Marshall Memo 1131

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 30, 2026

In This Issue:

Quotes of the Week

"What is your priority today? This week? This month? If you can't list your priorities, you don't have any. If you have more than five priorities, you don't have any."

Dan Rockwell in "10 Warning Signs You're Off Track" in *Leadership Freak*, March 23, 2026; Rockwell can be reached at dan@leadershipfreak.com.

"Cognitive strain is at the core of the entire post-Paleolithic human experience. It's at the core of all big ideas. It's at the core of empathy, morality, ethics, notions of justice and human rights, and religion and philosophy."

Cal Newport (see item #4)

"You cannot talk someone into a new mental model any more than you can talk someone into being funnier. Beliefs change when people have different experiences."

Isobel Stevenson (see item #1)

"Phonics is a constrained skill. Once students crack the code of written language, they can and should apply those skills in other reading. Some kids, like those with dyslexia, need lots of explicit teaching and repeated practice with all of the phonics patterns they might encounter to crack the code… But most typically developing children don't need as much."

Sarah Schwartz in "Phonics Is Crucial. But How Much Is Too Much?" in *Education Week*, March 11, 2026, reporting on a recent statement by literacy expert Mark Seidenberg (University of Wisconsin/Madison)

"The state of higher education today could be summed up by a line from *Hamlet*: 'When sorrows come, they come not single spies but in battalions.'"

Arthur Levine and Scott Van Pelt in "Transformation Is No Longer Optional" in *The Chronicle of Higher Education*, March 27, 2026 (Vol. 72, #15, pp. 30-31)

"Using social media has ruined my self-esteem and my relation to being a girl in this world, and nearly every day I feel hatred towards my gender, my appearance, or even teenage boys as a category. The misogyny I see from boys my age online, which is echoed in real life too, has made me grow resentful and bitter towards them, as much as I try to avoid it. As wrong as it is, I persistently find myself considering if there are truly any boys out there who are not misogynistic to some extent, and have even questioned whether I can find love in the future because of this."

An anonymous girl in "I Am a 15-year-old Girl. Let Me Show You the Vile Misogyny That Confronts Me on Social Media Every Day" in *The Guardian*, Feb 23, 2026

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1. Tasks, Time, Teaching, and Beliefs: What Matters Most?

In this Coaching Letter, Isobel Stevenson (Partners for Educational Leadership) sums up what she and her colleagues believe are the key school factors that determine students' opportunity to learn:

- Tasks – the work students are asked to do in classrooms;
- Time – enough of it for all students to be exposed to the content;
- Teaching – content knowledge, pedagogical skill, warm demanding, high expectations.

The flowchart looks like this:

Tasks, Time, and Teaching > Opportunity to learn > Student achievement

If this model is correct, says Stevenson, the best lever for high and equitable achievement is to "engage all students with challenging grade-level tasks, ensure cognitive demand of the tasks is supported by effective instruction, and to give students adequate time."

Schools are trying to do all that, but student achievement continues to be disappointing and inequitable, she says, so where are the *bottlenecks* – the constraints within the system that prevent it from getting optimal results with students? Stevenson says that in recent decades, a lot of attention has been paid to getting smartboards and computers into classrooms, reducing class size, and improving teacher evaluation. She's convinced that these efforts "are highly unlikely to improve learning because they're not addressing the system's real constraints."

Is the true bottleneck teachers' access to high-quality instructional tasks for their students? It's true that many classrooms don't have instructional materials that meet some key requirements: tasks that are on grade level, knowledge-rich, with appropriately challenging cognitive demand (students have to figure something out), and accessible to all students (low floor) but never running out of challenge as students move through the tasks (high ceiling).

Sub-par tasks would seem to be a serious constraint, keeping teachers' skills and instructional time from resulting in good student learning.

But over time, Stevenson has come to believe that tasks are not the true bottleneck. "Upstream of time, task, and teaching are the beliefs that educators hold about what students are capable of doing," she says. "If their expectations of students are such that they don't believe that students are capable of benefiting from improved instructional practices, teachers won't use them."

