Marshall Memo 1126

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 23, 2026

In This Issue:

Quotes of the Week

"Ten minutes of targeted instruction beats a full period of general re-teaching."
Todd Finley (see item #4)

"You can teach phonics and handwriting in relative independence, but reading comprehension depends on vocabulary, which depends on background knowledge, which depends on prior reading, which depends on the very comprehension you are trying to build."
Carl Hendrick (see item #1)

"If he's going to be wasting time, I'd rather him be doing it on a piece of paper than this network device that has a bunch of stuff that nobody has told me about and that I didn't give my permission for."
Meg Jones (Georgetown University), quoted in "What's Worse for Students: A Boring Worksheet or Ineffective Ed Tech?" by Alyson Klein in *Education Week*, Feb. 11, 2026

"Smart people learn from everything and everyone, average people from their experiences, stupid people already have all the answers."
Socrates (quoted in item #2)

"One of the dumbest ideas is that each person should come up with their own values. Unless your name is Aristotle, you probably can't do that."
David Brooks in "We're Part of the Problem" an interview with David Goldstein in *The Chronicle of Higher Education*, February 17, 2026

"My job is to turn out students who are acceptable at a dance, invaluable in a shipwreck."
The headmaster of Stowe School in England (quoted in *ibid*.)

1. What Technology Can Do and What Human Teachers Must Do

In this *Learning Dispatch* article, Carl Hendrick (Academica University, Netherlands) says a perennial challenge for schools is how to (a) break knowledge into components small enough for novice students to learn and then (b) reassemble those components so students understand the big picture. The problem for teachers is that students often have (a) without (b) – for example, they might learn the dates of every major World War I battle, know that the assassination of Archduke Franz Ferdinand was the triggering event, and be able to define words like *alliance* and *imperialism* – and yet have no real understanding of why the war happened.

Novice students, on their own, can't assemble the subcomponents into the whole picture. "Working memory will not permit it," says Hendrick. "But the reassembly is where instruction most reliably fails, because the connections between components are not themselves components. They are relationships, contingencies, contextual judgments; the mortar, not the bricks. And no amount of optimizing the bricks will produce a wall."

Vocabulary, for example, can be learned word by word, multiplication tables practiced fact by fact, and spaced retrieval can very efficiently get these components into long-term memory. All of this can be handled by computers and AI tutors *in parallel* – that is, independently without needing to be connected. "This kind of automated, personalized practice and feedback can be delivered to tens of thousands of students simultaneously," says Hendrick, "with marginal costs approaching zero, with impact distributed across vast numbers of learners at once."

But what technology cannot do, he says, and teachers often fail to do, is integrate the component parts "into the kind of flexible, context-sensitive knowledge that constitutes actual competence. In other words, you can memorize 3,650 words a year in twenty minutes a day. But knowing 3,650 isolated words is not the same as reading a novel, following a conversation, or writing a paragraph."

For that to happen, the parallel component parts need to be joined at a higher level – *in serial*: "To understand the causes of the First World War," says Hendrick, "is not to hold a collection of independent facts, each stored and retrievable in isolation, but to grasp a web of interdependencies: alliances, economic pressures, nationalist ideologies, contingent decisions, structural forces. Each node in this web derives its meaning from its connections to the others. You cannot parallelize the construction of such understanding any more than you can build the tenth floor of a building before the ninth."

He applies the same logic to language: "You can teach phonics and handwriting in relative independence, but reading comprehension depends on vocabulary, which depends on background knowledge, which depends on prior reading, which depends on the very comprehension you are trying to build. These are serial dependencies. They have an order and resist parallelization."

This spotlights what Hendrick calls "the atomization trap" with the rote learning that educational technology does so well – focusing on what is measurable and *parallelizable* at the expense of what is neither. Falling into this trap, he says, "produces students who can pass skill checks but cannot write a sustained argument, who can solve practice problem types but freeze when the problem is reframed, who know the dates but cannot explain why they matter."

