Marshall Memo 1098

A Weekly Round-up of Important Ideas and Research in K-12 Education
August 3, 2025

In This Issue:

Quotes of the Week

"This summer, educators and administrators need to reckon with what generative AI is doing to the classroom and to human expression. We need a coherent approach grounded in understanding how the technology works, where it is going, and what it will be used for."

Meghan O'Rourke (see item #1)

"We have to let go of the idea that there's a 'right' way to 'do AI' Instead, we have to begin to find our own answers to the important, deep questions that AI raises about education, answers that suit who we are and who our students are."

Eric Hudson (see item #2)

"Adolescents are wired for discovery. Their job is to explore their identities, form friendships, learn through trial and error, and contribute to something bigger than themselves. Their brains are sensitive to rewards, tuned in to social status, and fueled by agency and autonomy. As a result, even well-intentioned efforts to influence their behavior can feel like an affront to their independence. Plus, future risks and benefits often pale in comparison to the immediate rewards of life online."

Erin Walsh (see item #3)

"When teens turn to social media for health and wellness information, they often encounter content that pushes diet fads, distorts body image, and encourages them to take risky dares that seem funny but can be dangerous."

Nicole Murphy and Cynthia Sandler in "Social Media Is Awash with Bad Health Advice. This Lesson Can Help" in *Education Week*, Aug. 2025 (Vol. 45, #1, p. 52-53)

"Observers largely agree that doing college-level work in high school, however rigorous, isn't the same as being a college student."

Becky Supiano (see item #5)

"The pressure to present an Instagram-ready classroom for Open House is strong, and notable for being only the first unrealistic expectation put on teachers every year."
Tom Rademacher (see item #6)

"It's a sobering thought that when Mozart was my age, he had been dead for two years."
Tom Lehrer (see item #8)

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1. ChatGPT Is Great – Until It Isn't

"This summer," says journal editor and creative writing teacher Meghan O'Rourke (Yale University) in this *New York Times* article, "educators and administrators need to reckon with what generative AI is doing to the classroom and to human expression. We need a coherent approach grounded in understanding how the technology works, where it is going, and what it will be used for."

O'Rourke describes her months-long exploration of ChatGPT, struck by "its seductive cocktail of affirmation, perceptiveness, solicitousness, and duplicity." Challenged to do critical and creative writing, the chatbot was competent but erratic, occasionally fabricating quotes. Asked to produce responses to assigned reading, it did well, even churning out essays at the level of a strong undergraduate. What was most impressive was the bot's ability to do routine administrative work – writing memos, drafting job postings, creating editorial checklists, even making suggestions for how to sequence the poems in an anthology.

"Tasks I might otherwise have avoided or agonized over suddenly became manageable," says O'Rourke. "As a working mother with two young children, running a magazine as well as teaching, I always feel starved for time. With ChatGPT, I felt like I had an intern with the cheerful affect of a golden retriever and the speed of the Flash. The AI was tireless and endlessly flexible. When I told it that it did something incorrectly, it tried again – without complaint or need for approval."

One afternoon, when O'Rourke felt overwhelmed by a slew of personal and professional challenges, she asked the bot for help. Here was the reply: *You're navigating a rich, demanding life – parenting, chronic illness, multiple creative projects, and the constant pull of administrative and relational obligations. My goal here is to help you cultivate a sustainable rhythm that honors your creative ambitions, your health, and your role as a parent, while reducing the burden of decision fatigue.* It then presented a list of possible decisions.

"Without my intending it," she says, "ChatGPT quickly became a substantial partner in shouldering the mental load that I, like many mothers and women professors, carry… Formerly

overtaxed, I found myself writing warmer e-mails simply because the logistical parts were already handled. I had time to add a joke, a question, to be *me* again. Using AI to power through my to-do lists made me want to write more. It left me with hours – and energy – where I used to feel drained."

Coached by tech-savvy friends, O'Rourke took ChatGPT to higher levels, teaching it her writing style and providing increasingly detailed prompts for her work and personal life – including a month's menus for picky eaters at home. She branched out into Claude, Gemini, and other genAI tools, and was struck by how much they've improved since a year ago.