And indeed, there's a tendency to think that kids who get low scores on standardized tests are less intellectually capable than kids who score well. "And then we act on those beliefs," says Stevenson. "We assign easier work to the very students who have had the least opportunity to learn." This well-intentioned process takes place "even though we know those scores are a product of multiple factors, and that despite the scores, they are all capable of doing challenging thinking."

Teachers' beliefs directly affect all three components of students' opportunity to learn, she says. "If educators believe that some students are not capable of engaging in challenging work, they are less likely to provide those students with access to high-quality, grade-level tasks. They are more likely to reduce the amount of time those students spend with important content, either by slowing down, removing content, or assigning them to less-ambitious work. And they are more likely to use forms of teaching that lower cognitive demand: over-scaffolding, excessive explanation, fragmentation, and simplification… Which means that even if we improve curriculum, instructional skill, or teacher collaboration, those improvements will be constrained if the underlying beliefs remain unchanged."

Adding this component, the flowchart of the teaching-learning system looks like this:
Beliefs about students > Tasks, Time, Teaching > Opportunity to learn > Student learning

But introducing the idea of teacher expectations, says Stevenson, creates the temptation to blame "individual bad actors whose deficit beliefs lead them to make poor instructional decisions." That misses the point, she says. "Educators are part of a system, and that system encourages – and in some cases all but requires – them to make work easier for the students thought to be less capable. The system supplies lower-level tasks, rewards coverage over thinking, praises 'support' when it means reducing cognitive demand, and treats struggle as evidence that the work is inappropriate rather than evidence that students are doing the work of learning."

That systemic dialing down of challenge has led Stevenson to reframe the role of teachers "from being maximally helpful to maintaining cognitive demand." Making that shift doesn't mean lecturing teachers about having higher expectations, which doesn't work. "You cannot talk someone into a new mental model," she says, "any more than you can talk someone into being funnier. Beliefs change when people have different experiences."

What does that look like? "We have to create the conditions under which that becomes viable and undeniable," says Stevenson. "We have to ensure that teachers have access to high-quality, grade-level, low-floor/high-ceiling tasks. We have to teach instructional practices that maintain cognitive demand rather than reduce it. We have to redesign collaboration so teachers

can see, together, what happens when students who were presumed incapable are given the chance to think."

In other words, she concludes, "If you try to change beliefs without changing time, task, and teaching, you are likely to produce frustration. But if you change time, task, and teaching in ways that allow educators to experience students differently, the beliefs may begin to shift. In other words, beliefs may be upstream of the system, but the way to change them is not to start with beliefs. It is to change the experiences from which those beliefs are built."

"Maximizing Opportunity to Learn" by Isobel Stevenson in Coaching Letter #229, March 27, 2026; Stevenson can be reached at istevenson@partnersforel.org.

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2. A Teacher Bonds with Her Struggling Students Over Basketball

In this *Kappan* article, Massachusetts teacher Tracy Bare says that when she was in middle school, she gave up on any sport that involved running, a ball, or a team. "It was too hard, too embarrassing, and no fun," she says. "Not for me." School was for her, and after graduating from the University of Chicago, she got a law degree, worked in a law firm, and then embarked on a career as a middle-school math and science teacher.

Years later, a struggling student gave Bare the idea of giving basketball another try. "He didn't want to do my stupid end-of-year science project," she says. "He said it was too dumb and too boring, which is eighth-grade-speak for too hard." While she was working with him, Bare happened to get an e-mail asking if she would play in the student-faculty basketball game. Noting the similarity in the student's mindset about science and hers about sports, she decided to play in the game.

"I was the opposite of a triple threat," says Bare: "I could neither dribble, nor pass, nor shoot," but people were kind and supportive about her two minutes on the court. The school year ended, and the next fall, she decided to go out and shoot hoops at recess. "The kids liked that," she says. "Both the athletically inclined and the profoundly unathletic appreciated that their teacher was trying something new. She got coaching advice: "No, Ms. Bare, remember your arm is an elevator! Then reach into the cookie jar!"

