# Marshall Memo 1080

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 24, 2025

## In This Issue:



## Quotes of the Week

"The greatest gift you can give another is the purity of your attention."
Richard Moss and Sir John Templeton (quoted in item #1)

"We never truly know what someone is going through, and a little understanding can go a long way in fostering positive relationships."
Maeva Rich Kennedy (see item #5)

"While AI can provide valuable data-driven insights, it's crucial to remember that education and student well-being are fundamentally human endeavors."
Adam Lockwood (see item #4)

"If students have a program ready to give five suggestions at any given moment when they struggle, what does that mean for the future growth of our young writers?"
Kristina Peterson and Dennis Magliozzi (see item #3)

"Don't worry if there's conflict. Worry if there isn't."
Dan Rockwell (see item #6)

"Leaders who face conflict with skill and courage create environments where people engage, innovate, and grow."
Dan Rockwell (*ibid.*)

"I knew what I didn't know and got very good people to work for me. I've never tried to pretend that I know it all."
Peter Sichel, former C.I.A. official and then wine merchant, who died February 24th at 102; the *New York Times* obituary mentions a remarkable book that describes his work: *The Quiet Americans: Four C.I.A. Spies at the Dawn of the Cold War – A Tragedy in Three Acts* by Scott Anderson

## 1. Jennifer Gonzalez on How to Be a Good Listener

In *Cult of Pedagogy*, Jennifer Gonzalez quotes Richard Moss and Sir John Templeton: "The greatest gift you can give another is the purity of your attention." In all our relationships, says Gonzalez, professional and personal, our ability to be present and listen is essential. She describes five time-honored skills that encourage the people we're with "to go a little more in-depth, share a little bit more, and most importantly, feel seen, heard, and understood."

• *Backchanneling* – These are the small ways we show someone that we're engaged, processing, and understanding what they're saying, and that we want to keep the conversation going: eye contact (but not too much), nodding, small verbal prompts (*uh-huh, okay, wow*), and sometimes using silence to encourage them to keep going.

• *Asking open-ended questions* – for example, *What was that like? Would you do that again, if you had the chance? What do you love about her? What's going on with that? Can you tell me more?* But Gonzalez says we need to be careful with *Why* questions: "While these are not absolutely taboo," she says, "asking a person why they did something or why they feel a certain way can make them feel defensive, as if you're challenging the validity of the feeling or action."

• *Reflecting the content* – A good way to let another person know we're listening is summarizing the gist of what we've heard. It can be something as brief as, *You put in a lot of time!* to a student who's described how hard he'd studied for a test. Briefly reflecting back what you're understanding can also be an opening for the person to say more – perhaps prompted by the question, *Is there anything else?* In her podcast interviews, Gonzalez sometimes says, "OK, let me tell you in my own words what I think you're saying. Let me know if I have this right."

• *Validating feelings* – Beyond letting the other person know we're hearing the content, we can also try to capture the emotions behind it – for example, *It sounds like you feel… That must make you happy… It must have been really frustrating.* When people are upset or stressed, says Gonzalez, it's important to resist the natural urge to cheer them up, which can come across as minimizing their feelings. Instead, saying something like *It's sad* is more helpful, affirming the person's emotions and often helping them move on.

• *Self-disclosure* – Sharing a similar experience from your own life can deepen a conversation and build a stronger connection, even suggest a way to solve a problem. But telling your own stories "can be tricky," says Gonzalez, "because it's easy to get carried away

and shift the focus from the person to you. When that happens you're no longer listening; you've just hijacked the conversation and made it about you."

These listening skills are important in situations where a teacher, counselor, healthcare provider, journalist, or lawyer is trying to get another person talking as part of an effort to help them. In those situations, says Gonzalez, only one person needs to use the skills. But in conversations with friends, co-workers, family members, and romantic partners, both participants should be good listeners to create a two-way dynamic. "Sometimes one person is going to need more attention," she says, "and other times that switches; if you can both learn and practice skills like these five, you'll develop a really wonderful reciprocity that allows you to keep growing together."