But then things started feeling off as ChatGPT mirrored her personality and likes and dislikes. "It was producing a fun-house double of me," says O'Rourke, "a performance of human inquiry. I was soothed because I was talking to myself – only it was a version of myself that experienced no anxiety, pressure, or self-doubt. The crisis this produces is hard to name, but it was unnerving… I came to feel that large language models like ChatGPT are intellectual Soylent Green – the fictional foodstuff from the 1973 dystopian film of the same name, marketed as plankton but secretly made of people." And chatbot content is from people.

O'Rourke is very concerned about the environmental impact of AI (it consumes vast amounts of electricity and water) and the legal and ethical challenges (authors, artists, and news organizations have sued for violation of their intellectual property). She describes the slippery slope many stressed-out students are on: they start using chatbots for research, then outlining, summarizing, and proofreading, and are then seduced by its helpful suggestions and "the boundary between tool and collaborator, even author, begins to blur… At that point, students or writers have to actively resist the offer of help."

The most pernicious thing about a chatbot, says O'Rourke, is "the way it simulates mastery and brings satisfaction to its user, who feels, at least fleetingly, as if she did the thing that the technology performed." After using ChatGPT to write a memo, she feels "as if a ghost with silky syntax had colonized my brain, controlling my fingers as they typed." And indeed, brain scans of and interviews with people writing essays with and without AI have revealed that those using bots had weaker brain connectivity, poorer memory of the essay they had just written, and less ownership of their work; researchers call this "cognitive debt."

How can teachers minimize the temptation students feel to outsource their thinking and writing? A few possibilities:

- Do away with letter grades for writing classes, making them pass/fail.
- Don't use take-home essays to assess mastery and comprehension.
- Do more in-class close reading and have in-person writing labs.

The urgent question, says O'Rourke, is how to help students build their writing and thinking muscles and know language as "our most human inheritance; the space of richly articulated perception, where thought and emotion meet."

A question that haunts her: will students growing up in a world where A. is the operating system "grasp what's missing when an L.L.M. delivers a chirpy but shallow reply? What happens to students who've never experienced the reward of pressing toward an elusive

thought that yields itself in clear syntax?… What we stand to lose is not just a skill but a mode of being: the pleasure of invention, the felt life of the mind at work."

"The Seductions of AI for the Writer's Mind" by Meghan O'Rourke in *The New York Times*, July 20, 2025; O'Rourke can be reached at meghan.orourke@yale.edu.

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2. Advice As We Start Year Three of GenAI

In this *Learning on Purpose* article, Eric Hudson ponders some thorny issues with generative AI as we enter the third year since the game-changing release of ChatGPT in November 2022. His suggestions:

• *Make sense of AI* "We have to let go of the idea that there's a 'right' way to 'do AI,'" says Hudson. "Instead, we have to begin to find our own answers to the important, deep questions that AI raises about education, answers that suit who we are and who our students are." For example:

- What is our job as educators in a world being disrupted by AI?
- How might AI help students think more deeply?
- How might AI help educators become better designers and facilitators of learning?

• *Dive in*. "The best way to make sense of AI is to use it," says Hudson. "You will be a better A.I .advocate, a better AI resistor, or simply a more AI-aware educator if you use these tools for yourself."

• *Talk with students about AI* While some educators are holding off on these conversations until they know more, "students are adopting the technology at a rapid pace," he says, "using it in increasingly diverse ways, and doing so without a lot of guidance or interventions from adults." Surveys show that students want to talk to adults about all this, and conversations need to happen. They might be sparked by questions like these:

- Do you use GenAI tools? If so, what does that look like? If not, why not?
- What excites you about AI? What worries you?
- How is AI being handled in your school? What do you want adults to do about it?