An example: students were taught words and definitions and wrote sentences using the words. Taught that *correlate* means *be related*, a student wrote, *Me and my parents correlate, because without them I wouldn't be here*. Another student, taught that *meticulous* means *very careful*, wrote, *I was meticulous about falling off the cliff*. "This is the atomization trap in miniature," says Hendrick. "Each child had successfully completed the parallel operation: definition retrieved, synonym matched, sentence generated. But the serial layer, the contextual understanding of how a word actually functions in living language, was entirely absent."

This is why students can do much better on a curriculum test closely aligned to what they have studied than they can on a standardized test. What standardized tests measure, says Hendrick, "is whether the student can apply knowledge in contexts not explicitly rehearsed, make inferences across domains, transfer understanding to novel problems. In other worlds, the gap between aligned and standardized test scores is not merely a measurement artifact. It is a signal. The parallel layer is working. The serial layer is not being adequately served."

What can't be automated, says Hendrick, at least not yet – "is the human infrastructure of professional development, school culture, teacher knowledge, instructional leadership, adaptive response to context… Each school has its own dependencies. Each teacher requires individual support. Each classroom context demands coordination that cannot be automated away."

The deeper understanding we want students to have "is painstakingly serial," he says, "built connection by connection, layer by layer, in a process that takes time, sequence, and the kind of integrative thinking that no algorithm yet replicates… The best educational technology respects this distinction. It parallelizes what can be parallelized: the delivery, the feedback, the scheduling, the data collection, the routine practice. And it preserves, protects, and supports what cannot: the teacher's capacity to sequence ideas, to connect the dots between isolated skills, to build the kind of coherent understanding that transfers beyond the platform and into the world."

What technology can do, Hendrick concludes, is to ease the very challenging job we're asking teachers to do: "the expectation of managing thirty or more students simultaneously, each at a different point of understanding, each with different misconceptions, each requiring the kind of sustained, responsive attention that is, by its very nature, serial: one conversation at a time, one connection at a time, one moment of recognition at a time." Teachers can take

advantage of what technology does well – drill and practice, spaced retrieval, and other parallel tasks – so they can focus on what only they can do: knit the parts together and teach so students understand and can transfer what they know to new situations.

"The 'Embarrassingly Parallel' Problem: When Students Understand the Parts But Not the Whole" by Carl Hendrick in *The Learning Dispatch*, February 17, 2026

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2. Leaders with the Qualities of Good Followers

In this *Harvard Business Review* article, Tomas Chamorro-Premuzic (University College London and Columbia University) and Amy Edmondson (Harvard Business School) say that successful leaders at Microsoft (Satya Nadella), General Motors (Mary Barra), and Apple (Tim Cook) embody key "followership" skills: "the capacity to learn, listen, collaborate, challenge, and adjust in service of something larger than oneself." This is the opposite of the conventional wisdom about great leaders: that they are visionary mavericks, charismatic disruptors with heroic powers, with followers as passive recipients of those magical qualities.

"Becoming a better leader is not about asserting authority more skillfully," say Chamorro-Premuzic and Edmondson, "but rather about mastering the capacity to follow well, even from a position of power" – setting aside "selfish or individualistic agendas to become part of a collective unit – to achieve something none could do alone."

Unfortunately, say the authors, many leaders are focused on looking smart and proving their competence. Socrates thought otherwise: "Smart people learn from everything and everyone, average people from their experiences, stupid people already have all the answers." For people to *want* to follow a leader, that leader needs to show humility and curiosity, be receptive to feedback and dissent, and show loyalty to an overarching purpose, not their ego.

The complexity of the modern world, amped up by artificial intelligence, means that leaders "must now lean more on emotional intelligence," say Chamorro-Premuzic and Edmondson. "They must have the ability to create genuine connections and understand others' feelings. They must bring people together, connect ideas, continually learn, and blend diverse perspectives. They need to understand when to step back, when to support others, and when to rely on someone else's specialized knowledge." The authors name five capabilities in the leadership/followership dynamic:

• *Active listening* – taking in information without filtering it through ego, fear, or hierarchy, not getting defensive when something is out of synch with one's beliefs or ideas, creating psychological safety for ideas to be expressed. "Listening is not an easy skill to acquire," say the authors, "because it requires humility, patience, and the willingness to be wrong – precisely the range of behaviors leaders need from followers."

