frictionless, 'turnkey' solutions to the major difficulties of the world – hunger, disease, poverty. We prefer instructional videos to teachers, drones to troops, incentives to institutions. People and institutions can feel messy and anachronistic. They introduce, as engineers put it, uncontrolled variability."

But, as innovation scholar Everett Rogers said, "Diffusion is essentially a social process through which people talking to people spread an innovation." People follow the lead of those they know and trust. Change requires letting go of what we're used to, and deciding to make the effort to change often stems from a social process.

Gawande tells the story of a rural hospital in one of the poorest states in India where nurses in the delivery room weren't washing their hands or getting mothers to put their newborn babies skin-to-skin on their chests to maintain the baby's body temperature (hypothermia is a major reason for complications and even death among newborns). There are several possible ways to get nurses in the hospital to change their practices:

- *Please do X*. "This is what we say in the classroom, in instructional videos, and in public-service campaigns," says Gawande, "and it works, but only up to a point."
- *You must do X*. This involves establishing standards and regulations and threatening to punish noncompliance with fines, suspensions, and revocation of licenses. "Punishment can work," says Gawande, but it's also possible that it will result in nurses quitting their already-difficult jobs.
- *I'll reward you if you do X*. But paying a bonus for every healthy child who makes it past a week of life would be impossibly complicated: you'd have to track babies' health back in their villages, make sure people weren't gaming the system, factor in prior risk factors, and decide how to divvy up the reward among all the other staff involved.

None of these accomplish the real goal, says Gawande, which is "a system and a culture where X is what people do, day in and day out, even when no one is watching… Getting to 'X is what people do' means establishing X as the norm. And that's what we want: for skin-to-skin warming, hand washing, and all the other lifesaving practices of childbirth to be, quite simply, the norm. To create new norms, you have to understand people's existing norms and barriers to change. You have to understand what's getting in their way."

So Gawande and his colleagues in the BetterBirth Project hired a cadre of childbirth-improvement mentors to visit nurses and hospital leaders, walk them through a checklist of better practices, listen to their objections, and tenaciously work with them until they did things differently. Gawande tells how a young nurse, Sister Seema Yadav, worked with a nurse who was much older and more experienced but was using a number of ineffective practices. When Sister Seema pointed out the problems, the attendant was annoyed and made excuses for everything she was doing wrong – there wasn't the time, the hospital was swamped with deliveries, the thermometer wasn't handy, the cleaners never did their job.

Sister Seema – "a cheerful, bubbly, fast talker" says Gawande – kept at it, and on her fourth and fifth visit, the tone began to change. She and the nurse began to chat over cups of chai, and Sister Seema explained why it was important to wash hands even when wearing gloves and why checking blood pressure really mattered. The two women also learned about each other – their children, the long bus ride to get to work – and exchanged phone numbers. The nurse began making all the changes her mentor had been recommending.

Weeks after Sister Seema moved on to a new placement, Gawande spoke to the nurse to see if the changes were sticking. They had. "Why did you listen to her?" he asked. "She was nice," said the nurse. "She smiled a lot. It wasn't like talking to someone who was trying to find mistakes. It was like talking to a friend." And do the mothers who come into the birthing room listen to what she tells them to do? asked Gawande. "Sometimes they don't," said the nurse. "Usually they do."

Impressive, but can this kind of low-tech, person-to-person approach be taken to scale? Absolutely, says Gawande. "Think about the creation of anesthesiology: it meant doubling the number of doctors in every operation, and we went ahead and did so. To reduce illiteracy, countries, starting with our own, built schools, trained professional teachers, and made education free and compulsory for all children. To improve farming, governments have sent

hundreds of thousands of agricultural extension agents to visit farmers across America and every corner of the world and teach them up-to-date methods for increasing their crop yields. Such programs have been extraordinarily effective. They have cut the global illiteracy rate from one in three adults in 1970 to one in six today, and helped give us a Green Revolution that saved more than a billion people from starvation."