She decided to take basketball lessons, and through the pandemic, she attended regularly, got extra coaching from the school's coaches, and worked hard at getting better. "I learned that basketball is played in a bent-knee athletic stance," she says, "up on one's toes." She tried to absorb basketball jargon about elevator screens and back-door cuts. And she got some advice from a teammate when she ran the wrong way and missed a pass during a scrimmage: "No thinking in basketball!"

Bare believed she was getting better, but in real games, no one passed to her and she just ran up and down the court. After one frustrating game, she shed silent tears as she walked off the court. The coach understood, gave her a hug, and refrained from saying, "No crying in basketball," but she felt like an idiot: "Why was a successful grown woman crying because no one would pass her the ball?"

"Five years later," says Bare, "it is clear that I am never going to even be competent at basketball. But I have learned how it *feels* to be a struggling learner. Many kids feel the exact same way about math and science, or reading and writing, as I do about basketball… They get stuck at the beginner's level. People sound surprised when they do something correctly. Explanations of what to do don't make sense. They are afraid to ask questions… And because this is middle school, people are often mean. For some kids, the logical conclusion is to give up."

After the crying incident, Bare almost gave up on basketball, but one of her students called her on it, saying maybe he should quit school. She hung in there, and it's created a bond with kids who are having the most difficulty. "If you want to be a better teacher (or parent) to kids like that," she concludes, "spend some time and energy trying to do something that seems impossible to you. And when it gets really unpleasant, and seems futile, keep trying even though you don't want to. Then let your students know about your struggles and your failures. They feel much better knowing that teachers struggle too."

"Never-Too-Late Basketball" by Tracy Bare in *Kappan*, Spring 2026 (Vol. 107, #5-6, pp. 66-67); Bare can be reached at tracy_bare@psbma.org.

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3. Problematic and Promising Uses of AI in Teacher Evaluation

In this *Education Gadfly* article, Kim Marshall reports the highlights of a recent survey of Marshall Memo readers on how artificial intelligence is being used for teacher evaluation:

- Many supervisors are using it to draft, organize, summarize, and edit their notes on classroom visits.
- A smaller number are using AI tools to make audio or video transcriptions of lessons and draw conclusions.
- A few supervisors are training AI in the Danielson or another rubric and generating Distinguished/Proficient/Developing/Unsatisfactory ratings of teachers.
- The use of AI for teacher evaluation is largely unregulated, with few guardrails, policies, or norms and minimal training.
- Many respondents expressed strong feelings about maintaining human judgment in teacher evaluation. "Supervision is relational and cannot be automated," said one.
- There was concern about transparency – "Teachers should know if AI is involved" – and ensuring the privacy of teachers' and students' information.

"As a former principal," says Marshall, "I can certainly understand administrators using AI to get their evaluation paperwork done more quickly and efficiently, especially if the process is bureaucratic and burdensome." But will this result in supervisors skipping conversations with teachers and e-mailing evaluations that teachers suspect were produced by a robot? "Face-to-face debriefs," he says, "when handled well, are a chance to affirm and encourage effective teaching, give the teacher a chance to explain the broader context, engage

them in non-defensive reflection, build relationships and trust, and improve classroom practices a little at a time – with significant cumulative impact."

Another problem, says Marshall, is using AI to rate teachers: "Even when done by a competent human, giving rubric scores after a single classroom visit is not a good idea, especially after a short observation. And the cleverest AI tool is incapable of capturing the complex dynamics of a classroom and producing accurate high-stakes evaluative ratings. Rubrics are best used at the end of the school year, summing up a teacher's performance by drawing on information from multiple interactions and including an in-person comparison with the teacher's self-assessment."

The good news, says Marshall, is that enterprising educators are developing AI tools that have real potential for improving teaching and learning. Three examples:

• *Lesson analysis for the teacher* – Inform(Ed) by Tommy Mulvoy transcribes lessons and gives the teacher immediate, confidential data on the ratio of teacher-student talk time, the types of questions asked and answered, wait time, and the sophistication of discourse. The information is not for evaluation but rather to help teachers reflect on lessons and plan improvements. Teachers might choose to look at the data with a critical friend or supervisor, adding even more value.

