Marshall Memo 1096

A Weekly Round-up of Important Ideas and Research in K-12 Education
July 21, 2025

In This Issue:

Quotes of the Week

"The feedback sandwich is full of baloney."

Dan Rockwell in "5 Steps to Feedback That Works", *Leadership Freak*, July 17, 2025

"Like a golf course that sets sand and water traps just outside the real range of play, many parents want the veneer of rigor without genuine challenge. An unskilled golfer can feel accomplished with only the appearance of difficulty, as many parents want to believe their child is getting a rigorous education without the frustration of an entire essay rewrite."

Daniel Buck in "No One Actually Likes High Expectations" in *Education Gadfly*, July 10, 2025

"I don't think there's an activity in the world that develops empathy and listening skills like speech and debate."

Scott Wunn, president of the National Speech and Debate Association, quoted in "High School Students Find Common Ground on the Debate Stage" by Ariel Gilreath in *Hechinger Report*, July 8, 2025

"Any technology – from the stone ax onward – replaces some human work in the course of augmenting it. The key question is whether the tool enhances our abilities while still leaving us in control of how to use it… Just as a word processor allows writers to write without having to laboriously correct and retype manuscripts, A.I. should help humans devote ourselves to our most significant and interesting challenges."

Tim Wu in "A.I. Doesn't Have to Mean the End of White-Collar Work" in *The New York Times*, June 29, 2025

"You're not going to lose your job to an A.I., but you're going to lose your job to someone who uses A.I."

Jensen Huang, CEO of Nvidia (quoted in *ibid*.)

"I'm for something really crazy: more teaching, less testing."
Timothy Shanahan (see item #5)

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1. Shadowing Students in a New York Secondary School

In this *Edutopia* article, Alex Shultz describes how Matthew Sloane, principal of a 400-student junior/senior high school near Albany, New York, shadows students through the school day. Several times a year, Sloane wears a hoodie and jeans, chooses a student at random, and immerses himself in the kid's class-by-class experience – doing the work, following the rules, and trying not to draw attention to himself.

Sloane says he's always been fascinated by the daily classroom experience because it "shapes how students learn, how students feel in a classroom, how the teacher presents materials." The first time Sloane shadowed a student, teachers were nervous that his presence in their classrooms would be evaluative. He made a point of debriefing with the faculty at the end of the day, clarifying why he was shadowing students, and personally thanked each teacher for hosting him. In the next few shadowing days, he gave teachers plenty of advance notice, but as the process became routine and teachers relaxed, he told them (and the chosen student) the morning of each shadowing day.

Students are also nervous at first, but by second period they relax and get a kick out of the experience. "It's become fun," says Sloane, "because they don't see me as a principal anymore. They see me as someone who's really in it with them. I even joke around, like, 'What'd you get for answer number one?' I try to embody the role of a student." Sloane tries to join the student for lunch, but sometimes has to duck into the office during cafeteria time to deal with something that's come up.

Insights from shadowing days have led to a number of changes in the school. Sloane found classroom chairs extremely uncomfortable and has procured more ergonomic seating throughout the school. He got hungry during long stretches in class and convinced the food service staff to provide more snacks for students and keep the cafeteria open longer in the morning. On the positive side, it was clear how the 2-3 field trips that teachers organized each year gave students valuable real-world hooks for academic learning.

Sloane was particularly interested in the class-to-class transitions students made multiple times a day, somehow adapting to each teacher's personality, mood, communication style, expectations, vocabulary, and content. He worked with teachers to create a less jarring

experience for students, including schoolwide expectations and routines around behavior, student absences, and the length of assignments.

After a few years shadowing students himself, Sloane got teachers involved. He negotiated with the union for teachers to spend a half or full day each year shadowing a student in a grade they don't teach, with a substitute covering their own class. The protocol is the same: teachers aren't evaluating their colleagues, follow their randomly assigned student through all classes, observe how different teachers handle instruction, and reflect on their own practices.

