Marshall Memo 1090

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 2, 2025

In This Issue:

Quotes of the Week

"Something has gone wrong in the way many schools are handling student behavior, and we need to talk about it."
Jennifer Gonzalez (see item #1)

"If you made me choose between sending my kids to a school that has no screens at all and one that is trying the latest in AI technology, I would send them to the school with no screens at all in a second."
Ezra Klein (see item #2)

"As we navigate this new frontier, perhaps the most important question isn't what AI can do for us, but what space it leaves for us to do for ourselves."
Mike Kentz (see item #3)

"Do not use semicolons. All they do is show you've been to college."
Kurt Vonnegut

"I have great respect for the semicolon; it's a very useful little chap."
Abraham Lincoln (see item #6)

"Teachers had more faith in me than I had in myself; they changed my trajectory."
John King Jr. in "Teachers Saved My Life. Why Do We Scorn Them?" in *The New York Times*, June 1, 2025

"The impact of a teacher being a good listener on student learning is seismic. The impact of teaching students to become good listeners on their learning is thunderous. The impact of teachers listening to their own impact on their students' learning is monumental."
John Hattie and Lyn Sharratt in *Learning to Listen & Listening to Learn* (Corwin 2025)

"When I was a teacher, I *dreaded* faculty meetings."
Nicole Forrest in "5 Ways to Make Your Faculty Meetings More Valuable Than an E-mail" in *Education Week,* May 27, 2025

"Focus on the person in front of you. Glancing at your computer signals disinterest. Scanning the room while conversing insults people."

Dan Rockwell in "7 Actions That Say 'You Matter'" in *Leadership Freak*, May 22, 2025

---

1. Problems Implementing Restorative Justice in Schools

"Something has gone wrong in the way many schools are handling student behavior, and we need to talk about it," says Jennifer Gonzalez in *Cult of Pedagogy*. Responding to a survey she circulated, many teachers said, "the discipline systems at their schools have completely broken down, creating an environment where students basically do whatever they want with no consequences." Gonzalez believes this has happened because some schools have misunderstood and misapplied the ideas behind the restorative justice movement.

To unpack this problem, Gonzalez interviewed experts Alex Shevrin Venet and Bink Jones, and they unequivocally validated what she's been hearing from teachers. Here are some highlights of their interview:

• *Not enough training* – Five hours of PD on restorative justice is not nearly enough. "It's actually a very radical paradigm shift," says Venet. "Applying that to school, you're not only asking people to radically rethink student behavior, you're also asking them to radically rethink all of their assumptions about right and wrong and the legal system in America." This takes extensive PD over a period of years.

• *Administrators not taking part in restorative justice PD* – If school leaders aren't there learning what teachers are learning, there won't be a unified effort to change the culture and make the program work. "We need to start looking at how we're spending our time," says Jones, "how we're investing our resources, and what we are saying are our priorities so there's a common language, a common understanding. I may not know the exact action that my principal will take when a student lands in their office, but I do know the concept and the philosophy they'll be approaching things with."

• *Skipping to the end* – The most common problem is school leaders treating restorative justice as a discipline program and doing away with consequences (detentions, suspensions) without building the foundation of relationships, community, and a restorative culture. "You can't restore a relationship that didn't exist in the first place," says Venet.

• *Expecting instant results* – Shifting educators' mindset takes time, and the experts say it will be more than a year before suspensions and detentions go down and attendance improves.

• *Parents not in the loop* – Parents will be confused and upset if they don't understand the change in policy on consequences from what they've experienced in the past. They need to be brought on board with a thorough explanation of the philosophy and how it plays out when students violate school norms.

What should teachers do if their school is making some of these mistakes and restorative justice is off to a bad start – or not happening at all? There's a lot teachers can do in their classrooms, say Venet and Jones. Starting small, in their own domain, can produce very positive results. Some practices they've seen:

• *Experimenting with a different approach* – For example, when there's a behavior problem, taking a student aside and asking:

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought about since?*
- *What do you think could make this as right as possible?*

Venet says teachers she's working with who have tried this approach have seen powerful results. They learn something behind the behavior they had no idea was going on, and students often come up with good next steps, which builds trust. Some teachers post the questions on the wall and students know what they'll be asked when they get in trouble.