• *Prioritizing purpose, not selfish credit* – Leaders and followers need to focus on the collective mission, "something that requires others to make it happen," say Chamorro-Premuzic and Edmondson. "When ego is secondary, teams collaborate more freely, and people feel part of something bigger than themselves."

• *Reliable execution* – Leaders and followers understand the nuts and bolts of the organization and make things happen, transforming big-picture goals into concrete reality. This, say the authors, is an argument for protecting entry-level jobs from AI: "to ensure that junior employees continue to develop the firsthand knowledge of how things get done and the followership skills essential to becoming strong leaders."

• *Critical dissent* – "Competent followers challenge constructively," say Chamorro-Premuzic and Edmondson. "They ask questions, flag risks, and speak up when something is off, providing invaluable insights and intel on the organization and helping things get better. Leaders who welcome dissent instead of punishing it avoid the predictable pitfalls of unchallenged authority: groupthink, delusional confidence, and avoidable failure."

• *Coachability* – Being a constant learner is a key characteristic of good followers and leaders. "They seek feedback rather than defend against it," say the authors, "and treat improvement as part of their identity… Coachable followers avoid becoming a more exaggerated version of themselves and are not limited by their past or present self… This, in turn, enables them to navigate novel challenges."

"The Best Leaders Are Great Followers" by Tomas Chamorro-Premuzic and Amy Edmondson in *Harvard Business Review*, January 14, 2026

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3. Effective Schools That Sustain Success Over Time

In this *Education Gadfly* article, Robert Pondiscio says it's important to study effective schools, but the secret sauce of these outliers, especially those serving low-income students, has not been widely replicated. He believes there are three reasons:

First, educators often "explain away" their success, finding reasons their practices can't be adopted. "We treat good student outcomes as an anomaly to be challenged or rationalized rather than a system to be understood," says Pondiscio. "Surely it must be student selection or deep-pocketed funders – something unique and perhaps even unsavory that either cannot be replicated or that I wouldn't want to do in my school."

Second, school leaders adopt only the qualities of beat-the-odds schools that affirm their existing beliefs. If a school is using a curriculum that potential emulators don't like, they attribute the success to "strong teaching." If it uses discipline policies that seem too strict, success is attributed to "school culture." If the school invests heavily in teacher coaching, credit is given to "professional collaboration." In other words, says Pondiscio, confirmation bias is at work. "What we tend not to do is interrogate the full system – including the parts that may feel uncomfortable, unfashionable, or difficult to reproduce locally."

A third reason that the key qualities of highly effective schools are not widely adopted, he believes, is that we're not zeroing in on the schools that have impressive results over the long haul. "It's not enough to study successful schools, districts, and charter management organizations," he says. "The ones that deserve our attention are those that have sustained their successes over decades."

Pondiscio looked at follow-up data on schools profiled by Karin Chenoweth in *It's Being Done* (2007) and Samuel Casey Carter in *No Excuses* (2000) and found that only a minority of the beat-the-odds schools had sustained their stellar results. "We celebrate visionary principals, breakthrough models, and dramatic turnarounds," he says. "What we pay far less attention to is sustained excellence."

An example of that is Steubenville, Ohio, where non-selective public schools serving mostly working-class and low-income students with average-size budget allocations have continued to rack up impressive results for decades.

What did they do? "Steubenville did not cycle through competing philosophies," he says. "There is no dramatic breakthrough moment in the story, no charismatic savior, no sweeping reinvention." The district adopted an effective literacy program, invested in deep, sustained professional development and collaboration, protected instructional time, preserved curriculum coherence, resisted the lure of new initiatives, new mandates, and new enthusiasms, and stuck with it for 25 years. (See Memo 1081 for a detailed description.)