The feedback from teachers who've tried it has been "tremendous," says Sloane, and he's hopeful more will get on board. "I don't think I could offer a better professional development to a teacher," he says. "Not only does it give them the same experiences I got, where they're physically sitting in the class and connecting with students, but they're also learning different pedagogical techniques, different skill-building techniques, from their colleagues."

"What an Award-Winning School Leader Has Learned from Shadowing His Students" by Alex Shultz in *Edutopia*, April 2, 2025; Sloane can be reached at matthew.sloane@mcsdny.org. See Memos 557, 725, and 1049 for other articles on shadowing students.

Back to page one

2. Should We Use ChatGPT to Make Literature Accessible to Students?

In this *Boston Globe* article, MG Prezioso (Harvard University) tees off on teachers who are using AI tools like ChatGPT to simplify texts for students. "As an education researcher, I understand the appeal of AI-adapted texts," she says. "Classrooms play host to students with a range of language and literacy skills, and AI-adapted materials, which can be translated and tailored to each individual's reading level, allow students to access the same content – along with supplementary resources, like discussion questions and vocabulary words – at their own pace. This is especially valuable in social studies and the sciences, where information is a prerequisite for conceptual understanding." But Prezioso has several concerns:

• Watered-down language – AI-generated text tends to be syntactically repetitive and stylistically flat, she says. Students need to read complex and varied sentences to develop reading comprehension skills. "Why not use authentic texts with additional instructional support, like drawing on background knowledge or helping students break down meaning-filled, 'juicy' sentences instead?"

• Artistic integrity – AI-modified works of fiction, essays, and memoirs can do violence to the original authors' integrity.

• Bias – "Can we really trust AI," asks Prezioso, "with its racial and gender biases, to adapt a novel like *Beloved* – one that embodies not only Toni Morrison's lyrical, enchanting style but also the complexities of the black experience?"

• Love of reading – AI-processed texts simply don't have the same ability to develop students' appreciation of authors' word choice, imagery, and character dialogue. Reading will

be a chore, not a joy. "Divorcing a story from its style is like separating humans from atoms," says Prezioso. "You can try, but if you were to succeed, you would create something entirely different." There's already a trend of fewer young people reading for fun, and AI is likely to make things worse.

As an example, Prezioso takes a passage from the end of *The Great Gatsby*, a novel often used in high-school English classes:

> *Gatsby believed in the green light, the orgastic future that year by year recedes before us. It eluded us then, but that's no matter – tomorrow we will run faster, stretch out our arms farther… And one fine morning – So we beat on, boats against the current, borne back ceaselessly into the past.*

Now here's a ChatGPT rendition:

> *Gatsby believed in the green light, a symbol of the bright future he dreamed of. Each year, that future seemed to slip further away. It was out of reach then, but that didn't stop him – tomorrow he would try harder, stretch further… and maybe one day, he would achieve it. So we keep moving forward, like boats trying to move against the current, always being pulled back into the past*.

"The original is elegant, complex," says Prezioso. "Its arrangement of words and syntax, from the expanded clauses to the ellipsis and dashes, embodies Gatsby's yearning for the past, as well as our own faith in, and pursuit of, illusory dreams. The message is tragic, but its tone is hopeful, leaving us to wonder: are we foolish for beating on, or is the honor in the attempt?" The AI-generated text, on the other hand, is rigid, mechanical, lacks complexity and tone, and distorts Fitzgerald's message.

What makes the original meaningful is that it is "crafted by a person, a breathing, feeling person," says Prezioso. "There is wisdom in human-crafted words, and it is hard-earned. We mustn't overlook this wisdom. It's why we read. It's what we'll lose. And it's something AI will never provide."

"Teachers Are Using AI to Make Literature Easier for Students to Read. This Is a Terrible Idea" by MG Prezioso in *The Boston Globe*, April 13, 2025; Prezioso can be reached at mgprezioso@fas.harvard.edu.