• *Address the question of rigor*. A lot depends on the grade level, learning goals, students' level of competence, and the type of assessments being used. Some questions:

- What kinds of assessments can we keep using, and which do we need to change?
- If students are using AI and still performing well on assessments, is everything okay?
- What can't be measured with in-class, supervised assessments?
- What out-of-class work is still important? How should it be designed?
- Which assessments are resistant to unethical and inappropriate use of AI?

• *Make decisions about AI* "School leadership teams need to make some choices and communicate them with care and intention," says Hudson. Some questions:

- What is your school's role and responsibility with AI?

- How much autonomy do teachers and departments have – for example, banning AI and using AI detectors?
- What guidance and support will students get on using GenAI?

• *Build trust*. This is a big cultural issue with AI, says Hudson: "Can you trust your students and your colleagues to make good decisions about generative AI? If so, what can you do to ensure that trust is not broken? If not, what is required to build it?

"Back to School with AI, Year Three" by Eric Hudson in *Learning on Purpose*, July 31, 2025

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3. Beyond Cellphone Bans: How to Instill Tech Wisdom in Teens

In this *Edutopia* article, speaker/author Erin Walsh says that restricting phone use – for example, bell-to-bell phone bans in schools – "doesn't necessarily translate into lasting, healthy digital habits." Studies have shown that students whose schools have restrictive policies are still on their phones 4-6 hours a day. How can we help students manage the addictive pull of these devices, have greater agency over their online lives, sleep better, and improve their overall mental health?

"Adolescents are wired for discovery," says Walsh. "Their job is to explore their identities, form friendships, learn through trial and error, and contribute to something bigger than themselves. Their brains are sensitive to rewards, tuned in to social status, and fueled by agency and autonomy. As a result, even well-intentioned efforts to influence their behavior can feel like an affront to their independence. Plus, future risks and benefits often pale in comparison to the immediate rewards of life online."

The best approach, says Walsh, is using values-aligned messaging, framing digital decisions around autonomy, identity, and social justice. Instead of saying, *TikTok is keeping you from getting enough sleep*, say, *These platforms are designed to profit from your time and attention. How might you take back control?* This approach can be implemented in advisory groups, core academic subjects, or a digital citizenship curriculum. Some specifics:

• Expose the attention economy. Help students understand how tech companies manipulate them to keep scrolling. Teens are receptive to this message, says Walsh; nearly two-thirds of them, one study found, don't believe major tech companies can be trusted to care about their well-being. Kids' skepticism can be channeled into reflection and learning, using discussion prompts like these:

- *How do social media companies make money?*
- *Why is your attention so valuable?*
- *How are these platforms designed to keep you engaged?*
- *How does this affect your life and that of your friends?*

Two resources: Mind Control: How Apps Use Design Tricks to Hook You and Design Tricks.

• Use values reflection to guide digital decisions. Total abstinence is not realistic, says Walsh. Better to develop students' discernment by encouraging them to ask questions like,

Am I choosing to spend time here, or am I being manipulated into staying? The goal is students exploring their identities and strengthening their inner compass and self-control. Rather than saying, *Do this because I said it's good for you*, ask, *What matters most to you and how can your digital decisions reflect this? How does social media help or hinder your ability to live up to this value?*

Values reflection works best when students apply their values to real-life situations. Here are some possible discussion and writing prompts:

- *Choose one of your core values. Why is it important to you?*
- *What was a time today when that value shaped a decision?*
- *Describe a time this week when your tech use supported this value. How did it feel?*
- *Describe a time this week when your tech use conflicted with this value. What might you do differently?*
- *How would you redesign a social media platform to support your values?*

• Explore youth movements for digital change. "Adolescents are deeply influenced by their perceptions of peer norms," says Walsh. "They are more likely to internalize values-alignment messaging when they feel that others are doing the same. Plus, joining peers feels good now, not just in the distant future." Two programs, #HalfTheStory and Design It for Us, advocate for equitable, youth-centered tech design.

In a classroom, students might rotate through stations, engaging with videos, posts, and quotes from one of the movements, or discussing:

- *What are young people demanding?*
- *What strategies are they using?*
- *How do their efforts challenge current technology norms?*

Students can create mini-campaigns for tech accountability and develop posters, slogans, or calls to action.