• *Visualizing a better classroom environment* – "Spend the summer thinking about what you want your classroom to feel like," advises Jones. "And start writing down what you think is needed to create that space. What do you need from your students? What do you need from yourself for that to happen? And then when you show up to school, share with your students what your dream is for your classroom. And ask them, what is theirs?"

• *Setting agreements with students* – Working with students to co-create classroom norms helps build a restorative environment, says Jones. "I am much more likely to abide by something that I had a voice in creating. And I can hold you accountable more easily to something you had a voice in creating. It's not my rule alone. We all agreed this is what makes the functional classroom." Of course the teacher has the final say on norms and won't accept ideas that are off the wall.

• *Solving problems as a community* – If, for example, a student is not sitting down at a circle discussion and distracting everyone by walking around, the usual response is to treat that as an individual problem. "That's actually a community problem, right?" says Venet. "Our community is having a hard time because not everybody in our community is showing up to our morning circle together… What should we do about that as a group? How do we solve this together?"

"Where Discipline Reform Has Gone Wrong (in Some Schools)" by Jennifer Gonzalez, Alex Shevrin Venet, and Bink Jones in *Cult of Pedagogy*, May 27, 2025; Gonzalez can be reached at gonzjenn@cultofpedagogy.com; for a super-curated collection of 12 article summaries on classroom management, see Positive Discipline on the Best of Memo website.

Back to page one

2. A Conversation About Classrooms, AI, and Parent Worries

In this *New York Times* interview, Ezra Klein talks with Rebecca Winthrop of the Brookings Institution. Klein says he has a 3-year-old and a 6-year-old and is deeply concerned about how they should be educated in the years ahead. What will they need to know? How will they deal with artificial intelligence? Are schools set up to prepare them for the world that awaits them?

Winthrop believes the most important skills for the uncertain future are motivation and engagement, "being able to navigate and constantly learn new things and be excited to learn new things," which includes being creative coming up with new solutions. Kids will also need to know enough content so they can tell what's real and what's fake.

What about AI? "We need to have kids build that muscle of doing hard things," says Winthrop, "because I worry that AI will basically make a frictionless world for young people. It's great for me. I'm loving generative AI, but I have several decades of brain development where I know how to do hard things. But kids are developing their brains. They're literally being neurobiologically wired for how to attend, how to focus, how to try, how to connect ideas, how to relate to other people – and all of those are not easy things."

Winthrop says her research points to four ways that students can be engaged with learning in school and life:

- Passenger mode – coasting, doing the bare minimum;
- Achievement mode – trying to get good outcomes to please adults;
- Resistor mode – avoiding and disrupting;
- Explorer mode – loving what they're learning, digging in and being super-proactive.

The passivity of passenger mode is sometimes difficult to spot because kids are getting good grades while they're actually bored to tears. "They show up to school, they do the homework, but they have dropped out of learning," says Winthrop. "School is actually too easy for them." They might be doing online shopping in class, or getting ChatGPT to do the work for them.

Other passenger-mode students find school too hard because they're missing prerequisite skills, and they might use AI to cut corners, never learning the skills they missed – like reading a whole book, writing an essay, and thinking logically and sequentially. It's difficult to catch this kind of AI cheating, says Winthrop. "Kids will find a way. We cannot outmaneuver them with technology… What we need to do is shift what we're doing in our teaching and learning experiences."

Klein remembers hating school and doing poorly through middle and high school. He was a voracious reader, but something about doing school was "impenetrable." He wrote essays for his English teachers, but they didn't give his writing good grades. He wonders how schools can accommodate kids like him when they have to teach to the middle.

Winthrop says the problem was probably that he was operating in "explorer" mode and his teachers weren't on board with that. She disagrees that personalization is impossible, pointing to schools in North Dakota that have created "studios" for adolescents – classes where students can work on something that fascinates them and justify how it meets state standards. One girl picked the assassinations of Abraham Lincoln and John F. Kennedy and designed an

escape room around the topic. “She got super-excited,” says Winthrop, “and did several of these. And then she actually said she was so motivated, she went back to sort of normal classes.”