[What does this have to do with schools today? Picture a mediocre classroom practice like only calling on students who raise their hands or moving on after a test on which 40 percent of students scored below mastery. The role of an instructional coach, peer mentor, or principal is exactly analogous to that of Sister Seema. Ineffective practices are hard to change, and it will happen only with patient, understanding, cheerful face-to-face work day after day, week after week, month after month until new practices are "the way we do things." K.M.]

"Slow Ideas: Some Innovations Spread Fast. How Do You Speed the Ones That Don't?" by Atul Gawande in *The New Yorker*, July 29, 2013, http://www.newyorker.com/reporting/2013/07/29/130729fa_fact_gawande; see a summary of Gawande's article on agricultural extension in Marshall Memo 315.

Back to page one

2. Three Unhelpful Ideas About Schools

In this *Education Week* article, James Nehring (University of Massachusetts/Lowell) says three bad ideas are making the rounds among education writers these days. "For each of these ideas," says Nehring, "there is a better way that will set us on a more constructive path."

• *Bad idea #1: Educators have a lot to learn from the medical profession*. This has intuitive appeal, and the improved training of physicians over the last 100 years is a useful model. "But there's a problem," says Nehring. "Education is not like medicine. In medicine, a doctor treats one patient at a time for a physical or psychological malady. Educators, on the other hand, see large numbers of students all at once, for an extended period of time. Doctors work mainly in the realm of the biological and chemical. Educators work mainly in the realm of behavior and attitudes." A better analogy is public health – a field that has struggled to change many Americans' diet and exercise habits. In teaching and public health, human judgment plays a major part – and that can't be dictated by a checklist of research-based practices.

• *Bad idea #2: Learning higher-order skills will guarantee students a better income*. It's true that a lot of low-skill jobs have disappeared from the economy, but better skills won't lead all young people to the Emerald City. Indeed, there are a lot of angry twenty-somethings who aren't finding the jobs they were promised, and those who wind up in service jobs find they don't have unions to fight for a decent wage. Nehring isn't saying we should stop teaching higher-order thinking, but he believes the rationale should be civic and moral, not economic: "We need skills for crucial civic tasks, like organizing peers to stand up to a powerful employer, or lobbying legislators for laws that serve the public good. We need these skills also for the personal fulfillment that comes from an ability to more deeply engage with the world."

• *Bad idea #3: Education is the interaction of teacher, student, and content*. The idea of the "instructional core" is appealing because it suggests that education is the combination of only three key variables, says Nehring, and there's a causal chain from what teachers do with curriculum to what students learn. If this is true, then it makes sense to link student promotion and teacher evaluation to test scores. "But actually there are thousands – millions – of variables influencing the classroom," says Nehring, "like the fight the student had with her mother last night, or the verdict just delivered on a widely televised and racially charged murder trial, or the first warm day of spring, or the classmate in the third row who just made a loud noise, or a dragonfly poised on the widow sill… A good teacher carefully reads and takes into account all the things going on in a student's environment. A good teacher identifies and organizes materials that are responsive as much to mandated content as the more immediate context of a student's life. A good teacher recognizes that when it comes to teaching and learning, causality is inconveniently complicated."

"Think Education Is Like Medicine? Think Again" by James Nehring in *Education Week,* Aug. 28, 2013 (Vol. 33, #2, p. 32, 28), www.edweek.org

Back to page one

3. More Second Thoughts on Using Test Scores to Evaluate Teachers

In this important article in *The Education Gadfly*, Michael Petrilli, a leading conservative commentator, reviews these commonly-voiced concerns about test-score accountability for teachers:

- Are test scores valid measures of teacher performance, and what happens with teachers of non-tested subjects?
- Will tying students' test scores to teacher evaluation warp instruction and curriculum by spurring teaching to the test?
- Can we "principal-proof" schools by using one-size-fits-all evaluation models?
- Is it wise to introduce high-stakes accountability at the same time that new Common Core curriculum standards are being introduced?

But Petrilli's biggest worry is that the two arguments put forward by proponents of test-score accountability for teachers don't stand up to critical scrutiny:

• *Test data will make it possible to identify and remove the least-effective teachers*. Petrilli doubts that principals will be willing to give less-than-effective teachers low marks, and even if they do, he believes due-process protections will make it next to impossible to fire tenured teachers. "If you're a school principal," he says, "why give a teacher a bad rating if you know you still can't remove her from the classroom? All you've done is create an enemy – or set yourself up for a lawsuit. Smart principals know better and will do what they've always done, which is to find a way to play the 'dance of the lemons,' sending their bad teachers to another school."