• *Preparing for post-visit conversations* – The Leverage Leadership App by Paul Bambrick-Santoyo, to be released in June, helps supervisors get ready for conversations with teachers after classroom visits. The tool synthesizes observation notes, student work, assessment results, and previous interactions with the teacher; suggests the best way to start the conversation, affirm what's working and draw the teacher out with an open-ended question (*When did you think the most learning was taking place? Did you get your intended results?*); and lists several ideas for a coaching point.

• *Summaries of teacher/supervisor debriefs* – The Conversation Summarizer by Will and Matt Krasnow transcribes the post-visit conversation (with the teacher's permission) and immediately produces a confidential summary of about 150 words. The tool is trained to follow the sequence of a good conversation: appreciation of what went well, context supplied by the teacher, the coaching point (if there is one), and an actionable next step. Teacher and supervisor read the summary on the spot, make edits, sign off, and receive an electronic copy. The whole conversation – lesson debrief and summary – takes about 15 minutes.

"All three of these tools," says Marshall, "use AI for what it does best – quickly synthesizing and summarizing lots of information and saving educators time – while supporting the human work of focusing on what's going well in classrooms and what can be improved. By streamlining the observation and evaluation process, they increase the likelihood that teachers and administrators will make time for face-to-face conversations (ideally in the teacher's classroom when students aren't there) and do the essential work of affirming and continuously improving instruction."

An important proviso: to implement the second and third AI tools, schools need to modify the traditional teacher evaluation process in the following ways:

- Shift from annual, high-stakes evaluations to short, frequent, informal visits.

- Liberate supervisors from using checklists and rubrics during observations.
- Require a brief face-to-face conversation after each evaluation visit.
- Save rubric ratings for the end of the school year, combining insights from classroom visits, debriefs, other points of contact, and the teacher's self-assessment.

It's also vital to guarantee that information within the AI platform is confidential.

With these conditions in place, Marshall concludes, "well-crafted AI tools can rescue the teacher evaluation process from bureaucratic purgatory, build trust and collaboration, strengthen the quality of day-to-day instruction, and improve learning for all students."

"Should AI Be Used for Teacher Evaluation?" by Kim Marshall in *Education Gadfly*, March 26, 2026; Marshall can be reached at kim.marshall48@gmail.com

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4. Is Artificial Intelligence Eroding Our Ability to Think?

In this *Chronicle of Higher Education* interview with Evan Goldstein, Cal Newport (Georgetown University) talks about his worry that artificial intelligence is making us stupid. Some excerpts:

"When AI automates tasks that are repetitive or time-consuming," says Newport, "or that you would be willing to hand off to a research assistant, I'm not so concerned. If a political scientist can use an AI coding agent to do a more comprehensive and faster data analysis to help them form an argument, that's good."

But he sees many students using AI to automate thought. "Think about having to write something and facing a blank screen. Blank-screen writing is hard. You might want to avoid that cognitive strain. You can get a good enough draft from AI and maybe edit it. You are spared cognitive strain. That worries me because cognitive strain is at the core of the entire post-Paleolithic human experience. It's at the core of all big ideas. It's at the core of empathy, morality, ethics, notions of justice and human rights, and religion and philosophy… Yes, automate drudgery. But automating hard thought is a dangerous direction to go."

The combination of distracting social media and artificial intelligence "is a powerful one-two punch," says Newport. "This is a problem that's 15 years in the making. The smartphone revolution and social media kicked this off. Now here comes AI at the worst time from the perspective of human thinking."

"We need to think about cognitive fitness the way we think about physical fitness," he continues. "There should be a simple rule for being a thinker in an age of AI: don't let AI write anything for you. Writing is to cognitive health what steps are to physical health. Write that e-mail from scratch. Write that memo with the bullet points from scratch. Don't flee the strain. You need it as much as you need those 10,000 steps a day."

How about the student experience? "We are going to look much more like classic Oxford than we do today," says Newport. "More in-person testing, more blue books. Also, more Oxford-style tutorials where you sit with a proctor and walk through an argument and they assess how well you understand the material."