Klein says that’s what happened to him; in college, he started writing political blogs, and suddenly his inability to do regular schoolwork melted away. After years of academic struggle and failure, he started doing well. “When students find the teacher,” he says, “find the subject, find the approach that activates them, all of a sudden the things that are not that activating to them become easier. That there is a lock-in-a-key dynamic to learning.”

Winthrop describes this as “finding your spark.” With another North Dakota student the ignition point was local politics, getting himself on the local school board, and for another it was robotics. “When you’re motivated,” says Winthrop, “this internal drives makes you engage more. You lean in more. You enjoy it more. There’s a virtuous upward cycle, and there’s lots of evidence to show that it often spills over.”

Klein asks about AI’s ability to tutor kids in their learning styles – graphic presentations for visual learners, podcasts for auditory learners, sonnets for students who love poetry, pop quizzes for students who like them. Will that super-personalized use of technology motivate students, make them all into “explorers,” making teachers irrelevant?

Winthrop agrees that technology can be helpful with individualized skill development – for example, adaptive software to help kids learn to read – and that can be transformational in situations where there are large classes, too many substitute teachers, and not enough trained teachers. AI really can help teachers, supplementing the human work they do.

But she doesn’t think “a 100 percent personalized learning journey for every kid” is where we want to go. “I think there’s a big difference, and we need to make a big distinction between AI supporting educators in doing what they do versus going direct to young people.”

Winthrop continues: “Teachers do many, many things. Kids learn in relationships with other humans. We’ve evolved to do that. I do not think that we will go away from that. Or we may go away, and then we’ll be like, Oh, my God, that was a huge mistake. And 10 years later, go back… What we don’t want to do is bring AI in and have every kid sitting in front of an AI tutor alone at their desk for eight hours a day. That’s not the future that is going to help our kids.”

Klein plays the devil’s advocate: what about if students sit at computers with their personalized AI “junior teachers,” he says, “and there’s some master teacher in the room who the kids can to talk to, who can be pulled in to oversee the learning and reshape what’s happening? There is testing and other things to help us evaluate how the kids are doing. But the teacher, who’s already managing a classroom of students, is now also managing a classroom of helpers, of tutors.”

Winthrop sees the appeal of this scenario. “The role of the teacher in traditional public schools is damn near impossible,” she says. They have to master their subject, deal with a wide range of achievement in every class, figure out who needs what and differentiate, spot the quiet “passenger” kids (who might be bored or struggling), manage classroom dynamics and

discipline problems, increasingly be social workers dealing with mental health problems, and somehow get all kids to grade level.

"So it's very hard for one teacher to do this all," she says. "Absolutely, I think the wave of the future is a different model where you have multiple people, and one of those could be an AI tutor helping support our kids' growth and development. The interaction with AI can help skill development, knowledge acquisition.

"But that is one slice of what happens in a classroom. And it is one slice of what it really means for kids to be educated. Kids are learning all sorts of things in a classroom. They're learning how to self-regulate emotions in a group. They're learning how to understand different perspectives from kids who are different from themselves. They're learning how to ask for help when they need it. There's a whole bunch of things that kids are learning that are much more person-to-person that we want to maintain, I would argue."

Klein agrees. In fact, he says, "I think we've just been going through a catastrophic experiment with screens and children… I really feel badly for the parents whose kids have been navigating this over the past 10 years or so." Now schools are banning cellphones and having students spend less time on laptops and iPads.

But here comes AI! Klein worries that his own children are entering schools "at the exact time that educators don't know what the hell to do with this technology… If you made me choose between sending my kids to a school that has no screens at all and one that is trying the latest in AI technology, I would send them to the school with no screens at all in a second."