Back to page one

3. A High-School English Teacher Creates a Unit on Disabilities

In this *English Journal* article, veteran Texas teacher Claire Cothren describes how her own family experience raised her consciousness about people with disabilities. She began to notice the negative ways some conditions were portrayed – *disorder, problem, failure, an impairment that needs to be fixed or cured*. Cothren decided she would create a curriculum unit for her high-school students to "reevaluate the ways both we and the literature we study use language to discuss disability – and then do it better."

The first step was introducing students to ideas from Emily Ladau's book, *Demystifying Disability* (2021), including words and phrases that many students were using without seeing the potential harm: *That is so lame. He is a moron. That is insane. They were paralyzed with*

fear. She is wheelchair-bound. One student said, "As someone who isn't disabled, I never really considered how even commonplace terms such as, 'She's blind to his crush on her' could be hurtful to people who identify as blind, because it puts it in such a negative connotation."

The next step was reminding students of characters they'd encountered in English classes, including:

- Chillingworth in *The Scarlet Letter*
- Bertha and Rochester in *Jane Eyre*
- Lennie in *Of Mice and Men*
- Tiny Tim in *A Christmas Carol*

These and other characters in literature and films (*Avatar, Star Wars, Forrest Gump*) often have what are portrayed as problematic traits: isolated, violent, villainous, tragic, dependent, burdensome, asexual, and childlike. They are sometimes killed off (Chillingworth, Bertha, Lennie), experience miraculous cures (Rochester), or function as inspiration to their nondisabled peers (Tiny Tim).

"In texts like these and countless others," says Cothren, "authors tend to depict disability via… 'narrative prosthesis,' presenting disabilities as mere tools to create narrative tension, convey morals, or inspire emotional responses in readers. Just as prosthetics serve as replacements for a limb, disabilities in literature commonly function as mere stand-ins for other aspects of characterization or plot instead of realistic aspects of characters' lives."

Cothren's students then spent two weeks reading and discussing short stories that met Patricia Hannon's CARE mnemonic for avoiding common tropes about disabilities: Centrality, Agency, Respect, and Expertise:

- "Cathedral" by Raymond Carver – bonding with a blind man;
- "Good Country People" by Flannery O'Connor – a prosthetic leg figures in the story;
- "The Treatment of Bibi Haldar" by Jhumpa Lahiri – an unknown medical condition.

"It is my hope," Cothren concludes, "that other teachers may find this CARE model useful in a study of disability in literature, equipping students both to navigate a culture that still holds ableist views and to reframe disability as an identity, constituency, and culture – a natural part of the human experience."

"Taking CARE to Integrate Disability Studies in the Secondary School English Curriculum" by Claire Cothren in *English Journal*, May 2025 (Vol. 114, #5, pp. 31-38); Cothren can be reached at ccothren@hockaday.org.

Back to page one

4. What Counselors Tell Students About Going to College

In this article in *AASA Journal of Scholarship and Practice*, Tara Hornor and Lee Westberry (The Citadel) report on their study of the reasons high-school guidance counselors give students for attending college. Generation Z students were born in the digital age, take getting instant information for granted, are financially minded, and want to solve social and

environmental problems. At the same time, fewer students in this cohort are attending post-secondary institutions, and their counselors' advice is important.

Hornor and Westberry interviewed a representative group of counselors in a southeastern U.S. state and found the most common messages to students about why they should attend college were:

• Career preparation – Students were told that most jobs require some kind of post-secondary degree, not necessarily from a four-year college. Counselors said that training and education beyond high school would open options – including moving to other parts of the state and country.

• Earning power – Most of the counselors stressed that the further students go with post-secondary education or training, the better their pay, health care, and other benefits will be. One counselor said to students, "Do you want to have an apartment? Do you want to live by yourself? Do you want a refrigerator in there? Do you want air conditioning?"

• Knowledge expansion – Some of the counselors talked to students about furthering their education, seeing a wider world of ideas, and enhancing their critical thinking skills.

• Growth and development – Some stressed the social and emotional benefits of moving away from home, living independently, and interacting with other 18-to-20-year-olds.