"5 Listening Skills That Will Improve All Your Relationships" by Jennifer Gonzalez in *Cult of Pedagogy*, March 16, 2025; Gonzalez can be reached at gonzjenn@cultofpedagogy.com.

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## 2. What Makes Professional Development Effective?

In this *Review of Educational Research* article, Sam Sims (University College London) and seven co-authors say researchers have learned a lot about professional development for teachers – but haven't given clear guidance on what works best. Sims et al. propose a new theory of what makes effective PD, defined as improving teaching in ways that boost student achievement. They start by suggesting four things professional development must accomplish to bring about sustained improvements in teaching:

- Giving teachers better *insight* – a deeper, more practically oriented understanding of how teaching and learning occur in their classrooms;
- Building teachers' *motivation* to change – a willingness to exert effort in pursuit of a new goal or outcome;
- Giving teachers the specific *techniques* or *skills* so new practices are actually implemented in their classrooms;
- Having teachers embed changes in their regular *practice* so improvements are sustained over time.

The authors found effective PD practices in each of the four areas from research on K-12 schools, medical practice, personal health, and athletics. They believe a professional development program that is balanced, having at least one effective practice in each area, will be more successful – and the more key elements it contains, the greater its impact on teaching and learning. The specific PD practices in each:

**Instill insight:**

• *Managing cognitive load* – Focusing on a single idea or task, removing redundant information, and providing worked examples, say the authors, "help to prevent working memory from becoming overloaded."

• *Revisiting prior learning* – Reteaching or prompting recall of important ideas over time help embed ideas for classroom application.

**Motivate change:**

• *Setting goals* – Teachers consciously agreeing on an objective around changing a specific part of their practice – for example, using mini-whiteboards to check for student understanding – directs attention and energy toward the target change.

• *Credible sources* – Teachers are more likely to consider changes in classroom practice if they believe they are based on high-quality research.

• *Praising and reinforcing* – Successful implementation is more likely if teachers get support and affirmation for successful efforts.

**Develop techniques:**

• *Instruction* – Directive advice on how to implement a teaching method works to eliminate ambiguity about what is required to use it successfully.

• *Practical social support* – On-the-ground coaching from colleagues helps develop and trouble-shoot techniques as teachers learn them.

• *Modeling* – Providing an observable example of the target teaching practice provides a visual guide for future practice.

• *Feedback* – This is evaluative guidance based on actual observation of the teaching practice, identifying and then advising on areas for improvement.

• *Rehearsal* – Structured practice outside a real classroom setting improves the accuracy and speed of future performance.

**Embed in practice:**

• *Prompts/cues* – Introducing environmental stimuli to prompt the desired practice, which can trigger increased goal-directed behavior.

• *Action planning* – Specifying when and how a change in practice will be made in future lessons "creates situational cues that help trigger new practice," say the authors.

• *Self-monitoring* – It's helpful for teachers to establish a method to record and then review their own day-to-day practice.

• *Context-specific repetition* – Rehearsing the target practice in realistic classroom settings helps overwrite old habits with the new practice.

"Effective Teacher Professional Development: New Theory and a Meta-Analytical Test" by Sam Sims, Harry Fletcher-Wood, Alison O'Mara-Eves, Sarah Cottingham, Claire Stansfield, Josh Goodrich, Jo Van Herwegen, and Jake Anders in *Review of Educational Research*, April 2025 (Vol. 95, #2, pp. 213-254); Sims can be reached at s.sims@ucl.ac.uk.

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## 3. Using ChatGPT with High-School Writers – within Limits

In this *English Journal* article, veteran New Hampshire teachers Kristina Peterson and Dennis Magliozzi say that figuring out the role of AI tools in secondary classrooms "is no longer a question of *if* but *how*." Within a month of the release of ChatGPT in late 2022, both teachers caught students submitting work they claimed was their own but was obviously

written by AI. Peterson and Magliozzi believe it's critically important that students learn how to use generative artificial intelligence "honestly and ethically in their everyday lives."