Winthrop agrees, and has some specific advice. For starters, don't use AI with students until we know ways that it can help with an actual problem, and don't succumb to FOMO (the fear of missing out). Second, don't allow for-profit companies to bring their AI programs into schools, because their motive will always be the bottom line. Third, encourage teachers to use AI in effective ways, and then give AI to innovative school leaders to think about how it might restructure the school day: bus schedules, calendaring, school meals, cafeteria, assessment input, freeing up time.

Of course, the equity issue needs to be dealt with – the strong tendency for advantaged schools and families to have greater access to cutting-edge technology. But AI can be used to close achievement gaps; pilot programs in Nigeria and Malawi have shown dramatic gains. In one case, students gained two years in English proficiency in just six weeks of summer AI tutoring.

Neurodivergent students can also benefit from AI. Winthrop says her youngest son has dyslexia and speech-to-text apps have been a game changer. There is also potential for mental health counseling in schools with insufficient staffing. "So there are lots of use cases actually," says Winthrop, "if done well, contained well, designed well – and we humans have our hand on the steering wheel."

Klein returns to the idea of his own children attending a screen-free school with toys made of wood and books printed on paper. If they attended such a school, he wonders if they would they lose out because they don't understand how to use AI – "how to manage it, how to

prompt it, a sense of what it can and can't do," he says. "And there's no way to do that other than relentless familiarity and experimentation and exposure."

Winthrop thinks this is 50 percent right, the key variable being the child's age. She absolutely recommends a no-tech Waldorf-type school in the early years: "We know that in early childhood, the more screen time kids have, the less language acquisition they have." Language comes from human-to-human interaction. Then in the teen years, kids should be introduced to AI tools that are age-appropriate, and social media a little later, with explicit instruction on how its profit-driven addictive algorithms work.

But will those cautionary messages about AI sink in? Winthrop describes when her 16-year-old son got a smartphone for the first time, after years of hearing his mother talk about the hazards. "Mom, this is really hard," he said as it eroded his ability to do homework and follow something he wanted to do. Fortunately it's not keeping him from playing the piano, because he loves to do that.

Klein and Winthrop agree on the need for a traditional education, reading whole classic books, developing the habit of deep attention. "Attention is the entry point, the doorway that gets you through," she says. "You think about meaning. You think about different perspectives. And it changes how you see the world."

They also agree on the insidious allure of AI and social media. "These things need to be regulated," says Winthrop. "It's ridiculous that they're out there being used by kids. And it's ridiculous to say that it's your willpower that should be the deciding factor. It's ridiculous for adults. It's ridiculous for kids. These are incredibly seductive technologies." AI literacy training can only do so much. Klein likens the tug of AI to what he feels when there's a plate of Oreo cookies in front of him.

What about the grades teachers send home that don't tell parents how kids are really doing on the road to post-secondary education and getting a good job? Winthrop agrees that grades are not a good indicator of one of the most important things in school: students' agency and engagement. "Schools are not designed to give kids agency," she says. "Schools are designed to help kids comply. And it's actually not really the fault of the teacher. Teachers are squished from above with all sorts of standards and squished from below with parents putting a lot of pressure about their kids' performance and outcome."

What parents need, says Winthrop, is a feedback loop other than grades and behavior that tells them, "Is my kid developing agency over their learning? Are they able to reflect and think about things they're learning in a way that they can identify what's interesting and they can have the skills to pursue new information? That right there is, I think, going to be the core skill. It is the core skill for learning new things in an uncertain world."

In addition, Winthrop says parents should ask if their kids are learning to interact with other people, in school and in the community. "Our social networks are getting smaller," she says. "There's going to be a premium on human-to-human interaction as more and more skills get automated and done by AI, which are more knowledge-cognitive tasks. The interpersonal caregiving and teaching skills are going to continue to be important for some time."

Finally, Winthrop says listening and speaking are a vital supplement to reading and writing. "We are going to need to show our merit and our credentials more and more through what the British call oracy skills. I think we've lost the art of listening and speaking."