"Is AI Making Us Stupid? Cal Newport Is Worried" by Evan Goldstein in *The Chronicle of Higher Education*, March 27, 2026 (Vol. 72, #15, pp. 24-29)

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5. Evolution: Addressing Misconceptions and Scaffolding Understanding

In this *Journal of the Learning Sciences* article, Man Su and Tomohiro Nagashima (Saarland University, Germany) and Michelene Chi (Arizona State University) say that when learning about complex phenomena like evolution, teachers and students often struggle to overcome misunderstandings and misconceptions about causation. The researchers compared the traditional method for explaining evolution with the PAIR-C strategy, and found the latter produced significantly better conceptual understanding.

PAIR-C is a multidimensional model that breaks down complex systems like evolution into five distinct dimensions:

- Pattern – systemwide changes or outcomes;
- Agents – individual entities participating in the process;
- Interactions – the ways agents interact with one another;
- Relations – how these interactions are connected to each other;
- Causality – the relationships linking agents' behaviors to emergent patterns.

"By explicitly categorizing features of these processes," say the authors, "PAIR-C provides a robust model for conceptualizing and teaching complex systems."

Using direct instruction with undergraduate teachers-in-training, Su, Nagashima, and Chi applied the PAIR-C strategy to address persistent misunderstandings and misconceptions about evolution, using the examples of moths adapting to pollution from industrialization and the fur color of mice changing over generations. Here's how each component worked:

• Pattern – An initial population with genetic variation evolves into a population where certain traits become predominant. The original distribution of genetic traits gradually disappears as advantageous traits become widespread due to differential survival and reproduction.

• Agents – Each organism operates without centralized control; there is no controlling agent, and no single organism "directs" the evolutionary process. Rather, all individuals contribute equally to population-level patterns through their survival and reproduction. This addresses the most common misconception: that individual organisms act with purpose and control (*I'm going to change my fur color*).

• Interactions – These occur through competition, predation, and reproduction, with two characteristics: uniformity – all organisms follow the same basic rules of survival and reproduction; and randomness – mutations and mate selection occur unpredictably.

• Relations – This compares agent interactions, focusing on simultaneity – multiple agents interact concurrently, and independence – each organism's survival or reproduction is independent of others. This reinforces the decentralized nature of evolution: while one organism reproduces, another may die, and yet another mutates.

• Causality – "Natural selection operates through a collective summing causal mechanism," say the researchers, "where the differential survival and reproduction of individuals with advantageous traits gradually shape the population's genetic makeup… Organisms do not 'intend' to evolve; their traits either enhance or reduce their chances of survival and reproduction… Evolution lacks a predetermined goal or purpose; it is the outcome of many interactions over generations."

"Applying the PAIR-C Framework to Foster Deep Understanding and Address Misconceptions in Science Education" by Man Su, Michelene Chi, and Tomohiro Nagashima in *Journal of the Learning Sciences*, January-March 2026 (Vol. 35, #1, pp. 130-175)

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6. Fifteen Human Rights in Literacy Classrooms

In this article in *Reading Research Quarterly*, Maren Aukerman (University of Calgary) and Rachel Birch and Leanne Fray (University of Newcastle) suggest how literacy classrooms can support the essential human rights enunciated in the 1989 United Nations Convention. They assert that children have the right to literacy education that:

- across time, enables them to read, write, discuss, use, and critique texts for themselves in ways that enable participation in their world.
- fosters their development as whole and unique people, celebrating strengths and allowing literate identities to flourish.
- preserves their right to be children by providing for adequate rest, leisure, and play within and alongside literate activity.
- offers meaningful social interaction, including opportunities to connect with peers of their choice.
- involves and collaborates with parents/guardians to ensure that children can exercise their rights.
- enables them to use and respect their native languages and the dominant language.
- develops familiarity, understanding, and respect for their cultures and cultural identities.
- provides opportunities to imagine, compose, and design through creative participation in literacy activities.
- fosters human dignity and humanity, including their understanding of human rights; their empathy and ability to relate to others; their capacities as democratic citizens, including the capacity to stand up for beliefs; and their sense of respect and justice for themselves, other people, and the world.
- provides access to textual materials and knowledge to support their wellbeing.
- honors their freedom of expression and thought, including freedom to seek out information, to see the world differently than others do, and to form and communicate ideas.
- avoids censorship but buffers them from directly harmful or misleading material.