"Using Values-Alignment Messaging to Teach Healthy Digital Habits" by Erin Walsh in *Edutopia*, June 12, 2025

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4. Teaching Adolescents How to Manage Their Emotions Under Pressure

In this Brookings article, Katie Hill (University of Chicago Crime Lab) says the leading causes of death among American teenagers are suicide, drug overdoses, car crashes, and shootings. These often result from impulsive decisions made in the heat of the moment.

"We might expect that the mandatory health class that most American students experience in middle or high school would include a focus on the greatest risks to the lives of our young people," says Hill. "But while health education classes typically include important lessons on things like nutrition, sex ed, and the like," they aren't addressing the most commons threats to teens' survival.

"Of course, everyone is prone to making mistakes in fraught, emotionally challenging situations," she says, admitting to temper explosions when she's cut off in Chicago traffic.

"But while I can just muddle through my outburst of colorful language as I drive safely away," says Hill, "muddling through feels wildly insufficient for young people making split-second decisions in highly charged situations where the stakes can sometimes be life or death."

Hill believes that cognitive intervention programs, like those she and her colleagues have developed at the University of Chicago Crime Lab, can help teens understand how their brains are wired, teaching them the difference between what Daniel Kahneman calls System 1 thinking (fast, instinctive, and emotional) and System 2 thinking (slowing down, evaluating the context, and making a reasoned decision). Teens can then begin to get better at understanding and managing their emotions.

By using simulations in a safe classroom environment, says Hill, "kids can dramatically improve their ability to navigate highly charged situations." Programs like this take as little as 20 hours, and the newly acquired skills usually stick, persisting for years after the program ends. If school health classes implemented cognitive behavioral intervention programs, says Hill, they could dramatically reduce the number of tragic deaths – at little or no additional cost.

"Deaths of Decision-Making Are Killing American Teens. Schools Can Fix It" by Katie Hill in Brookings, July 1, 2025; Hill can be reached at Hill can be reached at kahill@uchicago.edu.

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5. Does Advanced Work in High School Prepare Students for College?

In this *Chronicle of Higher Education* article, Beckie Supiano says the college-level work many students are doing in high school seems like a win-win all around: high-achieving students are challenged, they're better prepared for college, their applications are more impressive, and they potentially have a faster, less-expensive college trajectory.

"But there's a downside," says Supiano. "These accelerated programs can condition students to write in a particular format that scores well on an AP exam but isn't what many professors are looking for. It can cut into the time teachers would otherwise spend on different forms of reading and writing. And the ubiquity of college-level work in high school has blurred the boundaries between them. That can leave student with a diminished experience in both."

Supiano continues: "Observers largely agree that doing college-level work in high school, however rigorous, isn't the same as being a college student." How so?

- High-school teachers know their stuff, but aren't active scholars with terminal degrees.
- In high school, students acquire knowledge; in college, they begin to create knowledge.
- College courses introduce students to disciplinary ways of thinking.
- Professors place more emphasis on critical-thinking skills.

There's also the worry that high-school students on the AP track are less likely to venture outside their comfort zone, take intellectual risks, and enjoy the broader school experience.

From interviews with K-12 and college educators, Supiano lists other differences between students taking advanced courses in high school (and taking part in dual enrollment programs, where they take courses on a college campus) and the full-time college experience:

- In high school, students study single subjects for the whole year, while in college courses aren't necessarily sequential and exams come at a more rapid pace.
- High-school students see teachers four or five days a week, getting much more scaffolding and support than from college instructors.
- Many high-school AP courses focus on short passages and exam prep, versus reading whole books and writing extended essays in college.
- High-school course-taking is more coherent, whereas in college, students are taking a variety of courses and responsible for figuring out how they relate to one another.
- Many high-school students cram, highlight their textbooks, take notes, and try to memorize, failing to use skills like retrieval, spaced practice, and interleaving. Without these far-superior study skills, students often flounder in college.