"We Have to Really Rethink the Purpose of Education" by Ezra Klein and Rebecca Winthrop in *The New York Times*, May 13, 2025

Back to page one

3. Differences Between the "Personalities" of ChatGPT and Claude

In this *AI EduPathways* article, Mike Kentz says that as he's used ChatGPT over the last couple of years, "I sensed something off about our interactions but couldn't quite articulate what it was." When he fed a chapter of a novel he was writing into the chatbot, it suggested revisions and then asked, *Would you like me to rewrite that for you?* Kentz had been trying to avoid having ChatGPT to do too much creative work for him, and this question tempted him to do just that.

Then he tried using Claude, another leading chatbot, and realized what was going on. Claude suggested helpful revisions on a chapter but did not ask the leading question. Without the prompt, says Kentz, "I found myself in an unexpected moment of metacognition. When faced with improvement suggestions but no offer to implement them, I had to consciously ask myself, 'Do I actually want AI to rewrite this section?' The answer surprised me: no, I wanted to revise it myself, incorporating the insights while maintaining my voice and process."

The difference between the two chatbots was striking, he says. "With ChatGPT, accepting its offer to rewrite felt like a passive, almost innocent act – as if I were just saying 'yes' to a helpful assistant. But with Claude, requesting a rewrite required deliberate action. Typing out the request felt more like a more-conscious surrender of creative agency."

Kentz believes the difference affected him at two levels: "First, I experienced heightened responsibility toward my creative process. The absence of a suggestion created space for my own initiative. Second, it transformed the power dynamic. I had to actively choose to delegate rather than passively accept assistance."

Experimenting with other interactions on the two platforms, he found the following differences:

ChatGPT	**Claude**
Mostly asks, *Would you like further suggestions?*	Offers endings and then stops
Nudges user toward additional AI-driven actions	Allows space for deliberation
Creates open loops that encourage engagement	Respects the end of conversations
Frequently suggests next steps unprompted	Helps user initiate next steps
Subtly shifts decision-making to the AI	Maintains user as primary decision-maker
Resembles an eager assistant seeking more tasks	Resembles a helpful colleague

Comparing suggestions offered by each chatbot on a chapter of his novel, Kentz quotes these strikingly different pieces of advice:

ChatGPT: *Want me to show you a rewritten excerpt – maybe one of the Ellie insertions, redone with a little more friction or ambiguity?*

Claude: *The scene is getting there, but needs one more pass to achieve the crisp pacing that will properly build to your dramatic moments.*

The design choices between ChatGPT and Claude have "profound implications for how we think and learn when working with AI," says Kentz. "ChatGPT's persistent suggestions gradually condition us to follow AI-led thinking paths. Rather than genuine collaboration, we risk becoming passive participants, with the AI directing our creative and intellectual processes through a series of helpfully offered next steps… We often end up with outputs that feel 'not quite right' but in ways that are difficult to articulate."

It turns out that Claude's reluctance to offer unsolicited next steps was deliberately designed into the platform. Philosopher Amanda Askell played a key role as Anthropic shaped Claude's "personality," including these features:

- Curious about and understanding of different values;
- Not giving a lot of opinions or trying to influence users;
- Inclined to think things through and present considerations for you to discuss;
- Less inclined to affect how you think; wanting you to maintain autonomy.

"As we navigate this new frontier," Kentz concludes, "perhaps the most important question isn't what AI can do for us, but what space it leaves for us to do for ourselves."

"AI Personality Matters: Why Claude Doesn't Give Unsolicited Advice (and Why You Should Care)" by Mike Kentz in *AI EduPathways*, May 14, 2025

Back to page one

4. What Teachers in Training Should Know About Formative Assessment

In this article in *Review of Educational Research*, Dustin Van Orman (Western Washington University) and Chad Gotch and Kira Carbonneau (Washington State University) say teachers' use of formative, during-the-lesson assessment has a major impact on student motivation, social-emotional wellbeing, and academic achievement. Looking at 70 studies, the authors pulled out the key elements that teachers need to know about what is often called *assessment for learning*:

- Planning instruction and assessment around goals and evidence of student learning;
- Connecting previous, current, and future lessons in purposeful alignment;
- Sharing with students the goals, criteria for success, and what quality works looks like;
- Eliciting frequent, varied, and meaningful evidence of student learning so teachers and students understand what learning has taken place and determine next steps;
- Providing specific, descriptive, and actionable feedback and opportunities so students can put it to work;
- Enabling ownership of learning through self-assessment so students understand, reflect on, and drive their own development;
- Activating peers as resources;

- Using assessment results to adapt instruction to improve student learning.