The only way change this dynamic, says Petrilli, is for states to make radical changes in employment law: "Either policymakers need to combine evaluation systems with reforms that make it plausible to fire ineffective employees, or they shouldn't bother with high stakes at

all." Indiana, Colorado, and Tennessee are trying to make significant employment-law changes, but he doesn't think "blue" states will rein in tenure for veteran teachers. Unless a state is willing to go all the way, he says, "There are significant costs in terms of dampening teacher morale, provoking a parent backlash, and over-encouraging teaching to the test. Maybe it's worth it if we can identify and remove the worst teachers. But if that's not going to happen, it's a loss, not a victory."

• *Test-score accountability will improve teaching by providing critical feedback*. Petrilli is highly skeptical. If that's the goal, he says, "then let's just do that. Don't even call it 'evaluation.' Don't attach any stakes. Just provide the data to teachers and principals – and continue to train the latter on how to conduct high-quality teacher observations – and call it a day. The stakes are high – not just for teachers, but for the reform movement. As, I suspect, history will show."

"All or Nothing on Teacher Accountability" by Michael Petrilli in *The Education Gadfly*, Aug. 29, 2013, http://bit.ly/1a0spdE

Back to page one

4. Links Between Character, School Connectedness, Conduct, and Grades

In this *Teachers College Record* article, Scott Seider, Sarah Novick, and Jessica Gomez (Boston University) and Jennifer Gilbert (Vanderbilt University) report on their study of two kinds of character in students: (a) performance character (e.g., persistence, self-discipline, and grit), and (b) moral character manifested in interpersonal relationships (e.g., empathy and integrity). The researchers wanted to know which kind of character was most predictive of students' academic achievement and conduct. Their study was conducted in three "no excuses" inner-city charter middle schools in a major northeastern city.

Seider, Novick, Gomez, and Gilbert found a strong correlation between *performance* character and students' academic achievement. Was this character trait malleable – subject to school interventions? Although the evidence was correlational, one data point suggested that improvements in performance character led to improved academic achievement: students in one of the schools received support from their advisory teachers on developing a study schedule to prepare for mid-year exams and their grades went up. This suggests, say the authors, that "when educators actively seek out and implement the classroom supports that strengthen their students' ability to persevere on academic tasks," better achievement is the result.

As for *moral* character, Seider et al. found a negative correlation with academic achievement – that is, students who expressed the strongest commitment to integrity in their academic work got the lowest grades, on average, and those who were willing to compromise ethical standards by engaging in cheating and plagiarism got the highest grades. What's going on here? The researchers speculate that this troubling effect may be an unintended side effect of the three schools' (largely laudable) emphasis on grades, academic achievement, and college readiness. This included one school's public celebration and special T-shirts for students who did well on interim assessments. "Put another way," say Seider and colleagues, "students are

more likely to compromise their integrity in school communities that place an intensive emphasis on performance."

In their study, the researchers noticed three other strong correlations. First, students who received the greatest number of disciplinary demerits had, on average, the lowest grade-point averages. "[O]ne explanation that has been offered for this relationship is that students who engage in relatively few disruptive or anti-social behaviors allow their teachers greater opportunities to engage them in effective teaching and learning," say the authors. "A second possibility is that educators tend to reward students who exhibit good behavior with higher academic grades."

Another correlation was that students who expressed the strongest commitment to approaching their academic work with integrity received, on average, the fewest demerits. Seider et al. speculate that this happened because teachers emphasized mastery (versus competitive) goals with these students. "In other words, students are more committed to achieving with integrity when they perceive the goal of their learning to be mastering academic content rather than earning high academic marks," they say. "One potential explanation, then, for the relationship between academic integrity and student conduct is that strengthening students' investment in mastering academic content simultaneously increases their commitment to achieving with integrity and decreases their motivation to engage in behaviors that will disrupt the teaching and learning process."