"If we are serious about studying successful schools," Pondiscio concludes, "Steubenville's example matters enormously. Studying peak performance can teach us what is possible. Studying long-term consistency can teach us what is reliable. And in education, reliable achievement is far more important and far more rare."

"Studying Successful Schools Matters. Studying Enduring Success Matters More" by Robert Pondiscio and Annika Hernandez in *Education Gadfly*, February 19, 2026

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4. Following Up When Formative Assessments Reveal Student Confusion

In this *Edutopia* article, Todd Finley (East Carolina University) says that checking for understanding is a key element in effective teaching. But formative assessments won't improve student learning unless the teacher modifies instruction when students are confused. "Don't do what I used to do when formative assessment revealed gaps," says Finley, "– assume that confusion meant I needed to explain the task again, just more slowly."

"Confusion is information," he says. "When you adopt that mindset, confusion becomes a guide for what comes next." He describes four of the most common insights that on-the-spot assessments can give teachers, and what their next steps might be in each situation:

• *Students weren't clear on the learning target or success criteria*. For example, students got the right answer to a math problem but didn't understand the underlying concept. What the teacher can do next:

- Re-state the success criteria in student-friendly language.
- Say, "Most of you followed the steps correctly, but this question asked for reasoning."
- Share a strong model and annotate what makes it work.
- Create a short, scaffolded rehearsal of the skill, for example, "Because the math rule here is…"

• *Students' strategies don't fit the* task. For example, students are asked to explain what happens when ice is exposed to sunlight and they say it melts without describing heat transfer or energy movement. What the teacher can do next:

- Say, "You're describing what happened instead of explaining why it happened."
- Describe the correct strategy, slowing down to emphasize what's different.
- Narrow the prompt to lower the cognitive load – for example, "The ice melted because…"

• *The way the teacher presented the task kept students from getting started*. For example, students are asked to analyze a complex primary source document and only underline some words. What the teacher can do next:

- Describe step by step, in shorter sentences and simple vocabulary, what students are being asked to do.
- Provide a worked example.
- Narrow the task to one paragraph and show how annotation might be done.

• *Students can't transfer what they've learned to a new context*. For example, students can solve multiplication problems in isolation but can't use the skill in word problems. What the teacher can do next:

- Help students see that the task shares the same underlying structure as what they've already mastered.
- Ask, "Where have we seen this structure before?"
- Ask students to label the type of problem: "This is a _____ kind of problem, so I need to _____."
- Solve one problem that looks almost the same, then one that looks a little different.
- Make the connection explicit by naming what stays the same across contexts.

What if several students are having problems, but in different ways? "That's common," says Finley. "Address the area affecting the most learners first. Then use targeted support for the remaining gaps through quick independent follow-ups or guided group work. In practice, this saves time: ten minutes of targeted instruction beats a full period of general re-teaching."

"How to Decide What to Do After Your Formative Assessment" by Todd Finley in *Edutopia*, February 6, 2026; Finley can be reached at finleyt@ecu.edu.

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5. Should Teachers Simplify Math Vocabulary for Students?

In *The Hechinger Report*, Jill Barshay reports on a study of teacher-student discourse in grade 4 and 5 math lessons. The researchers recorded hundreds of lessons, analyzed what was said, and found that students whose teachers regularly used math vocabulary – *factors, denominators, multiples, radius, circumference* – scored significantly higher on standardized math tests than teachers who didn't. The top quartile of teachers (by student achievement) used

28 more math terms *per lesson* than the bottom quartile; in the course of a school year, students who happened to be assigned to the former group heard math terms about 4,480 more times.

The researchers looked at what might explain why some teachers used more math vocabulary than others. It wasn't teachers' years of experience or the number of college math courses they had taken; the key factor seemed to be teachers' mindset about using math words. Teachers who used them less often thought that formal language would confuse students and used informal terms like *put together* for addition and *take away* for subtraction. Teachers who used math vocabulary believed students needed to be exposed to correct terminology, and their approach paid off.

Interestingly, teachers using math terms was more important than how much students used them. "Exposure and comprehension, rather than verbal facility, may be enough to support stronger math performance," says Barshay.