Hornor and Westberry say these reasons for attending college are all well and good, but they were struck that counselors did not talk to students about other important considerations, including the societal benefit of higher education and the expansion of young people's intellectual and moral horizons. A study by Ella Bara Stolzenberg et al. (2020) found that first-year college students mentioned these reasons:

- Gaining an appreciation of ideas (75% of students);
- Helping others in need (80%);
- Improving their understanding of other cultures and countries (62%);
- Developing a meaningful philosophy of life (50%).

"Generation Z students are also highly intrinsically motivated and more socially conscious," say Hornor and Westberry, "seeing college as an opportunity to make a difference in the world and improve the lives of others."

They urge high-school principals to invest in ongoing professional development for counselors, facilitate collaborative community discussions about GenZ students' expectations and future aspirations, provide time for collaboration with colleges and universities, and reduce counselor-to-student caseloads to allow for more in-depth discussions of what students will do after high school.

"Why Go to College? School Counselor Perceptions of the Benefits of College Attendance" by Tara Hornor and Lee Westberry in *AASA Journal of Scholarship and Practice*, Summer 2025 (Vol. 22, #2, pp. 6-18); the authors can be reached at tara.hornor@citadel.edu and lwestberry@citadel.edu.

Back to page one

5. Timothy Shanahan on Benchmark ELA Testing

In this online article, Timothy Shanahan (University of Illinois/Chicago) responds to a teacher's questions about benchmark testing – how long, time of day, and proctoring. The teacher notes that only 30 percent of the district's students meet standards on the state test, and the benchmark tests are harder than the state test.

These days," says Shanahan, "everyone – school administrators, the state, newspapers – all seem to be peeking over a teacher's shoulder." Low scores on state tests can result in a superintendent being fired and a new curriculum being adopted, and scores affect decisions on pulling students out of classes for remediation. Here are his responses to the teacher's questions:

• *Instructional time* – In this district, interim assessments are given three times a year, each containing four passages and 35 questions, a total of two hours administered in 30-minute sittings. Shanahan says the rationale for benchmark tests is providing timely data on students' skills so teachers can intervene before high-stakes state tests in the spring. Before the era of benchmarks, some students slipped through the cracks because during-the-year assessments were conducted by teachers and follow-up was inconsistent.

For benchmark tests to be helpful, says Shanahan, three key factors must be in place: (a) reliability – student performance is measured consistently; (b) validity – tests identify those students whose current performance indicates they're likely to do poorly on the state test; and (c) efficiency – the benchmark tests don't take too much instructional time or cost too much. Shanahan says that to be certain of validity, we'd have to know how many students did poorly on state tests and *weren't* flagged by the interim tests – and vice versa. Given the district's history of low scores on accountability tests, this seems to be a problem area.

Efficiency is also a serious concern, says Shanahan: "Four days of testing three times a year seems like overkill to me" – students are losing 13-15 days of ELA instructional time taking benchmark tests. If 70 percent of district students aren't meeting state testing standards, it doesn't make sense to spend all that time identifying learning problems via interim assessments; teachers probably already know who needs help. A better use of time would be to raise the quality of reading instruction for all students, focusing especially on the lowest-scoring students, not the "bubble" kids (those scoring just below the cutoff). "Yep," says Shanahan, "I'm for something really crazy: more teaching, less testing."

• *Time of day* – Research on this question is inconsistent, he says, with some studies showing an advantage for morning testing, some pointing to advantages for late-morning and even after-lunch administration. Shanahan suggests doing a study within the district, comparing benchmark test results for students taking them at different times of the school day.

• *Proctoring* – Studies shows that students do better taking tests supervised by their classroom teacher. Why? It could be because having a familiar test proctor reduces kids' anxiety so they can do their best work. But there's another possibility: in one study, third-grade teachers admitted they were not as scrupulous with testing procedures in order to support students "to do their best work" and provide "a positive testing experience." Teachers

accomplished this by encouraging students and, in some cases, giving them more than the allotted time for the test.