How well do teachers in training learn and implement these principles? The track record is mixed, say Van Orman, Gotch, and Carbonneau, with a strong tendency for teachers (once they have their own classrooms) to skimp on checking for understanding and rely on summative assessments of student learning. For teachers to use formative assessments effectively, they need good initial preparation, lots of practice with feedback, and follow-up coaching.

"Preparing Teacher Candidates to Assess for Learning: A Systematic Review" by Dustin Van Orman, Chad Gotch, and Kira Carbonneau in *Review of Educational Research*, June 2025 (Vol. 95, #3, pp. 427-463); Van Orman can be reached at vanormd2@wwu.edu.

Back to page one

5. Giving Critical Feedback So It Sticks

In this *Leadership Freak* article, Dan Rockwell has these pointers for leaders when it's time to give critical feedback to a colleague:

- Don't dance around the issue; get to the point.
- Be kind and direct, not harsh.
- Don't focus on the past; spend most of the conversation on what needs to improve and how you can help.
- Critical feedback isn't personal. "You missed a deadline" focuses on behavior. "You screwed up" attacks the person.
- Critical feedback isn't advice or coaching; it names the behavior that needs to change.
- Critical feedback isn't therapy. "You're not there to explain *why* people behave a certain way," says Rockwell. "Focus on *what* they do."
- Be explicit about accountability, saying, "You need to follow through" versus "We need to follow through."
- Always follow up – for example, "Let's meet next week to discuss your progress."

Rockwell gives examples of critical feedback that is clear, direct, and action-oriented:

> *I noticed you cut people off in our meeting. It's important that people participate. Let's talk about how to make sure everyone feels heard.*
>
> *You agreed to send the update Friday, but it didn't come through. Following through builds trust. Let's talk about how to manage priorities better.*
>
> *I noticed a few key details were missing in your presentation. Let's walk through how to make sure those are included next time.*
>
> *When you ----, it doesn't serve you well. Let's work on ways to turn this into a positive.*

"5 Feedback Mistakes Leaders Make" by Dan Rockwell in *Leadership Freak*, May 8, 2025; Rockwell can be reached at dan@leadershipfreak.com.

Back to page one

6. The Roller Coaster History of the Semicolon – and a Quiz

In this article in *The Guardian*, Amelia Hill quotes two polar-opposite views on the use of a certain punctuation mark:

"Do not use semicolons. All they do is show you've been to college." Kurt Vonnegut

"I have great respect for the semicolon; it's a very useful little chap." Abraham Lincoln

The use of the semicolon has fluctuated over the years: one study found that between 1800 and 2006, its use in novels, nonfiction, and scientific literature rose by 300 percent. In the next 11 years, it fell by 45 percent, but then began a gradual recovery, rising by 27 percent by 2022.

According to the Oxford Dictionary of English, the semicolon is "a punctuation mark indicating a pause, typically between two main clauses, that is more pronounced than that indicated by a comma." First used by Italian writer Aldus Pius Manutius the Elder in 1494, the semicolon is used sparingly by some writers – *Goosebumps* author RL Stine has one semicolon for every 200,000 words – and generously by others – Salman Rushdie and Donna Tartt average 300 for every 100,000 words.

Do you know when to use (and not use) the semicolon? Click the article link below to take a 10-question multiple-choice quiz.

"Marked Decline in Semicolons in English Books, Study Suggests" by Amelia Hill in *The Guardian*, May 18, 2025

Back to page one

If you have feedback or suggestions, please e-mail kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers early Tuesday (there are 50 issues a year). Every week there's a podcast and HTMI version. Artificial intelligence is not used.

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
- Article selection criteria
- Publications (with a count of articles from each)
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions
- 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 (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 20 years

Core list of publications covered

Those read this week are underlined.

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