The finding of this study, she concludes, "aligns with a growing body of research suggesting that language plays a critical role in math learning." A 2021 meta-analysis found that students with stronger math vocabularies did better, especially when faced with challenging multi-step problems. Researchers don't believe these results came from students just memorizing words. Teachers who get better results likely have a stronger conceptual understanding of math, provide clearer explanations, walk students through examples, and use engaging puzzles.

"Words Matter: Teachers Who Use Math Vocabulary Help Students Do Better in Math" by Jill Barshay in *The Hechinger Report*, January 5, 2026; the original study: "A Quantitative Study of Mathematical Vocabulary Use in Upper Elementary Classrooms" by Zachary Himmelsbach, Heather Hill, and Dorottya Demszky is in *Educational Researcher*, November 30, 2025; Barshay can be reached at barshay@hechingerreport.org.

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6. Does AI Translation Mean We Don't Need to Learn Other Languages?

In this article in *The Conversation*, Gabriel Guillén and Thor Sawin (Middlebury College) say that AI-powered real-time language translation is a boon to tourists and very helpful in transactional situations. But as scholars of linguistics and computer-assisted language learning, they make the case for learning another language. "We have devoted our careers to this field," say Guillén and Sawin, "because we deeply believe in the lasting and transformational value of learning and speaking languages beyond one's mother tongue." This is even more important because of increased global mobility, remote work, and people moving to other countries for retirement.

Duolingo and other apps are tremendously popular (Duolingo has more than 113 million active monthly users) and have made learning languages easier and more accessible. But, say the authors, "our research shows that most platforms and apps have failed to fully replicate the inherently social process of learning a language." What really matters with a language, they believe, "is the ability to follow and contribute to a live group conversation." App-learned skills and AI translations don't do this, they believe, and have hidden costs:

"distortion of meaning, loss of interactive nuance, and diminished interpersonal trust." And they don't provide the well-documented cognitive benefits of learning another language.

Apps and AI are fine for a transactional interactions – checking into a hotel, asking for directions – but for real human situations – meeting your in-laws, introducing yourself at work, welcoming a delegation, or presenting to a skeptical audience – identity matters as much as content, and trust and social capital are key. "The effort of learning a language communicates respect, trust, and a willingness to see the world through someone else's eyes," say Guillén and Sawin. "We believe language learning is one of the most demanding and rewarding forms of deep work, building cognitive resilience, empathy, identity, and community in ways technology struggles to replicate."

For world language educators, the authors conclude, "the call is clear. Generative AI can take on rote and transactional tasks while excelling at error correction, adapting input and vocabulary support. That frees classroom time for multiparty, culturally rich and nuanced conversation."

"What AI Earbuds Can't Replace: The Value of Learning Another Language" by Gabriel Guillén and Thor Sawin in *The Conversation*, November 10, 2025; the authors can be reached at gabi@middlebury.edu and tsawin@middlebury.edu.

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7. At What Level Does Student Absenteeism Become Problematic?

In this *Education Gadfly* article, Jeff Murray says that "chronic" student absenteeism is generally defined as missing at least 10 percent of the school year (18 days) for any reason. In most schools, this has been the threshold for early warning and accountability. But is that too low a bar? A new study at the University of Michigan suggests that interventions should take place before that.

The Michigan team tracked data on 8,900 Boston public school students from pre-kindergarten through middle school and looked at the relationship between absences and 8th-grade ELA and math state test performance. The absence rate in the early grades was not predictive of later test performance, but as students moved through the grades, the rate of absences (increasingly not excused) became more and more predictive.

The most important finding was that academic problems kick in at about a 7 percent absence rate (of enrolled days). "In other words," says Murray, "the warning sign for schools to intervene to mitigate academic harm from chronic absenteeism comes about quite a bit sooner for many students than schools currently believe… The team's report recommends schools track both absence rates and total absences… and that leaders and policymakers seriously consider lowering the cutoffs that define 'chronic' absenteeism no matter how it is measured… Early warning systems should be signaling that intervention is needed far sooner than they do now in order to prevent maximum academic harm."