Both teachers have been experimenting with using ChatGPT as part of the writing workshop process with their ninth graders. In the workshop model, the teacher does three things: cracking open the writing process for students; coaching students individually versus teaching the whole class; and modeling for students how to write like professional writers. The power of the workshop model, say Peterson and Magliozzi, "comes from the student-centered approach, where the role of the teacher transforms from the sole source of knowledge to a partner in the writing process." There's continuous feedback rather than judging only the finished product.

Using ChatGPT within the workshop process "offers an additional opportunity to writers and teachers alike," they found. Here's how they used it as their students engaged in one end-of-year writing project. The teachers roamed around their classrooms accessing ChatGPT on their laptops (students don't have access to it on their school computers), providing support in the following ways:

• *Dealing with writer's block* – Several students had trouble getting started, they say. "One student in particular knew what she wanted her story to be about, but could not put pen to paper." Sitting beside her, the teacher typed this prompt into ChatGPT: "Act like a student who wants to write a murder mystery/horror story for a YA audience. Set it in an eerie small town that is pretty desolate and creepy. I'd like my main character to be a person who knows someone who everyone thinks died by suicide but didn't and was murdered. Can you help me brainstorm ideas for this?"

The response was extensive, including a suggested setting (Harrows Hollow), the main character (17-year-old Ivy Benson), and a suggested twist ending (a pact involving a supernatural entity). The student's final draft differed significantly from these suggestions. "She only needed ChatGPT to flood her with ideas," say Peterson and Magliozzi. "It supported her process in the way that a high-level writing partner might… not with answers but with possibilities, mirroring the give-and-take of a creative brainstorming session."

• *Editing* – Another student was stuck halfway through his story and the teacher prompted ChatGPT for ideas. It came up with six, the student picked up on one of them, and the teacher asked the chatbot for more detail on that one. "The student was creating the characters and doing all of the writing," say Peterson and Magliozzi, "but ChatGPT acted as an editor might, helping him see the potential of his story from all sides."

• *Proofreading* – One of their students churns out a great deal of writing, but it's full of grammar, syntax, and capitalization errors. Sitting with him to correct these errors is time-consuming, and it's been a huge help that AI can give him not only a clean version of his writing but also a list of all the changes that were made. "For a writer like this," say his teachers, "one who will not always have a teacher at this side to edit his writing, a tool like ChatGPT is indispensable."

• *Instant feedback* – Another student was struggling to bring thematic coherence to four poems she had written modeled on Jason Reynolds's book *Long Way Down*. The teacher put

the draft poems into ChatGPT and asked for ideas on how the topics could align thematically. The chatbot's response sparked a lively student-teacher discussion about how the four poems were already operating thematically, and the student considered next steps on how to develop one or more of those themes. Getting immediate suggestions, while the student was in the "flow" of creative expression, was in marked contrast to the fact that it would have been several days before the teacher gave feedback.

"The human touch is noticeably lacking from ChatGPT's response," say Peterson and Magliozzi, "but the communication between teacher and student about the response is where the human element returns. While ChatGPT can respond to the prompt fed into it, teachers can provide feedback while keeping in mind the larger context: the history of a student's writing, their progress over time, or even the parameters of the assignment." The teachers also found that discussing ideas generated by the chatbot was less mentally taxing for them than coming up with suggestions on the spot, "taking the pressure off of us as teachers who must have the answer, allowing us to coach or mentor the student to decide which of a series of options was best for the next step in the writing process."

These benefits notwithstanding, Peterson and Magliozzi have several reservations about using ChatGPT with their students. First, there's the issue of the mental sweat needed for students to become good writers. "We are both concerned," they say, "that the struggle with writing, the effort it takes to make a decision about the next best step in our piece, remains part of the process of writing. If students have a program ready to give five suggestions at any given moment when they struggle, what does that mean for the future growth of our young writers?"