A third correlation was between students' feelings of "school connectedness" and academic achievement – a strong correlation that was independent of performance and ethical character. Exploring the question of causation, Seider et al. note that all three schools held weekly community meetings and advisory groups designed to build a strong bond with students. Perhaps the relationship is bi-directional, they speculate: "Namely, students who feel a strong personal connection to their teachers and classmates are likely to put greater effort into their school work, and, in so doing, to earn higher academic grades. Likewise, students who earn high academic grades are likely to experience a greater sense of connection to their school community as a result of this form of positive reinforcement from their teachers." Interestingly, one of the schools presents an outstanding student with its DuBois Award at each week's assembly, highlighting the ways a student can draw on his or her learning to change the world. This may heighten students' investment in learning rather than (as may occur in one of the other school's competitive awards) doing better than other students.

In conclusion, Seider, Novick, Gomez, and Gilbert suggest that schools should emphasize moral character as well as performance grades in their classrooms: grit, self-control, optimism, and zest – and also integrity and empathy.

"The Role of Moral and Performance Character Strengths in Predicting Achievement and Conduct Among Urban Middle-School Students" by Scott Seider, Sarah Novick, Jessica Gomez, and Jennifer Gilbert in *Teachers College Record*, August 2013 (Vol. 115, #8, p. 1-34), http://bit.ly/17uZa2i; Seider can be reached at seider@bu.edu.

Back to page one

5. Guiding Students to Productive and Polite Online Discourse

In a sidebar of an interview by Jan Umphrey in *Principal Leadership*, Catlin Tucker suggests the following do's and don'ts for students' online discussions:

- Address peers by name to create a friendly online tone.
- Avoid slang and jargon; it may be familiar to you but not to others.
- Don't use all capitals. It comes across as yelling.
- Avoid emotional punctuation like exclamation points unless you're complimenting someone's idea.
- Read questions and conversation postings carefully (don't skim), listen to all ideas presented, and ask questions if something is unclear.
- Compliment peers when they post strong responses or contribute original ideas.
- Be respectful and considerate; remember that your peers can't see your body language or hear your tone of voice.
- Critique the content, not the person. Focus on what's said, not the person who said it.
- Respond rather than reacting. Don't write a response if you are angry. Read over your posts before sending: are your ideas clear and supported?
- Avoid sarcasm, which can lead to tensions and hurt feelings.
- Don't present your personal opinions as fact. Back up ideas with details, evidence, and examples.
- When disagreeing, use "I statements" and present ideas in a constructive manner that encourages further dialogue.
- Remember that there are no right or wrong answers in a discussion; a variety of perspectives is helpful.

Tucker also suggests sharing the following sentence starters as models for students:

- Rebecca's comment made me think about _____.
- Although Rio made a strong point that _____, I think _____.
- I respectfully disagree with Zach's assertion that _____ because _____.
- I had not thought about Leigh's point that _____.
- Even through Dalia's point is valid, I tend to _____.
- In contrast to Michelle's point, _____.
- Bradley highlighted some key ideas when he said _____.
- Lulu, can you clarify your statement that _____.
- Carmen, your posting reminded me of _____.
- Nadya's observation that _____ reflects _____.
- Marcella, do you agree (or disagree) with _____?
- Robin, how would you define _____?
- Like Amaya, I also connected _____ to _____.

"Blended Learning": An Interview of Catlin Tucker by Jan Umphrey in *Principal Leadership*, September 2013 (Vol. 14, #1, p. 36-41), www.nassp.org; these are excerpted from Tucker's book, *Blended Learning in Grades 4-12* (Corwin, 2012, p. 63-65).

Back to page one

6. A Structure to Help Students Write a Story

In a sidebar in this article in *Teaching Exceptional Children,* Anne Butler and Lisa Monda-Amaya (University of Illinois/Urbana-Champaign) and Haeny Yoon (University of Arizona/Tucson) suggest the following "story spine" to structure children's compositions:

The platform (setting up the story):

- Once upon a time…
- Every day…
- One time…
- Each summer/week/month/year…
- Every now and then…

The catalyst (the problem):

- But one day…
- But this time…
- Then something changed…
- However…

The consequences (how you build the story):

- Because of that… (this can be repeated)
- And then…

The climax (something in the story that changes):

- Until finally…
- Then suddenly…

The resolution (transformation):

- Ever since then…
- And the moral of the story is…
- And the funny thing is…
- I realized that…
- From that day on…

"The Digital Media Writing Project: Connecting to the Common Core" by Anne Butler, Lisa Monda-Amaya, and Haeny Yoon in *Teaching Exceptional Children*, September/October 2013 (Vol. 46, #1, p. 6-14), http://bit.ly/135avEC; Butler can be reached at abutler4@illinois.edu.