"Does Missing School Harm Students Even When They Aren't 'Chronically Absent'?" by Jeff Murray in *Education Gadfly*, February 17, 2026; the Michigan study is "The Chronicle(s) of

Absenteeism Measurement: Unpacking the Many Measures of Attendance and Evidence for a Lower Chronic Absenteeism Threshold" by Tiffany Wu, Christina Weiland, and Thomas Staines, Annenberg Institute at Brown University Working Papers, January 2026

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8. When a Leader Should Hit the Pause Button

In this *Leadership Freak* article, Dan Rockwell says there are many situations where holding off on speaking can prevent you from saying something you'll regret – and can open the door for colleagues to step up. He lists ten examples:

- Resist the impulse to speak; listen to understand.
- Shift to curiosity; ask yourself, *What might they understand that I don't?*
- Don't be defensive; when it's appropriate, say, *I was wrong*.
- Be flexible rather than stubborn; say, *I hadn't thought of it that way*.
- Invite dissent; say, *What are some other solutions that might work?*
- Share authority; ask, *What team member might thrive leading this?*
- Pull back; say, *I'm sorry I jumped in too quickly. What are your thoughts about that?*
- Relinquish the need to have the last word; say, *That sounds great. Go do that.*
- Slow down your brain; take notes while others talk.
- Express gratitude; when challenged, say, *Thank you for saying that.*

"A Simple Two-Second Pause" by Dan Rockwell in *Leadership Freak*, February16, 2026; Rockwell can be reached at dan@leadershipfreak.com.

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9. Fun Math Activities for Students and Their Families

In this *Mathematics Teacher* article, Gina Kling (Hope College) and four co-authors share math activities that students and their families can enjoy at home. In a sidebar, they recommend these five websites:

- The Julia Robinson Mathematics Festival Online Puzzles
- Math Fact Fluency (Bay-Williams & Kling, 2019 Companion Website
- Michigan Math Essentials Early Math Games
- Investigations in Number, Data, and Space Game Websites (Grades K-5)
- Connected Mathematics Project Game Website (Grades 6-8)

"Family Math Fun Festivals" by Gina Kling, Lucy Neville, Moly More, Kathryn Vance, and Dyana Harrelson in *Mathematics Teacher: Learning & Teaching PK-12*, February 2026 (Vol. 119, #2, pp. 102-111); Kling can be reached at kling@hope.edu.

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10. Recommended Young Adult Indigenous Literature

In this *English Journal* article, Yvette Regalado and Melody Zoch highlight these young adult novels, verse novels, and graphic novels with Indigenous themes:

- *Braiding Sweetgrass for Young Adults: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* by Robin Wall Kimmerer, adapted by Monique Gray Smith, illustrated by Nicole Neidhardt – middle and high school
- *I Can Make This Promise* by Christine Day – middle grades
- *Apple: Skin to the Core* by Eric Gansworth – high school
- *A Girl Called Echo, Volume 1: Pemmican Wars*, a graphic novel by Katherena Vermette, illustrated by Scott Henderson – middle and high school
- *A Snake Falls to Earth* by Darcie Little Badger – middle and high school

"Critical Hope and Collective Cariño Through Indigenous Youth Literature" by Yvette Regalado and Melody Zoch in *English Journal*, November 2025 (Vol. 115, #2, pp. 26-36)

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11. Short Item:

An AI Spoof on Historical Figures in Hum-Drum Modern Situations – This clever and somewhat spooky AI video shows JFK, Joseph Stalin, Abe Lincoln, Winston Churchill, Albert Einstein, Mao Zedong, Frederick Douglass, Nelson Mandela, Margaret Thatcher, Mahatma Gandhi, and Charles Darwin transposed into modern situations that are less than epic.

"Historical Figures as Boring Modern People" by Gorm the Old, 2026

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

About the Marshall Memo

Mission and focus:

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

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers early Tuesday (there are 50 issues a year). Every week there's a podcast and 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