Benchmark tests are not for high stakes – they're designed to identify students who need extra help – so it's actually *unhelpful* for teachers to give students a leg up. But this study shows that's exactly what many teachers were doing. "Instead of trying to make sure that everyone who needs it gets the help they need," says Shanahan, "these teachers are trying to make their scores look good… If they manage to boost kids' scores inappropriately, it will deprive them of needed help."

"How to Do the Best Benchmark Testing" by Timothy Shanahan in *Shanahan on Literacy*, July 12, 2025; Shanahan can be reached at shanahan@uic.edu.

Back to page one

6. Early Boy-Girl Proficiency Gaps in Math

An *Education Gadfly* article by Jeff Murray, and a *Harvard Gazette* article by Christy DeSmith, discuss a new study of primary-grade boys' and girls' math performance. Researchers led by Pauline Martinot looked at the results of the EvalAide test given to all French children in first grade, second grade, and in even-numbered grades after that. Analyzing the average math and literacy scores of more than 2.5 million children in four cohorts entering school between 2018 and 2021, here's what the researchers found:

- At the beginning of first grade, girls scored slightly higher in literacy while boys and girls scored almost identically in math.
- In the middle of first grade, a small but significant boy-girl gap emerged in math, favoring boys; the literacy gap between boys and girls narrowed.
- At the beginning of second grade, the boy-girl math gap had quadrupled.
- In fourth grade the math gap was bigger, in sixth grade bigger still, while the literacy gap changed far less.

This pattern occurred in all four student cohorts (including the one affected by Covid-19), varying only slightly across economic levels and types of schools and families. The bottom line: there's no math gender gap until instruction begins, but when it does, there's something going on that accelerates boys compared to girls.

Three interesting details. First, although boys' and girls' average scores at the beginning of first grade were nearly identical, the boys were overrepresented at the upper and lower ends of the math test-score continuum. In second grade, this pattern accelerated, with more than twice as many boys – 2.3 for every girl – in the top 5 percent of scores.

Second, since there is a uniform age for entering first grade in France, there's almost a year's difference in students' age within each cohort, with the oldest first graders turning seven in January, nearly a year before their youngest classmates. But the math gender gap was correlated with the months students had spent in school, not their age.

Third, in 2019, French schoolchildren placed at the very bottom of 23 European countries in the quadrennial TIMSS assessment. How could France, the birthplace of René Descartes, be so far behind in mathematics?

And what caused this widening gender gap in math? This really matters since the trend continues through the grades and results in fewer girls and young women excelling in STEM courses and careers. Martinot and her team emphasize the limits of their study: they analyzed only French children and didn't look for causation. It's possible that students pick up direct and indirect messages from teachers, parents, and the wider community about who is good at math and who isn't. These messages may get stronger in first and second grade when math becomes an academic subject and "gets serious."

If gender bias is responsible, what are the implications? Some of the researchers believe teachers and families need to work on counteracting gender stereotypes, tamp down math anxiety, and showcase female scientists, astronauts, statisticians, analysts, and teachers to serve as role models for girls.

Harvard psychology professor Elizabeth Spelke, one of the study's co-authors, has a different view. "If there was really a pervasive social bias," she says, "and the parents were susceptible to it, we would expect boys to be more oriented toward spatial and numerical tasks when they first got to school." She believes there's something in the way math is presented in the elementary grades that explains the growing gap, and has been involved in a curriculum reform movement with French educators.

"The Gender Gap in Math Performance Starts Early in Elementary School" by Jeff Murray in *Education Gadfly*, July 17, 2025; also "Mounting Case Against Notion That Boys Are Born Better at Math" by Christy DeSmith in *Harvard Gazette*, July 3, 2025. The original study is "Rapid Emergence of a Maths Gap in First Grade" by Pauline Martinot et al. in *Nature*, June 2025; Martinot can be reached at pauline.martinot.dlm@gmail.com.