There's also the phenomenon of overburdened high-school students burning out and starting college with less energy just as they're asked to take on more-demanding work.

"Many of the things students do to look good for the admissions office," Supiano concludes, "are different from the things that professors want to see in the classroom, and some are even at cross purposes. But it's hard for students to know that until they actually get to college. By then, they're on a path and in a hurry. Changing direction, rethinking why they're there, and focusing on the process of learning and the virtues of intellectual risk is costly – if it even crosses their minds."

"The Crumbling Boundary Between High School and College" by Beckie Supiano in *The Chronicle of Higher Education*, August 1, 2025 (Vol. 71, #22, pp. 27-31); Supiano can be reached at beckie.supiano@chronicle.com.

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6. An Alternative to Beginning-of-the-Year Bulletin Boards

In this *Cult of Pedagogy* article, Tom Rademacher (Minnesota 2014 Teacher of the Year, now at Oxford Teachers College) says he was "awful awful awful at bulletin boards" and never exceled at decorating his room. "The pressure to present an Instagram-ready classroom for Open House is strong," he says, "and notable for being only the first unrealistic expectation put on teachers every year."

Instead of spending a lot of time creating displays himself, Rademacher came up with an activity for the first week of school that helped him learn about his students, let his students learn about him, and showed kids the classroom was theirs, a welcoming and affirming place:

- He gave each student a paper with a box in the middle and five bubbles around it.
- Students wrote their name in the box and then filled the bubbles with single words (or two hyphenated words) that described them.
- These could be physical characteristics, personality traits, values, beliefs, hobbies, talents, goals, family or personal history.
- If students needed a warm-up, the class brainstormed ideas.

- Students were told to write only things they were comfortable sharing; one option was using a code word for something they wanted to include but not name.
- Students were told not to comment on each other's words.
- Rademacher wrote his five words on the board and briefly explained each one, saying that they changed each year: "Nothing about this is permanent or legally binding."
- Students were then asked to decide on one of their bubble words to cross off.
- This continued until each student was left with their single highest-priority word.
- The class did some sharing and reflection, including parts of their identity that were not present at school.
- Students then chose a color and wrote their word on a piece of paper to be posted on a classroom word wall (Rademacher showed photos of displays from previous years).
- He checked and double-checked the spelling of each student's key word.
- As students posted their words (over several days), they explained them to classmates.

"One very cool thing," says Rademacher, "is how often I've had teachers from around the building and students from previous years come down to my room on the second or third week to see the new wall. I let it hang all year, a creation and a reminder that we have depth, we have difference, and we are all in this together."

During the first week of school, he did a follow-up project called What You Bring. Students create a visual representation of something special they come to class with. Broader than the one-word activity, this includes "the many parts of who they are, what they love, and what sorts of talent, passions, and knowledge they bring with them to school every day." Rademacher gives students time and encourages divergent thinking so they go beyond one thing they're known for and include things their peers may be surprised to hear.

Students' final creations are hung around the classroom – collages, paintings, written songs, mini-sculptures, and QR codes of games they've programmed. "Even students who have been together for years," says Rademacher, "will learn new things about each other, and as long as you have the time to give, encouraging them to ask questions of each other, make connections, and give positive feedback is a great way to set some foundations for a classroom culture based on real appreciation and acceptance for each other"

"Before You Decorate Your Classroom, Here's a Better Idea" by Tom Rademacher in *Cult of Pedagogy*, July 30, 2025

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7. The Difference Home Visits Can Make

In this *Teachers College Record* article, Nitalia Palacios, Judy Paulick, and Aaron Blatt (University of Virginia) and Amanda Kibler (Oregon State University) report on their study of the impact of home visits on teachers' understanding of their students. As part of the study, teachers in a southeastern U.S. elementary school were asked to write reflective journal entries in the opening months of the school year, made 20-25-minute visits (mostly in October) to the homes of students whose families gave permission, and continued to write in their journals. Comparing the journal entries before and after home visits, the researchers noticed:

• Pre-visit journal entries focused on teachers' sense of students' intrinsic traits, making general observations in these areas:

- Intellectual development – bright, curious, creative, imaginative, logical, thoughtful, analytic;
- Verbal propensity – talkative, verbal, quiet;
- Energy levels – energetic, active, playful, excited;
- Self-control – engaged, hard-working, organized, impulsive, disruptive, distracted, stubborn, needing support or attention, staying on task;
- Social adjustment – responsible, mature, humorous, silly, outgoing, playful, affectionate, assertive, shy, sensitive, anxious, dramatic.