- encourages them to voice views on matters affecting them within and beyond the classroom; those views should be heard and have influence.
- protects them from cruel, degrading treatment and safeguards dignity and privacy, ensuring their right to learn in a safe and respectful environment.
- provides equal access to all human rights without discrimination.

"Children's Inalienable Literacy Education Rights and the Science of Reading" by Maren Aukerman, Rachel Birch, and Leanne Fray in *Reading Research Quarterly*, April/May/June 2026 (Vol. 61, #2, pp. 1-126); Aukerman can be reached at maren.aukerman@ucalgary.ca.

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7. Metaphors for High School

In *The Paste Eater's Blog*, Adam (who says he doesn't eat paste) offers metaphorical prompts about the high school experience. A selection:

• High school is a waiting room, a kaleidoscope, a juggling act, a costume party, a laboratory, a reality TV show, a maze, a marathon, a construction site, a weather system.

• The cafeteria is a jungle, the hallway is a river, the library is a sanctuary, the locker is a time capsule, the classroom is a greenhouse, the parking lot is a showroom, the science lab is a kitchen.

• The gym is a gladiator arena, Friday night football is a religion, practice is a forge, the scoreboard is a judge, cheerleading is a spark plug, rivalry is a fire, the uniform is armor.

• Grades are currency, a test is a mountain, an essay is a tapestry, a report card is a mirror, a group project is a sinking ship, a textbook is a map, the bell is a dictator, a lecture is a rainstorm, plagiarism is theft.

• Graduation is bungie jumping, the future is a blank canvas, college is a distant planet, a diploma is a key, senior year is a sunset, adulthood is an ocean, ambition is a fuel, career choices are a menu, leaving home is a migration, the future is a fog.

"50 Metaphorical Prompts About High School" by Adam in *The Paste Eater's Blog*, February 21, 2026

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8. Six-Word Epigrams from Teachers

Teachers share their wisdom, captured in six words or less, in Larry Ferlazzo's collection in *Education Week*. A selection:

- Every day is a fresh start.
- One connection can change a life.
- Listening to concerns de-escalates most complaints.
- Growth can't happen without critical reflection.
- Passion and humor weather every storm.
- Embrace mistakes as opportunities for growth.

- More work doesn't equate to rigor.
- Don't forget to release your scaffolds!

"From the Mouths of Teachers: Sage Advice in Six Words or Less" by Larry Ferlazzo in *Education Week*, March 25, 2026

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9. Award-Winning Children's Fiction

In this feature in *Language Arts*, Cecelia Espinosa and six colleagues list the 2024 winner, 5 honorees, and 8 recommended books in the Charlotte Huck Award for Outstanding Fiction for Children:

- *The Last Stand* by Antwan Eady, illustrated by Jerome Pumphrey and Jarret Pumphrey
- *And Then, Boom!* by Lisa Fipps
- *Popcorn* by Rob Harrell
- *Dad, I Miss You: A Residential School Story* by Nadia Sammurtok, illustrated by Simji Park
- *A Flicker of Hope* by Cynthia Harmony, illustrated by Devon Holzwarth
- *Summer at Squee* by Andrea Wang
- *Duel* by Jessixa Badley
- *Mi Tierra* by Adria Quiñones, illustrated by Mrinali Alvarez
- *Deer Run Home* by Ann Clare LeZotte
- *Show Up and Vote* by Ani DeFranco, illustrated by Rachelle Baker
- *Isabel in Bloom* by Mae Respicio
- *Abuela's Letter* by Debbie Zapata, illustrated by Alejandra Ruiz
- *When Isaac Hears the Rain* by Julie Thompson, illustrated by Leah Giles
- *Missing Momma* by Winsome Bingham, illustrated by Rahele Jomepour Bell

"2024 Charlotte Huck Award for Outstanding Fiction for Children" by Cecilia Espinosa, Grace Choi, Suzanne Costner, Maria Leija, Kim Tate, Tiffany Rehbein, and Hiawatha Smith in *Language Arts*, November 2025 (Vol. 103, #2, pp. 120-125)

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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 HTML 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)
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