Second, there's the temptation, when students are on their computers at home, to simply get AI to write for them and pass it off as their own. As the chatbots get increasingly sophisticated and able to mimic a student's writing style, this will get more and more difficult to detect.

Third, there's the issue of privacy. What Peterson and Magliozzi put into ChatGPT's prompt box "is collected and used by the company for its own purposes, such as further training its software." They've become more cautious, consulting with their district tech experts and using AI tools that have data privacy agreements with New Hampshire.

Fourth, there are AI "hallucinations" – false information in response to prompts – and responses that contain bias. These are troubling, say Peterson and Magliozzi, but aren't a reason to walk away from AI tools. After all, we've been educating students about internet safety for years, and the same digital hygiene principles can be applied to chatbots.

In addition, not actively engaging with ChatGPT and other tools has a downside, say Peterson and Magliozzi: "This cutting-edge technology learns not only from preexisting material on the internet that it is trained on, but also from how we use it when we prompt it. So if we do not engage with it, we run the risk of excluding an entire generation of students from contributing to AI that is representative of them. How can it represent them if they never have the opportunity to prompt it?"

At the end of the article, Peterson and Magliozzi return to the issue of cheating and the intellectual effort students need to exert if they are to grow as writers. "What we can testify to," they conclude, "is that working alongside students while they authored their own pieces of writing with the aid of ChatGPT felt natural to the writing process. We invited the program into the conversation not to write the pieces our students were crafting, but to help us get access to a series of ideas or information in real time while we sat beside our students. And we used this information to develop the conversation about their writing. In some ways, it felt no different than going to the internet to look something up or sitting with our students and spitballing five possible titles for their piece.

"We can use ChatGPT to embrace the writing process and teach our students what it means to author their writing, because it is here our students will see why they should resist the temptation to rely on AI technology to do it for them. Before students lean on it for answers, they should engage with the frustration of struggling for the next scene, or how to conclude, or the right way to revise a sentence. In order to experience writing, they need to face those struggles on their own and with us in the classroom. Only after some individual creative attempts to generate an idea should the student begin looking to others like their teacher or ChatGPT for answers. It is through this process that students learn what it means to write in the era of AI."

"Writing in the Era of AI: ChatGPT in the Writing Workshop Model" by Kristina Peterson and Dennis Magliozzi in *English* Journal, November 2024 (Vol. 114, #2, pp. 95-103); the authors can be reached at kpeterson@sau16.org and dmagliozzi@sau16.org.

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## 4. Guarding Against the "Red Queen Effect" with Artificial Intelligence

In this article in *Communiqué*, Adam Lockwood (Kent State University) says many school psychologists have hopes that ChatGPT and other AI tools will save lots of time on writing reports, analyzing data, and paperwork. But that doesn't account for the "Red Queen effect." In Lewis Carroll's *Through the Looking Glass*, Alice and the Red Queen were running, running, running yet remained in the same position relative to one another.

Here's how the Red Queen effect has worked in health care. Electronic patient records were supposed to streamline medical paperwork, but increasing data demands from insurers, regulators, and administrators have added to the digital workload for doctors and health care providers, many of whom feel they're working harder than ever just to keep up.

For school psychologists, says Lockwood, there are three ways the Red Queen effect might apply, with AI possibly taking as much time as it's supposed to save:

• *Upskilling and retraining* – There's a lot to becoming proficient in the use of artificial intelligence, including writing good prompts, scrutinizing the accuracy of what AI spits out, and attending to privacy and ethical issues. "School psychologists must understand how bias manifests in AI systems," says Lockwood, "and its potential impact on diverse student populations."

• *Data management and interpretation* – "AI algorithms can process vast amounts of data at speeds far beyond human capabilities," he says, "providing insights that might otherwise remain hidden" on student capabilities, who is "at risk," and suggested learning activities. Accurately and fairly interpreting data places new demands on school psychologists as they interact with students and help teachers and administrators make good decisions.