• After home visits, teachers' journal entries "indicated a deeper understanding of social adjustment within the context of family dynamics," say Palacios et al., including empathy, caretaking, and gentleness with younger siblings, healthy competitiveness among family members, and preferring to be alone. Teachers also learned about the resources available in students' homes, their hobbies and activities at home and in the community, and what interested them at home, school, and the wider world.

Here's an example of pre- and post-visit journal entries on a student named Alex and her family:

- Pre – Alex has a family of 5. She is the oldest of 3 siblings with two younger brothers. Alex is a quiet, mature student who is very bright. She seems to have a good sense of humor and takes school seriously.
- Post – Visit took place after school. Mom was home with Alex, middle brother, and the youngest was napping. Mom shared cookies with me, and I learned that there are some gluten and dairy intolerances in the family. Mom is very down-to-earth and low-key. Spent most the conversation talking about Alex – she is a very self-possessed student who seems to have always been mature for her age. Learned she does not like reading very much, and prefers nonfiction. We will be starting science soon and a weather unit, and I learned that Alex loves weather, which is great! Took me a brief tour upstairs, where there is a "ball room" for kids to play in. Observed that Alex is very much an older sibling who is used to helping out round the house. Did talk about how she can sometimes be a bit dramatic about injuries, and thought that this might be a way she likes to get some attention, as the youngest brother seems to require more than the older two. Visit went well.

"Our findings confirmed our expectations that teachers seemed to hold a relatively limited understanding of their students' interests prior to the home visit," conclude Palacios, Paulick, Kibler, and Blatt. "Even after a relatively brief home visit, teachers were able to effectively gain access to information and knowledge that they may not have been able to access within the school context." The key, they say, is teachers making home visits early in the school year and journaling about their impressions of students before and after the visits.

"Humanizing Students: Teacher Reflections Before and After Home Visits" by Nitalia Palacios, Judy Paulick, Amanda Kibler, and Aaron Blatt in *Teachers College Record*, April 2025 (Vol. 127, #4, pp. 116-143); Palacios can be reached at nap5s@virginia.edu.

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8. A Tribute to Tom Lehrer

The iconoclastic songwriter/singer and longtime math educator Tom Lehrer died last week at 97. As a 37-year-old, he once quipped, "It's a sobering thought that when Mozart was my age, he had been dead for two years." Lehrer ended up outliving Mozart by 62 years. Here's the *New York Times* obituary.

Between teaching stints at Harvard, MIT, Wellesley, and UC/Santa Cruz (one of his courses was titled "Math for Tenors"), Lehrer released 50 songs, including "National Brotherhood Week," "Pollution," "Fight Fiercely Harvard," "We Will All Go Together When We Go," "So Long, Mom," "Wernher von Braun," and most notoriously, "The Vatican Rag."

Some of his songs touched on education, including "New Math" ("So very simple that only a child can do it"), and "The Elements" (the periodic table set to a Gilbert and Sullivan tune, here with graphics). He created several songs that might still be helpful in the primary grades, including Silent E, the Suffix -ly.

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9. Short Item:

An Infographic Comparing Parents' and Teens' Biggest Concerns – This graphic compares what parents and teenagers think are the greatest threats to young people's health. A couple of takeaways: social media ranks high for parents and teens, while bullying and academic pressure are more on kids' minds than parents'.

"Charted: The Biggest Threats to Health" by Bruno Venditti and Miranda Smith in *Visual Capitalist,* July 26, 2025

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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.

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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)
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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