Back to page one

7. Asking Smart Questions

"The future is built by the curious," says Dan Rockwell in this *Leadership Freak* article. "The spirit behind curiosity shapes the response you receive." He suggests ways to tweak questions that rub people the wrong way to get better results:

- Instead of, *Don't you think it would be better if…?* ask, *What are some other options?*
- Instead of, *Why did you do it that way?*, ask *What didn't happen that caused this failure?*
- Instead of, *What were you thinking?* ask *What would you do differently next time?*
- Instead of, *Are you sure that's a good idea?* ask *What makes you believe that will work?*
- Instead of, *Why didn't you come to me sooner?* ask *What needs to be in place for you to be comfortable coming to me sooner next time?*

Rockwell adds four ways to bring out the best in people:

• Touch imagination – *What would it look like if you hit a home run this week?*
• Use action words – *What did you do that made this come together?*
• Add time – *When will you try that?*
• Shift perspective – *What might your colleagues suggest?*

"How to Transform Stupid Questions" by Dan Rockwell in *Leadership Freak*, July 11, 2025; Rockwell can be reached at dan@leadershipfreak.com.

Back to page one

8. Data on LGBTQ Students' Perceptions

In a sidebar in his *English Journal* article, Toby Emert (Agnes Scott College) quotes recent data from recent GLSEN (Gay, Lesbian, and Straight Education Network) and Trevor Project studies of students in K-12 schools:

- 95 percent of LGBTQ students have heard the phrase "No homo" at school.
- Only 11 percent of LGBTQ students report that school staff intervene "always" or "most of the time" when homophobic remarks are made in school.
- 62 percent of LGBTQ students who were harassed or assaulted in school say they didn't report the incident, mostly because they didn't think anything would be done.
- 85 percent of LGBTQ youth say that seeing representation in TV and movies made them feel good about their identities.

"The Struggles and Exuberances of Teaching an Explicitly Queer Text" by Toby Emert in *English Journal*, May 2025 (Vol. 114, #5, pp. 14-22); Emert can be reached at temert@agnesscott.edu.

Back to page one

9. Recommended Children's Books and Graphic Novels

In this *School Library Journal* feature, the editors recommend recent books in these categories (click the link below for cover images and brief summaries):

Board Books

- *The Hardware Store/La Ferreteri* by Lourdes Heuer, illustrated by Zara González Hoang
- *How it Works: Tree* by Isabel Otter, illustrated by David Semple
- *My Mouth Says* by Ammi-Joan Paquette, illustrated by Sabrena Khadija
- *Big Little Baby* by Liz Garton Scanlon, illustrated by Trudy Tran
- *Walk with Me: A Counting Adventure* by Nancy Uslan

Picture Books

- *How to Grow a Family Tree* by Bea Birdsong, illustrated by Jasu Hu

Middle Grade

- *The Library of Unruly Treasures* by Jeanne Birdsall, illustrated by Matt Phelan

Young Adult

- *Climate of Chaos* by Cassandra Newbould

- *After We Burned* by Marieke Nijkamp

Graphic Novels

- *Tuck Everlasting: The Graphic Novel* by Natalie Babbitt, adapted and illustrated by K. Woodman-Maynard
- *Cry Out Loud* by Tara O'Connor
- *This Place Kills Me* by Mariko Tamaki, illustrated by Nicole Goux
- *Flip* by Ngozi Ukazu

Nonfiction

- *White Lies: How the South Lost the Civil War, Then Rewrote the History* by Ann Bausum
- *Many Voices: Building the Erie, The Canal That Changed America* by Laurie Lawlor
- *Being Bruja: A Young Mystic's Guide* by Zayda Rivera, illustrated by Jennifer Dahbura

Poetry

- *Hopeful Heroes* by Margarita Engle, illustrated by Juliet Menéndez
- *This Is Not a Small Voice: Poems by Black Poets* by Traci Todd, illustrated by Jade Orlando.

"19 Exceptional Titles, Including the Graphic Novel Adaptation of *Tuck Everlasting*" in *School Library Journal*, July 2025 (Vol. 71, #7, p. 88)

Back to page one

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

About the Marshall Memo

Mission and focus:

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

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

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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