• *Increasing caseloads* – AI efficiencies with report-writing and paperwork may be offset by school districts increasing assessment caseloads or reducing support staff, says Lockwood, "perpetuating a cycle of running faster without making significant progress in reducing workload stress."

To prevent the Red Queen effect in these three areas, Lockwood says school psychologists need to "harness AI in ways that genuinely improve our work, save time, and shift our role – all aimed at enhancing the well-being of the students we serve." Here's how:

- Focus on using the time saved by AI to improve the quality of direct services – counseling, consultation with teachers, and proactive interventions.
- Use AI to analyze screening data and identify students in need, intervene early, and provide the right support.
- Equip current practitioners and psychologists-in-training to use AI tools to their fullest potential, making it possible to spend more time with students and front-line educators and design schoolwide prevention programs.

"While AI can provide valuable data-driven insights," Lockwood concludes, "it's crucial to remember that education and student well-being are fundamentally human endeavors. It is essential for school psychologists to strike a careful balance between leveraging AI-powered data analysis and maintaining the personal, empathetic approach that is central to our profession. We need to ensure that the wealth of data provided by AI enhances, rather than replaces, our professional judgment and human understanding of students' needs."

"The Red Queen Effect of AI in a Rapidly Evolving Technological Landscape" by Adam Lockwood in *Communiqué*, March/April 2025 (Vol. 53, #6, pp. 17-19); Lockwood can be reached at alockwo2@kent.edu.

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## 5. A School Psychologist's Reaction to Being Shouted At by a Teacher

In this article in *Communiqué*, Maeva Rich Kennedy says that when she calls teachers on their classroom phones, she always asks, "Are you with kids now?" to make sure she's not interrupting instruction. But during her first year as a school psychologist, a teacher responded angrily to Kennedy's question: "Who do you think you are? You're not my boss, and you don't need to know what I'm doing right now. I don't even know you!"

Kennedy hung up feeling shocked and embarrassed, but as she gathered her thoughts, she realized that the teacher's reaction might not be about her. Later that day, she walked down to the teacher's classroom when she knew she had a planning period, introduced herself as the new school psychologist, and explained that her question when she called had been to make sure she wasn't disrupting time with students.

"As we spoke, the tension in the air changed," says Kennedy. "Her body began to relax, and her eye contact increased." The teacher said that just before the phone call, she'd been in a meeting about her autistic son that left her feeling enraged and raw. The teacher began to cry, and Kennedy listened intently, validating her feelings and acknowledging the challenges of being a teacher and a parent navigating the special education process.

"This interaction," Kennedy says, "reinforced the importance of approaching every situation with empathy. We never truly know what someone is going through, and a little understanding can go a long way in fostering positive relationships… Because I took the time to address the situation, this teacher and I went from a rocky introduction to a dynamic of mutual respect and shared goals."

"What I Learned from a Teacher Who Yelled At Me" by Maeva Rich Kennedy in *Communiqué*, March/April 2025 (Vol. 53, #6, p. 6)

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## 6. Developing "Conflict Resilience"

"Don't worry if there's conflict. Worry if there isn't," says Dan Rockwell in *Leadership Freak*. "Disagreements are inevitable. Avoidance is the enemy." The most important skillset, he believes is *conflict resilience*, which "helps you thrive during the inevitable." The elements:

• *Name it and dig deep*. "Untended tension festers," says Rockwell. "Identify real issues. Avoid reacting to surface-level issues."

- What really bothers me about this?
- What assumptions control my response?
- What's at stake for others?

Clarity is the beginning of resolution.

• *Explore and be brave*. "Curiosity turns a battleground into a learning ground. Rather than defending your position, explore:

- What's driving the disagreement?
- How does my emotional response shape my approach?
- What is the most generous assumption I can make about the other person's intent?

Bravery in conflict means seeking understanding before seeking victory.

• *Commit and own it*. "Leaders miss opportunities to build trust when they sidestep conflict," says Rockwell. Dive in:

- Take responsibility for your part.
- Define the best possible outcome and communicate it.
- Commit to handling future conflicts with the same intent.