Back to page one

7. More Websites with Reviews of Educational Software

In this *Education Week* article, Michele Molnar reports on four websites (three free, one that charges) that provide updated reviews of software programs for classrooms:

• Edshelf www.edshelf.com created by Mike Lee – Users assign ratings to products they've used based on pedagogical effectiveness, student engagement, and learning curve.

• Graphite www.graphite.org created by Common Sense Media – Reviewers rate products on their learning potential. Teachers can enter their own field notes about how to best use each product.

• PowerMyLearning www.powermylearning.org created by CFY, a national education nonprofit – A team of educators curated thousands of academic games, videos, and interactive software and tagged them by subject, grade, standards, and other fields.

• Learning List www.learninglist.com created by Jackie Lain, Dolores L. Riley, Catherine Maloney, Avi Elkoni – Provides in-depth analysis of digital and print educational resources and their alignment to Common Core ELA and Math and Next Generation Science standards, verifying or rebutting publishers' claims. Learning List charges $75 for an individual and has a sliding district scale starting at $195.

"What they're trying to do is a noble goal, because I do believe that teachers have an overwhelming number of choices in the marketplace," says software company executive Rob Mancabelli about these websites.

"New Sites Designed to Help Chose Best Ed-Tech Tools" by Michele Molnar in *Education Week,* Aug. 28, 2013 (Vol. 33, #2, p. 12-13), www.edweek.org

Back to page one

8. Short Items:

a. King's dream speech: the back story – Here is the link to Dr. Martin Luther King Jr.'s entire speech on August 28, 1963: http://www.youtube.com/watch?v=smEqnnklfYs. Watch for the point (12:13 in this video) where King puts his prepared text aside and begins to improvise. This final portion was one of the most influential and oft-quoted pieces of oratory in American history and it was entirely ad-libbed. Why did King depart from his text? Mahalia Jackson, seated near him on the platform and disappointed that the speech wasn't getting into the kind of visionary rhetoric that King had used in recent sermons, stood up and shouted, "Tell 'em about the dream, Martin, tell 'em about the dream!"

"The Lasting Power of Dr. King's Dream Speech" by Michiko Kakutani in *The New York Times*, Aug. 27, 2013, http://nyti.ms/16OCVjA

Back to page one

b. Charts showing civil rights progress – and lack thereof – This powerful data display by Brandy Zadrozny and Dair Massey in *The Daily Beast* shows narrowing and widening black-white gaps over the last 50 years in these areas: high-school completion, college completion, economic opportunity, home ownership, wealth, incarceration, political participation, voter turnout, income and employment, and median income: http://thebea.st/16ONjLo

"50 Years of the Civil Rights Movement in 10 Charts" by Brandy Zadrozny and Dair Massey in *The Daily Beast*, Aug. 28, 2013

Back to page one

c. World history graphic – This classic map of world history published by John Sparks in 1931 attempts to display graphically the power and significance of different civilizations over time. It might provoke some discussion: http://slate.me/14HlYxo

Back to page one

d. Music videos in several languages – One of the recommended websites in this issue of *The Language Educator* is Lyrics Training, which has music videos of popular songs and artists in English, French, Spanish, Portuguese, German, Italian, and Dutch: www.lyricstraining.com

c in *The Language Educator*, August 2013 (Vol. 8, #4, p. 60-61)

Back to page one

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).

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions (with results of an annual survey)
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (also in Word and PDF)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or log-in

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
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
Education Digest
Education Gadfly
Education Next
Education Update/Curriculum Update
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle Ground
Middle School Journal
NASSP Journal
NJEA Review
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
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