"Success during conflicts isn't about winning arguments," he concludes. "It's about strengthening relationships and making better decisions. Leaders who face conflict with skill and courage create environments where people engage, innovate, and grow."

"Conflict Resilience: Turn Arguments to Advantage" by Dan Rockwell in *Leadership Freak*, March 19, 2025; Rockwell can be reached at dan@leadershipfreak.com.

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## 7. Dealing with Students' Social Anxiety

In this *Edutopia* article, veteran teacher Cathleen Beachboard reports that 36 percent of young people have social anxiety. Classrooms are an especially fraught venue: students worry about raising their hand, sharing ideas, and saying the wrong thing. The good news, says Beachboard: "Confidence isn't something students either have or don't have. When we create structured, low-pressure opportunities for students to engage, we help them develop self-assurance and overcome the fear of judgment." In her middle- and high-school English classes, she uses five strategies to reduce social anxiety.

• *Teaching social cues* – "Anxiety skews perception," she says. "A neutral face can look like a glare. A pause in conversation can feel like a rejection." To overcome kids' tendency to mischaracterize a peer's or adult's body language and facial expression, she has students watch brief film clips without sound and describe the emotions they see. Students also pair up and make observations about how emotions are communicated and watch TED talks to see how effective speakers use eye contact, hand gestures, and tone to connect with and engage an audience.

• *Reframing mistakes as growth opportunities* – "Fear of failure keeps many students silent," says Beachboard. "When students see that everyone makes mistakes, they stop fearing them." She discusses famous failures like J.K. Rowling's multiple rejections with the Harry Potter series, shows how authors make multiple revisions, uses growth mindset journaling to get students reflecting on a challenge they faced and overcame, and highlights grammar errors she makes.

• *Giving students an on-ramp* – At the start of classes, Beachboard asks students to write one word about how they're feeling or something they're excited about that day.

• *Providing structured opportunities to speak* – She sets classroom norms to create a safe space for participation: *One speaker at a time. Challenge ideas, not people. All voices are valued.* She uses role-plays where students practice asking for help, explaining an idea, or disagreeing respectfully. She also has students use sentence starters like:

*I agree with ----, but I also think ----.*

*I see it differently because ----*

*Can you clarify what you mean by ----*

"These simple tools," she says, "reduce the fear of saying the 'wrong' thing and encourage participation."

• *Scaffolding discussions* – Before talking about a novel in class, students respond to a prompt on a shared Google doc, getting warmed up and thinking through ideas. Students then share with a partner, discuss in a small group, and finally join a full-class discussion. Each student is given three colored tokens:

- Blue – Ask a question.

- Green – Respond to classmate.
- Yellow – Share a new idea.

"This ensures equal participation," says Beachboard, "prevents dominant speakers from taking over, and helps anxious students know exactly when and how they're expected to speak."

"5 Research-Backed Strategies to Reduce Students' Social Anxiety" by Cathleen Beachboard in *Edutopia*, March 14, 2025

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## 8. Notable Verse Novels

*School Library Journal* shares the National Council of Teachers of English (NCTE) 2025 list of first-rate verse novels (click the link below for cover images and brief synopses):

- *Black Star* by Kwame Alexander
- *And Then, Boom!* by Lisa Fipps
- *Onyx & Beyond* by Amber McBride
- *Ultraviolet* by Aida Salazar
- *Kareem Between* by Shifa Saltagi Safadi
- *Louder Than Hunger* by John Schu
- *Unsinkable Cayenne* by Jessica Vitalis
- *Black Girl You Are Atlas* by Reneé Watson, illustrated by Ekua Holmes
- *Mid-Air* by Alicia Williams, illustrated by Danica Novgorodoff

"NCTE's 2025 Notable Poetry and Verse Novels" in *School Library Journal*, March 2025 (Vol. 71, #3, p. 26)

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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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- The current issue (in Word or PDF)
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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